

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

TAB	DESCRIPTION	ACTION
1	GRADUATE MEDICAL EDUCATION COMMITTEE ANNUAL REPORT	Information Item
2	SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Action Item
3	THREE-YEAR PROGRAM PLANS	Action Item
4	BOARD POLICY III.N. – GENERAL EDUCATION – FIRST READING	Action Item
5	BOARD POLICY III.G. – POSTSECONDARY PROGRAM APPROVAL AND DISCONTINUANCE AND BOARD POLICY III.H. PROGRAM REVIEW – SECOND READING	Action Item
6	BOISE STATE UNIVERSITY – INSTITUTE FOR ADVANCING AMERICAN VALUES	Action Item
7	PROGRAM PRIORITIZATION FIVE-YEAR REPORTS	Information Item

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

SUBJECT

Graduate Medical Education Committee Annual Report

REFERENCE

December 2017	Board approved Ten-year strategic plan for Graduate Medical Education.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
August 2019	Board received an update on the status of graduate medical education in Idaho and the Board's 10-year graduate medical education plan.
August 2020	Board received an update on the implementation of the Board's graduate medical education plan.
September 2020	Board approved revision to FY22 budget for graduate medical education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

BACKGROUND/DISCUSSION

Graduate Medical Education (GME) represents the time period of professional medical training after medical school (students) in which a physician (residents) learns to be an independent, competent, safe and skilled clinician who will become licensed and certified in their particular specialty. This training period typically lasts from 3-7 years of training after medical school. Medical students are recruited from medical schools nationally and globally to Idaho GME residency programs. Completion of the residency program also marks completion of the necessary physician training for medical students to become future skilled and caring physicians. In order to become a practicing physician, licensure depends on completing a residency.

Idaho currently ranks 45th in the United States for physicians per capita and 47th in the U.S. for number of GME "residency" positions per capita. Since 50-75% of residency program graduates live within 100 miles of where they graduate, there is a direct correlation between the number of GME residency programs, the number of GME residents in training and the retention rate of the physician workforce in a state. GME therefore becomes the essential ingredient to focus on to help build Idaho's current and future healthcare workforce.

IMPACT

A Ten Year GME Strategic Plan was created in 2017 to increase the number of GME programs in Idaho from nine to twenty-one over the course of a decade. Additionally, there will be an expansion from four fellowships to nine during this timeframe. Fellowships consist of extended GME training for medical students

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

after they have completed residency in a specialized area. This will increase the number of residents and fellows in training from 141 (2017) to 356 in 2028. This will result in the number of graduates each year from Idaho's GME programs going from 52 per year (2017) to 124 per year in 2028.

The impact of the Ten Year GME plan will be to produce an additional 1,440 physicians over what would have been produced without this Ten Year Plan. The State of Idaho will only contribute one-third of the expense to train a physician and will eventually pay approximately \$14 million/year when the plan is fully built out. At least 50% of these physicians will be retained in the State of Idaho. Since each physician will generate approximately \$1.9M per year in economic impact and 12 jobs per physician, the economic impact to Idaho will be approximately \$1.9 billion and 12,000 new jobs. This will represent a 15.9 to 1 return on investment to Idaho while at the same time ensuring more accessible and affordable care that is of high quality and at a lower cost to the citizens of Idaho.

The last two years have created challenges in advancing the objective of the Ten Year Plan. Governor Little has been very supporting of the GME work, but limited funding has created challenges in the ability to meet the current timeline. The Graduate Medical Education Committee's executive team will review the progress on the Ten Year plan throughout this year to assure that programs continue to advance.

The GME Committee will coordinate implementation of the Ten Year Plan, including assessment and evaluation of the plan toward meeting desired outcomes associated with expanding the delivery of medical care across the state.

ATTACHMENTS

- Attachment 1 – Graduate Medical Education Committee Annual Report
- Attachment 2 – Roster of GME Members
- Attachment 3 – FY 2023 Budget Request with 3.1% Cap
- Attachment 4 – GME Programs and Resident and Fellow Locations in Idaho
- Attachment 5 – Programs with Current and Proposed Residents and Fellows
- Attachment 6 – GME Dashboard
- Attachment 7 – University of Utah School of Medicine Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Graduate Medical Education Committee has made adjustments in the last year due to the limitations of resources that occurred with the COVID-19 pandemic. While the Governor allowed GME some reprieve from the 5% holdback, the Ten Year Plan did experience some slowing in the ability to meet the milestones set forth in the plan. Attachment 1 describes the work that the Graduate Medical Committee has done.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

The FY 2023 budget guidance requires a 3.1% cap in requests, resulting in some further slowing in addressing the objectives of the Plan. The committee has been grateful for the support of the Governor's Office and has submitted a budget in alignment with the directives of the Division of Financial Management. That proposed budget is contained in Attachment 3 and will be part of the budget approval process brought to the Board through the Business Affairs and Human Resources (BAHR) Committee.

BOARD ACTION

This item is for informational purposes only.

July 19, 2021

The Idaho 2021 Graduate Medical Education Committee Annual Report to the State Board of Education

Ted Epperly, M.D., GME Coordinator
Moe Hagman, M.D., Chairman
Mary Barinaga, M.D. Vice Chair
Todd Kilburn, CFO, (OSBE)

EXECUTIVE SUMMARY:

As the Idaho Ten Year Graduate Medical Education (GME) Strategic Plan enters its fourth year, it has been very successful in meeting its purpose and vision. In just these three years, the plan has grown new GME (residency) programs from nine to twelve (33.3% increase) and has also expanded the number of residents and fellows in training from 134 to 217 (61% increase). ¹

With this growth, Idaho has moved from 49th in the United States for the number of primary care physicians per 100,000 people to 45th. Additionally, Idaho has moved from 49th for the number of GME resident physician positions per 100,000 to 47th this is significant progress! ¹ With the support of the Idaho State Board of Education, Governor Little, and the Idaho Legislature, the FY 2023 Budget Plan will fund 14 new residents and fellows in existing programs and will develop two new residency/fellowship programs in the next year.

The Idaho Graduate Medical Education Committee (GMEC) provides oversight of the Ten Year GME Strategic Plan and oversees the metric dashboard that holds all programs accountable for meeting our desired outcomes. All programs are meeting the goals of accreditation, which includes 100% resident position fill rates, as well as having over 50% of their graduates staying in Idaho. Additionally, almost all programs have 30% or more of their graduates staying in rural and urban underserved communities in Idaho, and all programs are of excellent quality with high Board Certification pass rates. Ultimately these programs provide increased access to care for many Idahoans and will for decades to come. Additionally, these programs provide economic benefits to their communities and to the state.

The Ten Year Idaho GME Plan has successfully met its commitment to help grow and enhance the physician workforce in Idaho and to provide improved health and healthcare to many Idahoans. The Idaho GMEC would like to thank the Idaho State Board of Education and staff, Governors Little and Otter, the Division of Financial Management, the Joint Finance and Appropriation Committee and members of the Idaho House and Senate for their steadfast support.

1. Current Status:

July 1, 2021 marked the beginning of the fourth year of the Idaho Ten Year Graduate Medical Education Strategic Plan. Our Ten Year GME strategic plan has been innovative and garnered national attention as a way to help states increase their physician workforce. This is particularly true in rural and frontier states like Idaho. The Ten Year GME plan was approved by the Idaho State Board of Education on December

5, 2017 and has stimulated the growth of GME (residency) programs in the state of Idaho from nine to twelve during this period. The plan has also seen the expansion of the number of GME residents and fellows in training from 134 to 217 in our state. These twelve programs can be seen on Attachment Four and consist of eight Family Medicine residency programs, two Internal Medicine residency programs and two Psychiatry programs. Additionally, we have six fellowships in Sports Medicine, Obstetrics, Geriatrics, HIV Medicine, and two new fellowships in Addiction Medicine.

The Ten Year GME Plan calls for the build out to 21 GME residency programs with 347 residents and fellows in training each year in Idaho over the next decade.² When the Idaho GME plan was developed, Idaho ranked 49th in the nation for the number of primary care physicians per one hundred thousand and 49th for the number of GME resident positions per 100,000. According to the most recent data from the American Association of Medical Colleges (AAMC), Idaho has now advanced from 49th to 45th for the number of primary care physicians per capita and from 49th to 47th for the number of GME residents per capita.¹

2. Fiscal Year 2022 Funding

The fiscal year 2022 budget that was requested by Governor Little and approved by the Joint Finance and Appropriations Committee and ultimately by the Idaho State Legislature, was a \$900,000 budget that will fund 15 new resident positions. Eight of these 15 new positions will be in Family Medicine and seven are in Psychiatry. These

new resident positions will be in the communities of Rexburg, Idaho Falls, Pocatello, and Boise.

The initial request to the Governor's office and to the State Board of Education was for \$1.95 million dollars, but this was voluntarily pared down by the Idaho Graduate Medical Education Committee when we were notified that the state of Idaho would be asking all agencies to cut funding. The Idaho GMEC paired the budget from \$1.95 million to \$900,000 dollars to be in line with the Governor's request and to be accountable, responsible, and respectful. It was appreciated by the Idaho GMEC that Idaho was still in the grip of the Covid-19 Pandemic.

3. Next Year's Budget Request (Fiscal Year 2023)

The state of Idaho will be entering into the fifth year of Idaho's Ten Year GME Plan with the contemplation of the fiscal year 2023 GME budget request. The Executive Committee of the Idaho GMEC prepared a \$2.07 million dollar request for fiscal year 2023 which the Idaho GMEC approved at its April 2021 quarterly meeting. This initial request would fund 24 new residents and fellows in training across the 12 existing programs and six fellowship sites. The new programs that will be developed with this funding are (1) a new Psychiatry residency at Eastern Idaho Regional Medical Center, with four residents per class; (2) a new Addiction Medicine fellowship in Boise (FMRI) with one fellow per year; (3) a new Addiction Medicine fellowship in Boise (Boise Internal Medicine) with two fellows in training per year; (4) one Clinical Pharmacy resident in Boise at the FMRI; (5) a Behavioral Health and Rural Health fellowship for

Family Physicians in Coeur d'Alene and, (6) a new Psychology internship in Boise at the FMRI.

Additionally there will be expansion growth of one Internal Medicine physician at the Boise Internal Medicine Residency; one new Family Medicine resident at the FMRI in Boise; one new Family Medicine resident in Coeur d'Alene; six Family Medicine residents for the next and final class in Idaho Falls; the next class of three new eastern Idaho ISU Psychiatry residents in Pocatello; two new Family Medicine residents in Pocatello; and an expansion of one new Family Medicine residents at the Rural Training Track (RTT) program in Rexburg. Please see Attachment Five for a table that shows these residency and fellowship programs and their current and new physician trainees. These new positions for fiscal year 2023 will join the 217 residents and fellows already in training. This will help meet the ongoing needs of an expanding population and a physician workforce in a rural state where the COVID-19 pandemic demonstrated the critical need to expand access to primary care and mental health professionals.

In early June of 2021 the Governor's office through the Division of Financial Management released its FY 2023 Budget Preparation Guidance. This guidance limits agency budget submission caps to 3.1% of their FY 2022 General Fund appropriation. Therefore, the cap on GME growth for FY 2023 would be \$729,033. A question was raised about there being any kind of exemption from this funding cap for GME, but we were told there would not be.

The Idaho GMEC Executive Committee then reconfigured the FY 2023 budget to meet this budget cap. This reconfigured budget can be seen in Attachment Three. Because of this budget cap all growth of existing residents and fellows to attempt to get them to \$60K/resident/year were removed and additional funding for the pharmacy resident and psychology intern in column three was removed. Additionally, the four psychiatry R-1's at Eastern Idaho Regional Medical Center were removed as this program may not be ready to start on July 1, 2022. The Boise Internal Medicine Addiction Medicine Fellowship filled two of its three positions so will be reduced from 3 to 2/year this time. Because of the budgeting cap the Boise Internal Medicine Addiction Medicine Fellowship has graciously decided to take no funding for its one resident and two fellow expansion this year. This brings the number of new GME positions in the FY 2023 budget to fourteen. This changes the FY 2023 per resident funding request from the initial \$60K to \$52,070 per resident as noted in Attachment Three.

4. Current Location of Idaho GME Programs and Idaho's Resident Physicians

Please refer to Attachments Four and Five to see where the current Idaho GME programs, residents and fellows are located. Please note colors in green represent the 217 current residents and fellows in place as of the fiscal year 2022 budget and those in red represent the fourteen new residents and fellows anticipated in FY 2023. This will bring the total to 231 by June 30, 2022, as noted in red. This growth places us well on our way to the anticipated goal of 347 physicians in training by the end of the Ten Year GME plan.

5. New GME programs on the Near Horizon

There are three known programs that are under serious consideration for the near future. The first of these is a Psychiatry residency with four residents per class in Idaho Falls. If all goes well with accreditation, this program should start July 1, 2023 (FY 2024). The second of these will be a Pediatrics residency sponsored by the Family Medicine Residency of Idaho (FMRI) in conjunction with St. Luke's Regional Children's Hospital in Boise. This program had its accreditation site visit by the Accreditation Council on Graduate Medical Education on July 7, 2021. It's anticipated start with four new residents per class will be July 1, 2023 (FY 2024). The third is the growth of a new rural training track program or rural program sponsored by the Family Medicine Residency of Idaho (FMRI) out of the Nampa Family Medicine Residency. Discussions are now ongoing around the location of this new rural program. Further on the horizon are the considerations for a General Surgery residency and an Emergency Medicine residency, as well as several new fellowships.

6. Graduate Medical Education Outcomes - Metrics and Dashboard

Please see Attachment Six, which represents the dashboard of the Idaho Graduate Medical Education Committee. This demonstrates the agreed upon metrics to move the Idaho Ten Year GME Strategic Plan forward with outcomes that are meaningful and relevant to the state of Idaho. As demonstrated on the dashboard, all programs have 100% fill rates from thousands of applicants that want to come to these programs. Additionally, all programs are ACGME accredited. Almost all programs exceed the rolling five-year average of the percent of physicians being retained in Idaho at greater

than 50%. Also, almost all programs have done an excellent job in having greater than 30% of the graduates serve in rural Idaho or in urban underserved Idaho. Some of the programs are brand new and will take several years to achieve their five-year rolling averages. Finally, as noted on the dashboard, all programs are of high quality and all exceed the threshold for success in board certification pass rates as measured by a rolling five-year average.

7. Summary:

The state of Idaho's Ten Year Graduate Medical Education Strategic Plan has been a success. Despite shifting funding priorities and a global pandemic, the Plan has continued to grow new GME residency and fellowship programs and train new GME residents and fellows in these programs for the state of Idaho. The Ten Year Idaho GME Strategic Plan has grown from nine core residency programs, and with the approval of the fiscal year 2023 budget, will have twelve core programs and six Fellowships in place. The number of GME residents in training has gone from 134 in 2017 to 217 in 2021 and will grow by 14 more with the approval of the fiscal year 2023 budget request to 231. New programs are in the pipeline. These include Pediatrics, Psychiatry, and Family Medicine, three specialties that are still much needed in our state. By all metrics, the Ten Year GME Strategic Plan has demonstrated improvements in the outcomes of primary care physicians per capita in Idaho, the number of GME resident physicians per capita in Idaho, retention rates of graduates that exceed 50% for the state of Idaho and high-quality residents being trained. As a direct consequence of these programs there has been increased access to timely care

for many years and will continue to do so for decades to come. Additionally, these programs have provided many jobs and economic benefit to their communities and the state of Idaho.

We would all like to thank the Idaho State Board of Education for its steadfast support and vision to help create a stable and growing physician workforce for the state of Idaho. Without that support and encouragement of the Board of Education members as well as from the Office of the State Board of Education (OSBE) this plan may have never seen the light of day. We also want to thank both Governor Little and Governor Otter, the Division of Financial Management, the Joint Finance and Appropriations Committee (JFAC) and the Idaho Legislature for their steadfast support and encouragement of moving the Idaho Ten Year GME plan forward for the benefit of the people of Idaho.

References:

1. <https://www.aamc.org/media/37896/download>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS

Approved by State Board of Education –2021

Institution	Representative	Term Expiration June 30 of
Office of State Board of Education	Todd Kilburn	Ex Officio
GME Coordinator	Ted Epperly, MD	Ex Officio
Idaho Medical Association	Susie Pouliot, CEO	2022
Idaho Hospital Association	Brian Whitlock	2025
University of Washington School of Medicine	Mary Barinaga, MD – Vice Chair	2022
University of Utah	Ben Chan, MD	2025
Idaho College of Osteopathic Medicine	Thomas Mohr, DO	2022
FMRI Boise	Justin Glass, MD	2022
FMRI Twin Falls	Joshua Kern, MD	2025
FMRI Nampa	Kim Stutzman, MD	2022
FMRI Caldwell	Samantha Portenier, MD	2022
Idaho State University Family Medicine Residency	Bill Woodhouse, MD	2022
ISU Family Medicine Rexburg	A.J. Weinhold, MD	2025
Coeur d' Alene Family Medicine Residency	Dick McLandress, MD	2025
UW Boise Internal Medicine	Moe Hagman, MD - Chair	2022
UW Boise Psychiatry	Kirsten Aaland, MD	2025
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	2025
Saint Alphonsus Healthcare	Lisa Nelson, MD	2025
St. Luke's Healthcare	Bart Hill, MD	2025
Portneuf Medical Center	Dan Snell, MD	2022
Madison Memorial Hospital	Clay Prince, MD	2022
Kootenai Health	Jon Ness	2025
Boise VAMC	Andy Wilper, MD	2025
Eastern Idaho Regional Medical Center (EIRMC) HCA System	Jaren Blake, MD	2025
EIRMC Internal Medicine	John Grider, MD	2022
EIRMC Family Medical Residency	Luisa Hiendlmyer, MD	2025
West Valley Medical Center	Betsy Young Hunsicker	2025

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021

Attachment Three - FY 2023 Budget Request of the Ten Year GME Plan with 3.1% Funding Cap

Ten Year GME FY 2023 Budget Increase Request

Program	Funding per FTE	Draft 07.19.21 Existing Residents/Fellows (FY2022)		New Residents / Fellows (FY 2023)		Other		Total FY 2023 Requested Funding Increase
		FTEs	No Increased Funding	FTEs	Funding at \$38,368	FTEs		
Family Medicine Residency of Idaho	\$ 40,000							
Boise Family Medicine		35		1	\$ 52,070		\$ -	\$ 52,070
Caldwell FM Rural Training Track		9			-		-	-
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18	<i>funded</i>					
Fellowships (SM, HIV, GER, OB)		4	<i>funded</i>					
Addiction Medicine Fellowship				1	52,070			52,070
Boise Pharm D Resident						1*		
Boise Clinical Psychology Intern						1	<i>funded</i>	
Total		72	\$ -	2	\$ 104,140	2	\$ -	\$ 104,140
Idaho State University	\$ 40,000							
Pocatello Family Medicine		21		2*			\$ -	\$ -
RTT Rexburg Resident		4	<i>funded</i>	1	52,070		-	52,070
ISU Offset							*75,000	
Total		25	\$ -	3	\$ 52,070		\$ -	\$ 52,070
Kootenai	\$ 40,000							
Coeur d'Alene Family Medicine		18		1	\$ 52,070		\$ -	\$ 52,070
FM/Behavioral Health Fellowship				1	\$ 52,070			\$ 52,070
Total		18	\$ -	2	\$ 104,140		\$ -	\$ 104,140
Boise Internal Medicine	\$ 20,000 (Increase to 22,500)							
Boise Internal Medicine		29		1*				\$ -
Preliminary Year Intern Program		4					-	-
IM Chief Resident		2						
Addiction Medicine Fellowship				2*			-	
Total		35	\$ -	0	\$ -		\$ -	\$ -
Western Idaho Psychiatry	\$ 49,725							
Boise Core Program		16 (Already funded above \$45K)		0			\$ -	
Total		16	\$ -	0			\$ -	\$ -
Eastern Idaho Regional Medical Center	\$ 40,000							
Internal Medicine		30 (Funded)						
Family Medicine		12 (Funded)		6	\$ 312,420			\$ 312,420
Psychiatry				4**				
Total		42	<i>funded</i>	6	\$ 312,420		\$ -	\$ 312,420
Eastern Idaho / ISU/Psychiatry	\$ 60,000							
UU/ISU Psychiatry		9	<i>funded</i>	3	\$ 156,210		\$ -	\$ 156,210
Total		9	<i>funded</i>	3	\$ 156,210		\$ -	\$ 156,210
Grand Total		217	\$ -	14	\$ 728,980	2	\$ -	\$ 728,980

*If additional funding becomes available in FY 2023

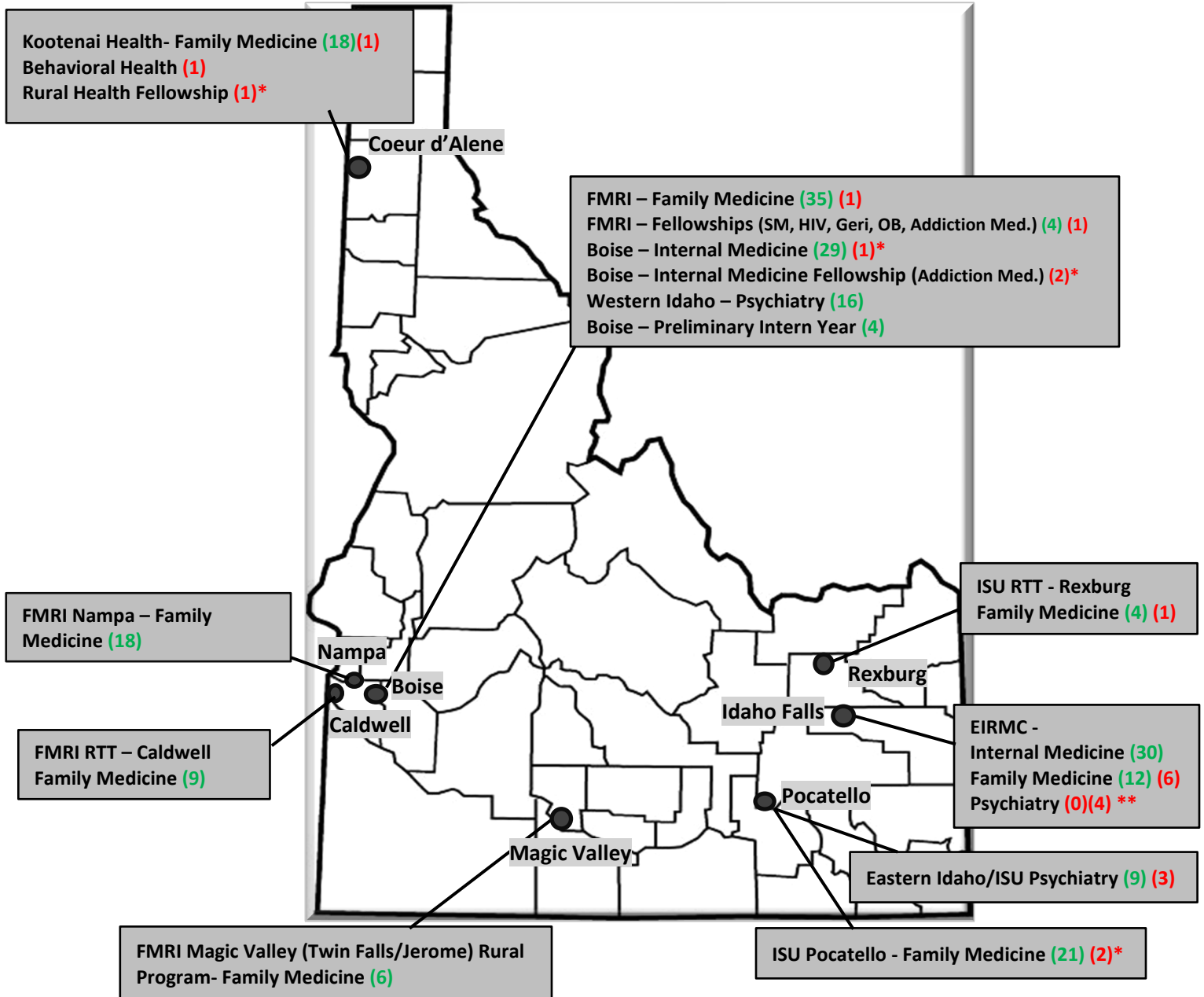
** If psychiatry program accreditation occurs in FY 2022 and additional funding becomes available in FY 2023

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

ATTACHMENT 4

GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2021

Program and Fellowship Locations (2021)



Current Resident and Fellows in Idaho as of July 1, 2021 = 217

Potential New Residents and Fellows in Idaho as of July 1, 2022 = 14

*If additional funding becomes available in FY 2023

** If psychiatry program accreditation occurs in FY 2022 and additional funding becomes available in FY 2023

Total Number of Residents and Fellows if FY2023 budget for new Residents and Fellows Approved = 231

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 5

Table of Idaho GME Programs with Current and Proposed Residents and Fellows

	Existing Residents/Fellows (FY2022)	New Residents/Fellows (FY2023)	Other (FY2023)
<u>Family Medicine Residency of Idaho</u>			
Boise Family Medicine	35	1	
Caldwell FM Rural Training Track	9		
Magic Valley FM Rural Training Track	6		
Nampa Family Medicine	18		
Fellowships (SM, HIV, GER, OB)	4		
Addiction Medicine Fellowship		1	
Boise Pharm D Resident			1
Psychology Intern			1
Total	71	2	2
<u>Idaho State University</u>			
Pocatello Family Medicine	21	0 *	
RTT Rexburg Resident	4	1	
ISU Offset			
Total	25	1	
<u>Kootenai</u>			
Coeur d'Alene Family Medicine	18	1	
FM/Behavioral Health Fellowship		1	
FM/Rural Fellowship		0*	
Total	18	2	
<u>Boise Internal Medicine</u>			
Boise Internal Medicine	29	0*	
Preliminary Year Intern Program	4		
IM Chief Resident	2		
Addiction Medicine Fellowship		0*	
Total	35	0	
<u>Western Idaho Psychiatry</u>			
Boise Core Program	16		
Total	16		
<u>Eastern Idaho Regional Medical Center</u>			
Internal Medicine	30		
Family Medicine	12	6	
Psychiatry		0**	
Total	42	6	
<u>Eastern Idaho / ISU/Psychiatry</u>			
UU/ISU Psychiatry	9	3	
Total	9	3	
Grand Total	217	14	0

*If additional funding becomes available in FY 2023

** If psychiatry program accreditation occurs in FY 2022 and additional funding becomes available in FY 2023

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 6

Idaho GME Program Dashboard and Metrics

Report to SBOE from GME Committee – Dashboard – 6/14/2021

Program	First Graduating Class	100% Fill Rate Intern Class	ACGME Accreditation	Graduates Practicing in Idaho as Measured by Rolling 5-year Average ≥50% - Fam Med ≥40% - Int Med ≥30% - Psych ≥30% - Emerg Med ≥30% - Surgery	≥30% of Graduates in Idaho Serve in Rural or Underserved Areas by Rolling 5-year Average		≥80% Board Certification Pass Rate for Graduates as Measured by Rolling 5-year Average
					Rural*	Urban Underserved [#]	
FMRI – Boise	1976	100%	Yes	31 of 55 / 56%	4 of 31 / 13%	21 of 31 / 67%	44 of 44 / 100%
FMRI – Fellowships	1999	100%	Yes	11 of 18 / 61%	1 of 11 / 9%	8 of 11 / 72%	17 of 17 / 100%
FMRI – Caldwell RTT	1998	100%	Yes	10 of 14 / 71%	5 of 10 / 50%	4 of 10 / 40%	14 of 14 / 100%
FMRI – Magic Valley RTT	2012	100%	Yes	6 of 10 / 60%	3 of 6 / 50%	3 of 6 / 50%	10 of 10 / 100%
FMRI – Nampa	2022	100%	Yes	NA	NA	NA	NA
ISU – Pocatello	1994	100%	Yes	20 of 35 / 57%	9 of 20 / 45%	7 of 20 / 35%	35 of 35 / 100%
ISU – Rexburg RTT	2022	100%	Yes/Prelim	NA	NA	NA	NA
Kootenai Family Medicine	2017	100%	Yes	22 of 30 / 73%	3 of 22 / 13%	9 of 22 / 40%	30 of 30 / 100%
Boise Internal Medicine/Fellowship	2014	100%	Yes	24 of 41 / 58%	1 of 24 / 4%	7 of 24 / 29%	32 of 40 / 80%
Western Idaho Psychiatry	2010	100%	Yes	12 of 17 / 70%	0 of 12 / 0%	12 of 12 / 100%	14 of 15 / 93%
EIRMC Internal Medicine	2021	100%	Yes	4 of 10 / 40%	0 of 4 / 0%	1 of 4 / 25%	NA
EIRMC Family Medicine	2023	100%	Yes	NA	NA	NA	NA
EIRMC Psychiatry	2026	NA	NA	NA	NA	NA	NA
U of U/ISU Psychiatry	2024	100%	Yes	NA	NA	NA	NA

Key: Green – measure met Yellow – measure nearly met Red – not meeting measure

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 6

*Definition of Rural Idaho – According to the Idaho Department of Commerce, rural counties in Idaho are defined as those with <20,000 population. 35 of 44 counties in Idaho are rural by this definition. Non-rural counties are: Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, and Twin Falls.

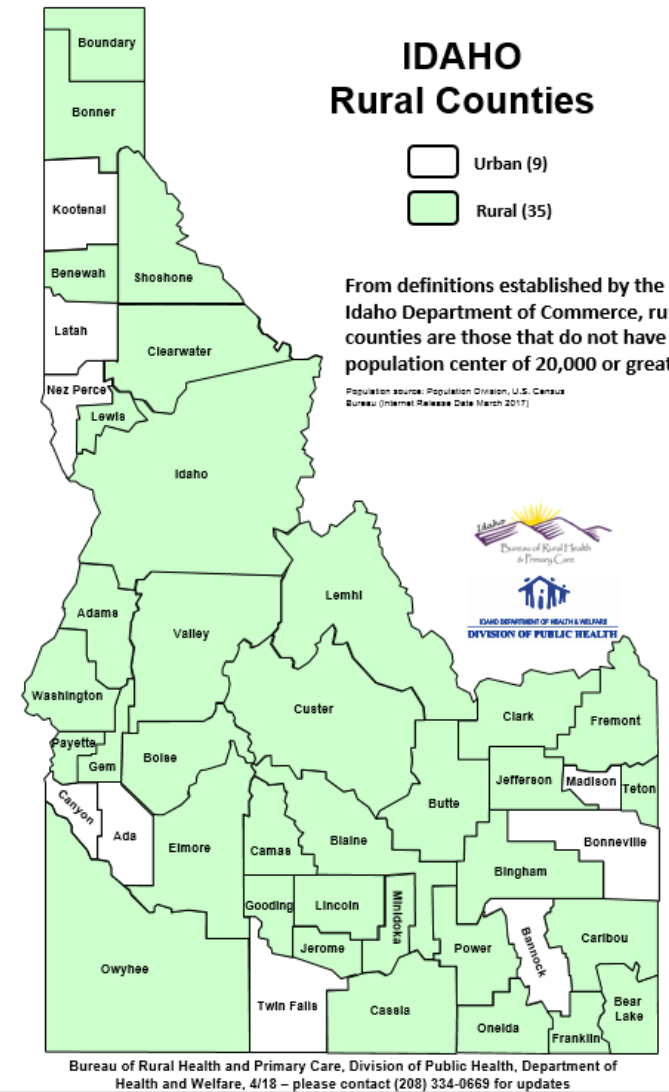
#Definitions of Underserved Idaho

1. Primary Care Underserved - 97% of all of Idaho qualifies as a Health Professional Shortage Area (HPSA) for primary care. The only areas without a primary care HPSA designation are Ada County, half of Blaine County (Sun Valley area), and half of Bonneville County (Idaho Falls area).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

2. Mental Health Care - 100% of Idaho (all counties and areas) are mental health HPSA's.
3. All FQHCs and Community Health Centers serve underserved Idaho.





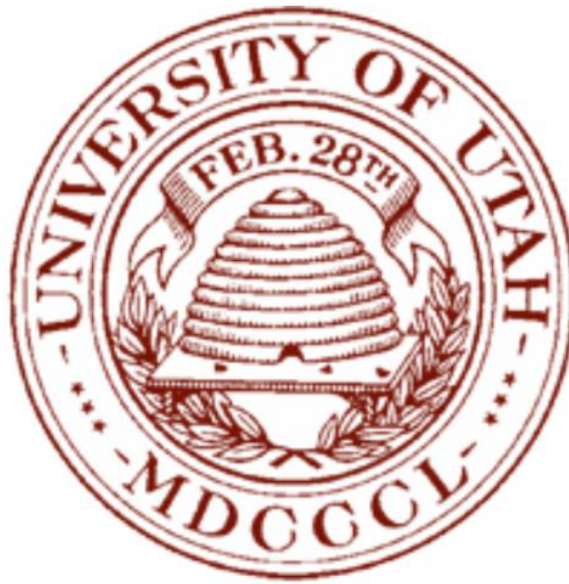
University of Utah School of Medicine

Idaho State Board of Education Annual Report

2021



**SCHOOL OF
MEDICINE**
UNIVERSITY OF UTAH



CEO, University of Utah Health
Dean, University of Utah School of Medicine
Senior Vice-President, Health Sciences
Interim President, University of Utah
Michael Good, M.D.

Dean of Medical Education
University of Utah School of Medicine
Wayne M. Samuelson, MD

Associate Dean, Admissions and Idaho Affairs
University of Utah School of Medicine
Benjamin Chan, MD, MBA, MEd



Contents

University of Utah School of Medicine Mission & Vision- 04

Idaho Affairs Team- 05, 06, 07

Idaho Students- 08, 09, 10

Idaho Affairs Update- 11 & 12

Student Spotlight- 13 & 14

Admissions- 15, 16, 17, 18

Medical Education at the UUSOM- 19 & 20

Shadowing- 21

Idaho Rural Outreach Program (IROP)- 22

Student Engagement- 23

Clinical Medical Education at the UUSOM- 24 & 25

Financial Report 2020/2021- 26

Graduate Report- 27, 28

Idaho Psychiatry - 29, 30, & 31

Thank You- 32, 33, & 34



University of Utah School of Medicine Mission & Vision

Mission of the School of Medicine

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

- We provide compassionate care without compromise.
- We educate scientists and health care professionals for the future.
- We engage in research to advance knowledge and well-being.

Vision of the University of Utah

The “One U” vision of the University of Utah is to work together to solve big problems in society and to optimize our campus resources to create an exceptional educational experience for our learners here.

Vision of the School of Medicine

To create an exceptional learning experience for our students to promote their development into competent and caring professionals. To achieve our vision of exceptional learning, we value:

- Relationships built on trust and mutual respect;
- Talents and ability of each member of the learning community to contribute according to his or her talents
- Responsibility of each member of the community to one another;
- Accountability towards professional standards of attitudes and behavior
- Respect for diversity of perspectives and the inclusive spirit of teamwork

Idaho Affairs Mission Statement

To serve the students, people, and communities of Idaho by providing excellent learning experiences, community engagement opportunities, and collaborative partnerships, thus creating Idaho physicians who provide high quality health care to the state of Idaho and the Intermountain West.



Idaho Affairs Team

Benjamin Chan, MD, MBA, M.Ed.

Director of RUUTE; Associate Dean, Admissions; Idaho Affairs

Dr. Chan currently serves as the Associate Dean of Admissions, Associate Dean of Idaho Affairs, and Director of our Rural & Underserved Utah Training Experience (RUUTE) Program. He is enthusiastic and passionate about creating innovative experiences and activities for medical students in the states of Utah, Idaho and beyond. He feels fortunate to work with a wonderful team who shares the vision and goal to improve medical education opportunities, health care access, and long term socio-economic benefit for rural and underserved communities throughout our region.

He also teaches in the medical school as a small group leader for Clinical Method Curriculum (CMC) and treats youth as an inpatient child and adolescent psychiatrist at the Huntsman Mental Health Institute (HMHI).



Kylie Christensen, MPH, Associate Director of RUUTE & Regional Affairs

Kylie has been with the RUUTE and Regional Affairs programs since its inception in 2018. Kylie is from St. George Utah and completed her Bachelors and Masters of Public Health at the University of Utah. As the Associate Director, she oversees efforts in Utah, Idaho, and the Intermountain West. She enjoys meeting with rural/underserved hospital leadership, recruiting and recognizing community providers, and growing programs and opportunities that will benefit rural/underserved communities of Utah, Idaho, and the Intermountain West.



SCHOOL OF
MEDICINE
UNIVERSITY OF UTAH

Idaho Affairs Team

Lucy Hansen, MD, Assistant Director of RUUTE & Regional Affairs

Dr. Hansen has been working with the RUUTE and Regional Affairs team since Spring 2020. She is originally from Virginia and graduated with degrees in Biology and Environmental Science from The College of William and Mary. She received her medical degree from the Medical College of Virginia and completed her Pediatric residency at Primary Children's Medical Center through the University of Utah. Dr. Hansen focuses on engaging medical students and enhancing their rural connections, especially during the first and second years. She is also working on expanding rural clerkship opportunities, especially in southwestern Utah and northern Idaho and oversees efforts in northern Idaho. Through RUUTE, Dr. Hansen teaches an elective for the School of Medicine called *Sustainability, Medicine, and Health* that focuses on the relationship between climate and health. She is also a core faculty member and teaches clinical curriculum in the School of Medicine.



Elizabeth Botts, MD, Assistant Training Director, Psychiatry Idaho Rural Track

Dr. Elizabeth (Beth) Botts is a native of Oklahoma earned her medical degree at the University of Oklahoma Health Sciences Center in Oklahoma City, Oklahoma. She then completed a residency at the University of Utah and a child and adolescent psychiatry fellowship at Vanderbilt University while serving as the Chief Resident during her fellowship training. At the University of Utah and Vanderbilt, Dr. Botts has participated in numerous teaching opportunities, program improvement projects, and committee involvement including establishing autism and eating disorder "tracks" on the child/adolescent inpatient units. She is first and foremost a patient advocate and educator with a drive for improving access to mental healthcare. Dr. Botts is very passionate about the Idaho Track and it's success and has lead in its development.





SCHOOL OF
MEDICINE
UNIVERSITY OF UTAH

Idaho Affairs Team



Sarah Franklin, Ph.D., Assistant Director of RUUTE & Regional Affairs

Dr. Franklin joined the RUUTE and Regional Affairs team in spring 2020. She's originally from Price, Utah, and received her Ph.D. in Biochemistry from Brigham Young University. She manages a research lab that is focused on investigating the epigenetic regulation of gene expression during the development of heart disease. Dr. Franklin oversees the RUUTE summer research experiences for under graduate and medical students, teaches the Research & Innovation Course over the summer, and oversees efforts in southeastern Idaho. Dr. Franklin is passionate about exposing young individuals to new career paths in medicine and science, creating meaningful educational opportunities for students, and mentoring them along their academic journey.



Laura Herring, RUUTE & Regional Affairs Program Coordinator

Laura joined the RUUTE team in November 2020 as the Regional Affairs Coordinator. Laura completed a Bachelor of Business Administration and a Bachelor of Arts in Foreign Languages (Spanish) at Mississippi State University. Working with students and motivating them to participate in community engagement is her passion, and she enjoys getting to know the RUUTE & Regional Affairs students. Laura focuses on expanding efforts in Montana, Idaho, and Wyoming by coordinating rural outreach programs, developing preceptors in these states, and connecting regional students with RUUTE & Regional Affairs programs.



Additional members of the RUUTE (Rural & Underserved Utah Training Experience) & Regional Affairs team include Stephanie Lyden, MD, Kerry Whittemore, MD, Madelyn Carter, and Megan McKay. The RUUTE & Regional Affairs team focuses efforts on rural & underserved students, and we are proud to frequently collaborate to serve the students and communities of Idaho.



Idaho Student Class of 2022



Brendan Crabb
Nampa, ID



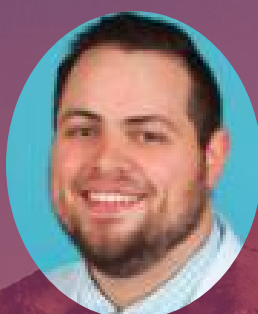
Jacob Harris
Idaho Falls, ID



Lauren Hosek
Boise, ID



Nicolette Jessen
Sandpoint, ID



Jarom Gropp
Boise, ID



Tom Sant
Boise, ID



Josh Webb
Coeur d' Alene, ID



Courtney Lavin
Boise, ID



Miranda Lybyer
Lewiston, ID



Allie Kroes
Nampa, ID



SCHOOL OF
MEDICINE
UNIVERSITY OF UTAH

Idaho Student Class of 2023



Gabrielle Adkison
Meridian, ID



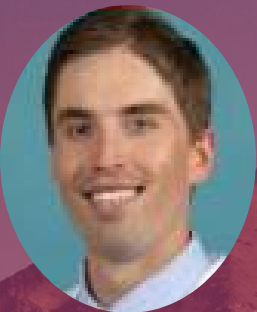
Logan Beach
Rexburg, ID



Danielle Bonser
Boise, ID



Madeline DeAngelo
Boise, ID



Tanner Gustavsen
Boise, ID



Holly Lind
Coeur d' Alene, ID



Joe Lovelace
Boise, ID



Isabel Taylor
Boise, ID



Anurang Tripathy
Idaho Falls, ID



Kaitlyn Whitesitt
Post Falls, ID



SCHOOL OF
MEDICINE
UNIVERSITY OF UTAH

Idaho Student Class of 2024



Catherine Bautista
Boise, ID



Sierra Starley
Twin Falls, ID



John Tolke
Pocatello, ID



Sajjad Askaryar
Boise, ID



Andrew Jones
Boise, ID



Kristin Nesbitt
Moscow, ID



Nathan Giauque,
Eagle, ID



Rachel Seifert
Sandpoint, ID



Jake Lewis
Meridian, ID



Tyler Smith
Eagle, ID



Idaho Affairs Update

The 2020-2021 Academic Year was one of growth for the Idaho Affairs program at the University of Utah school of medicine. Below is a snapshot of the year in review.

Personnel

Laura Herring joined the team as the Regional Affairs coordinator in November of 2020. She thoroughly enjoys working with the Idaho students, and she is excited to develop opportunities for them. Dr. Lucy Hansen and Dr. Sarah Franklin both recently joined the team, and they assist with overseeing efforts in Idaho. Jessica M. Hurtado, MPA serves as the new Associate Director of Admissions, she joined the team in June 2020 and has prior experience working with rural and historically underrepresented medical students at the University of New Mexico School of Medicine.

Announcements

The University of Utah has received a landmark gift for the School of Medicine from the George S. and Dolores Doré Eccles Foundation and the Nora Eccles Treadwell Foundation. Our medical school will carry a new name—the Spencer Fox Eccles School of Medicine at the University of Utah—in recognition of our appreciation for all that Spencer Eccles, the Eccles family and the Eccles foundations have done to champion medical education and world-class health care at the University of Utah and in our state.

Admissions & Outreach

The Office of Admissions has participated in a number of virtual fairs hosted by colleges, universities and student organizations across the state of Idaho throughout the 2020-2021 year. Virtual events provided additional opportunities to support Idaho students and pre-medical advisors, further strengthening our relationship with the state of Idaho.

Shadowing

During the 2020-2021 academic year, the Idaho Affairs program offered shadowing scholarships for Idaho medical students. Throughout May, June, and July 2021, four Idaho medical students were sent to shadow physicians across the state of Idaho.



Idaho Affairs Update

The 2020-2021 Academic Year was one of growth for the Idaho Affairs program at the University of Utah School of Medicine. Below is a snapshot of the year in review.

Clerkships

All ten third-year Idaho medical students successfully completed Family Medicine clerkships across the state of Idaho, from Boise to Coeur d'Alene. For the upcoming academic year, the Idaho Affairs program will also support more Utah students who have strong ties to Idaho to complete their Family Medicine clerkship in Idaho.

Student Engagement

Students actively participated in the Idaho Affairs programs during the 2020-2021 academic year, including through the Idaho Rural Outreach Program (IROP), the development of the URISE-Idaho (Underserved and Rural Interested Student Experience) student group, and through volunteer opportunities. Additionally, Luke Brandenburger (Class of 2021) successfully completed a two year term with the Idaho Medical Association as the UUSOM Student Representative.

Graduate Medical Education

Graduate Medical Education (GME) is the next step after medical school where resident physicians continue their training in hospitals and clinics. A medical residency is required for physicians to become fully licensed in different fields and specialties.

Continuing Medical Education (CME)

During the 2020-2021 academic year, RUUTE (Rural & Underserved Utah Training Experience) & Regional Affairs launched a podcast: *M.ED: Medical Education for the Practicing Clinician*, one of few podcasts that deliver Continuing Medical Education (CME) credits in episodes that are 30 minutes or less. Interview topics with experts in the field range from telemedicine, medical student wellness, adult learning, clinician as the educator, and more.

Student Spotlight



Nicolette Jessen

Class of 2022

Hometown: Sandpoint, ID

Idaho State Representative for URISE

URISE (Underserved and Rural Interested Student Experience) has developed a Idaho branch specifically intended to be a space where UUSOM Idaho students can network, learn, and get to know one another. Nicolette Jessen (MS4) and Joe Lovelace (MS3) were selected as the student leaders during the 2021 academic year.

What have you enjoyed most about being in medical school?

Hearing the stories patients have to tell, laughing about the failures of third year, and the friends I have made along the way.

Where is your favorite place in Idaho?

Sandpoint, ID

What is your medical speciality of interest?

Ob/GYN

What is your favorite experience with RUUTE & Regional Affairs?

IROP, rural family medicine rotation, and rural clinical shadowing experience.

What did you enjoy most about your clerkship in Idaho?

I was able to take care of community members that I grew up with and many of who are a reason why I am where I am today.

Why are you excited to be the URISE Idaho representative?

I want to increase the opportunities students have to go back to Idaho for clinical experiences besides Family Medicine.

Student Spotlight



Joe Lovelace

Class of 2023

Hometown: Boise, ID

Idaho State Representative for URISE

URISE (Underserved and Rural Interested Student Experience) has developed a Idaho branch specifically intended to be a space where UUSOM Idaho students can network, learn, and get to know one another. Nicolette Jessen (MS4) and Joe Lovelace (MS3) were selected as the student leaders during the 2021 academic year.

What have you enjoyed most about being in medical school?

The friends that I have made within my class. I have an enormous crew of folks that are eager to get outside in any of the dozens of ways available in the Wasatch at every opportunity for breaks that we get!

Where is your favorite place in Idaho?

The Pahsimeroi Valley

What is your medical speciality of interest?

Emergency Medicine

What is your favorite experience with RUUTE & Regional Affairs?

I'm excited to start clerkships soon!

Why are you excited to be the URISE Idaho representative?

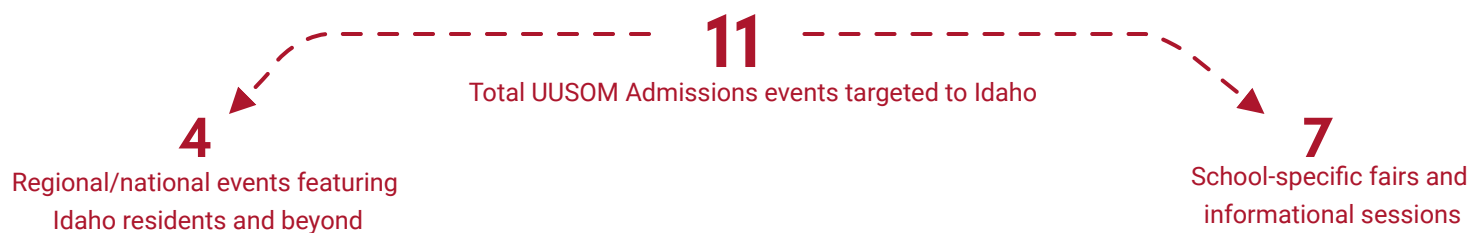
It can be daunting for students to leave Idaho and enter medical school with potentially 100% strangers. I only knew the names of two fellow students from my class when I arrived, but some of the first friends I made were fellow Idahoans. It was so reassuring to have older students and fellow students that I could lean on to help me transition to life in medical school and Utah alike.

Admissions

The 2020-2021 Academic Year brought new updates to the UUSOM Office of Admissions, including a new name for the medical school—the Spencer Fox Eccles School of Medicine at the University of Utah, and opportunities to recruit, accept, and matriculate Idaho students through virtual events.

Outreach

UUSOM Admissions has participated in 11 events with students, staff, and faculty across the state of Idaho during the 2020-2021 academic year. These events featured direct Q&A with the students about applying to medical school and interviews, UUSOM requirements and recommendations, the benefits of applying to Utah as an Idaho resident, and how to build a strong application.



We communicate regularly with the pre-medical advisement teams at Boise State University, Brigham Young University-Idaho, College of Idaho, College of Southern Idaho, Idaho State University, Northwest Nazarene University, and University of Idaho. Our pre-medical advisement colleagues are an extension of our team and we value their insight and support as we continue to develop our pipeline programming and outreach efforts in the state of Idaho.

We host feedback sessions for applicants from Idaho who were waitlisted or declined admission immediately following final admissions notifications. We encourage these students to reapply to our program and offer guidance to intentionally strengthen their overall application.

Collaborations & Partnerships

- State Certification: Idaho applicants to the UUSOM are certified as Idaho residents by Idaho State University (ISU) according to policies and statute set forth by the Idaho legislature.
- Rural Physician Incentive Program (RPIP): Idaho students are assessed RPIP fees as determined by Idaho statute. The UUSOM also participates in the Rural Health Care Access Program (RHCAP).
- Idaho Graduate Medical Education: The UUSOM supports the Idaho Graduate Medical Education (GME) 10 year strategic plan to increase residency positions for our students, and to help treat and take care of Idahoans.

Admissions

The 2020-2021 Academic Year brought new updates to the UUSOM Office of Admissions, including a new name for the medical school—the Spencer Fox Eccles School of Medicine at the University of Utah, and opportunities to recruit, accept, and matriculate Idaho students through virtual events.

Admissions

The University of Utah School of Medicine combines innovative learning experiences with excellence in research and clinical care to not only serve our state and its diverse patient populations, but to provide top-rated care to the intermountain community and beyond. Medical education at the UUSOM strives to emphasize community, relationships, and professionalism in the learning culture through the Exceptional Learning Experience (ELE). The ELE creates a self-motivated, system-thinking, patient-centered, evidence-based foundation for students to support lifelong, continued learning in the medical field.

Mission Statement

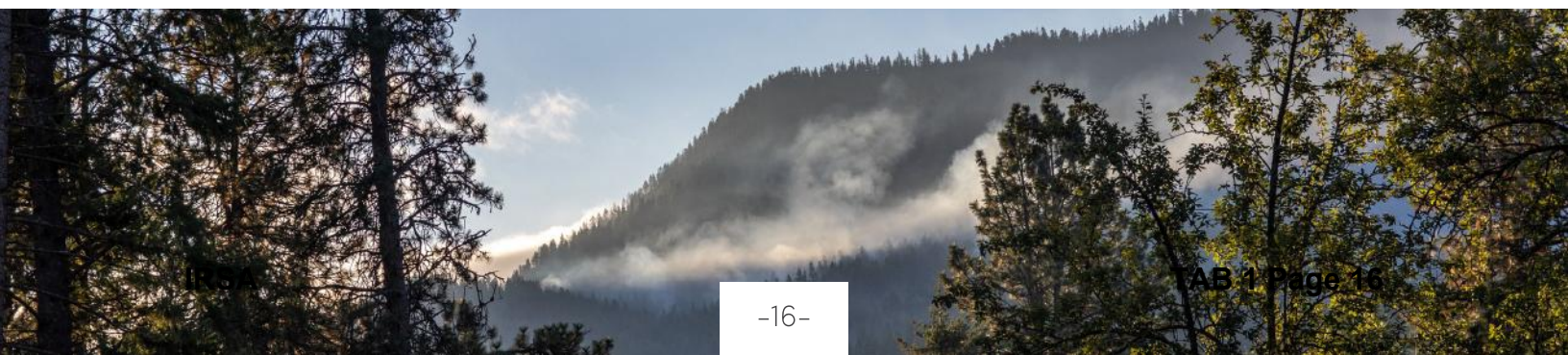
The University of Utah School of Medicine Office of Admissions serves the State of Utah, our medical school and the healthcare profession by admitting well qualified and prepared medical students. Through a holistic culture based on valuing teamwork, professionalism, compassion, and communication, we strive to select a diverse and innovative class who exemplifies dedication, service to their community and patients, leadership, research skill, and academic excellence.

Vision Statement

The University of Utah School of Medicine Office of Admission will inspire and transform the application process through quality, education, and innovation to serve the state of Utah and beyond.

Holistic Review

The UUSOM employs a holistic review process, meaning all aspects of the application are considered, not just grades and test scores. We encourage applicants to not only meet our requirements, but to participate in a variety of activities that showcase their interests, passion for medicine, and goals of becoming a physician.



Admissions

The 2020-2021 Academic Year brought new and exciting updates to the UUSOM Office of Admissions, including a new name for the medical school—the Spencer Fox Eccles School of Medicine, and opportunities to recruit Idaho students through virtual events.

UUSOM Application Requirements

Bachelor's Degree

- An applicant's bachelor's degree must be completed at a regionally accredited institution in the United States or Canada prior to matriculation to the University of Utah School of Medicine.
- If an applicant does not have a bachelor's degree but has earned a doctoral-level (terminal degree) from a regionally accredited U.S. or Canadian institution that did not require a bachelor's degree for entrance, they may apply if they will earn or have earned the doctoral degree by July 1 of the year they will begin medical school.
- No specific or recommended undergraduate major required
- The degree may be in the discipline of the applicant's choice, as long as required premedical coursework has been completed. The University of Utah School of Medicine recommends that students choose a major field for which they have enthusiasm and interest.

GPA

- Minimum 3.00 or higher in all sections (science, non-science, and overall)

MCAT score

- Total overall score of 500 or higher; only an applicant's highest total score will be considered

Letters of Recommendation

- 3 required letters, up to 4 accepted

Required Coursework

- Chemistry, Physics, Biology, Writing/Speech, Social Sciences, Humanities
- All premedical coursework must be completed for credit and a passing grade at a regionally accredited institution in the United States or Canada

Activity Requirements

- Clinical Experience: Shadowing, direct patient care, experience in a clinical setting – scribe, CNA, EMT
- Community Engagement: Leadership, volunteer experience, community service
- Intellectual Curiosity: Demonstrated experiences showing intellectual growth and curiosity – research, capstone projects, thesis, poster presentations, awards & recognitions

Admissions

The incoming Idaho Class of 2025 consists of 10 highly motivated students who were competitively selected from an applicant pool of over 3800 total applicants to the UUSOM.

Admissions Report

AY	ID Applicant Pool	Selected for Interview	Accepted for Admission	Sponsored Students	Non-Sponsored Students
2020-2021	160	50	18	10	0
2020-2021	155	65	18	10	0
2018-2019	163	49	24	10	+1 transfer
2018-2019	125	50	24	10	0
2017-2018	118	40	20	10	0

Idaho Sponsored Students Class of 2025

First Name	Last Name	City at Application	State at Application
Madeline	Bernardo	Boise	Idaho
Trisha Pauline	Enriquez	Pocatello	Idaho
Hailey	Graviet	Nampa	Idaho
Gabriel	Hooper	Boise	Idaho
Collin	Hunter	Boise	Idaho
Nathan	Imonigie	Boise	Idaho
Jessica	Kunzman	Boise	Idaho
Alexandra	Oxford	Boise	Idaho
Reiker	Ricks	Rexburg	Idaho
McKayla	Smith	Coeur d'Alene	Idaho

Medical Education at the UUSOM

UUSOM students participate in intensive classroom learning during years 1 & 2 and complete community and hospital-based clerkships and electives in years 3 & 4.

YEAR

1

Foundations of Medicine: This 17-week phase includes the medical science, medical arts and clinical skills that students will require before beginning in clinics and future units.

Clinical Experience, CMC 1: The 2-year Clinical Method Curriculum (CMC) partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community.

Molecules, Cells, and Cancer: This 8-week unit integrates molecular and cell biology with genetics, hematology, cancer biology and basic oncology.

Host and Defense: This 9-week unit introduces infectious disease, the biology of the immune system, the body's response to pathogens, and antimicrobial therapy.

End of Year 1 Assessment: A comprehensive knowledge exam, covering the entire first year curriculum.

Clinical Experience: CMC 2: CMC II focuses on expanding history-taking skills, advanced physical examination in specific areas, professional communication skills, introduction of lab and imaging selection and interpretation, and beginning skills in diagnostic reasoning.

YEAR

2

Metabolism and Reproduction: This 9-week unit begins with the pathophysiology of the gastrointestinal tract and the digestion/absorption of nutrients.

Circulation, Respiration and Regulation: This 11-week unit is designed to help students develop the clinical medicine skills and medical science knowledge to be able to propose rational differential diagnoses and diagnostic and treatment strategies for clinical problems affecting the circulatory, respiratory, and renal organ systems.

Brain and Behavior: This 9-week unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology.

Skin, Muscle, Bone, and Joint: Upon completion of this 6-week unit, students will be able to name, recognize and describe common dermatologic and musculoskeletal diseases, including the basic science foundations of each condition. In addition, they will describe diseases, clinical presentation and pathophysiology and define terms used on physical, microscopic and radiologic examinations.

Clinical Experience: CMC 3-4: CMC III-IV focuses on advanced history-taking skills, advanced physical examination skills to help elicit abnormal findings, professional communication skills, further development of lab and imaging selection and interpretation, and more advanced skills in diagnostic reasoning.

Medical Arts and Humanities: Layers of Medicine 1 - 4: The Layers of Medicine course is a longitudinal, 2-year course in the pre-clerkship curriculum. The overarching goals of the Layers of Medicine courses are to provide students with the knowledge, skills and attitudes necessary to provide care to all.



Medical Education at the UUSOM

UUSOM students participate in intensive classroom learning during years 1 & 2 and complete community and hospital-based clerkships and electives in years 3 & 4.

YEAR

3

Transition to Clerkship: This course is designed to provide students with the resources and skills necessary to thrive in the clinical curriculum and to succeed as medical professionals and lifelong learners.

Family Medicine Clinical Clerkship: Six weeks with a community based of faculty family medicine preceptor. Idaho students are required to complete this clerkship in Idaho.

Internal Medicine Clinical Clerkship: Eight week rotation that consists of inpatient responsibilities, ambulatory clinic, case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

Neurology Clinical Clerkship: Four weeks divided into two weeks inpatient and two weeks outpatient experiences.

Obstetrics and Gynecology Clinical Clerkship: Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship: Six weeks spent on the inpatient wards at Primary Children's Hospital (PCH), a pediatric subspecialty service, and service at the General Pediatric Clinic at the university of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

Psychiatry Clinical Clerkship: Six weeks emphasizing inpatient care at the University of Utah Medical Center, VA Medical Center, Primary Children's Hospital, and the University of Utah Neuropsychiatric Institute.

Surgery Clinical Clerkship: Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and VA Medical Center.

YEAR

4

The University of Utah School Of Medicine utilizes a learning community model to deliver medical education and career mentoring necessary to prepare fourth year medical students for their internship (12 months). Students develop advanced skills through sub-internship, critical care, advanced internal medicine and elective courses. They prepare for entry into residency by selecting curriculum specific to their career specialty interests.

All students graduating from the University of Utah School of Medicine must complete a sub-internship rotation, a critical care clerkship, and 4-weeks of advanced internal medicine. Students have ample elective time to explore additional clinical interests, research and seminar based courses. Additionally all students must participate in the Transition to Internship Course (TIC).

Shadowing

During the 2020–2021 academic year, the Idaho Affairs program offered shadowing scholarships for Idaho Medical students. Throughout May, June, and July 2021, four Idaho medical students were sent to shadow physicians across the state of Idaho.



Catherine Bautista

Catherine Bautista is a first-year medical student from Boise, Idaho. During June 2021, Catherine spent three days shadowing Dr. Boerner and Dr. Jackson at Idaho Eyelid and Facial Plastic Surgery in Boise, Idaho.



Andrew Jones

Andrew Jones is a first-year medical student from Boise, Idaho. During May 2021, Andrew spent two days shadowing Dr. Matheau Eysser at Madison Memorial Orthopedics in Rexburg, Idaho.



Kristin Nesbitt

Kristin Nesbitt is a first-year medical student from Moscow, Idaho. During June 2021, Kristin spent three days shadowing Dr. Katie Gentry at OGA Women's Health in Nampa, Idaho.



Sierra Starley

Sierra Starley is a first-year medical student from Twin Falls, Idaho. During May 2021, Sierra spent two days shadowing Dr. David Christensen at Intermountain Spine and Orthopedics in Twin Falls, Idaho.

“One of the most impactful things was seeing how connected Dr. Eysser is with his patients. This shadowing experience was definitely affirming to me that rural and underserved medicine a passion of mine and something I want to pursue in my career. It also confirmed that I would like a more community based practice.”

-Andrew Jones

“I really love Idaho, so I wanted to shadow a physician who works there to see what their day to day is like. Shadowing Dr. Christensen in Twin Falls really solidified my desire to practice rural medicine.”

-Sierra Starley



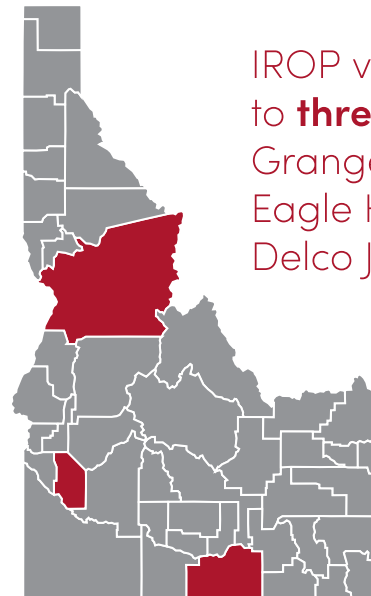
IRSA

*Red counties represent shadowing locations

Idaho Rural Outreach Program (IROP)

During the 2020–2021 academic year, four first-year medical students were selected as the new IROP students leaders. In March 2021, they led presentations at schools across the state of Idaho.

IROP is a student led group that facilitates trips for UUSOM Idaho students to return to their hometowns and present to local K–12 schools on healthcare careers, the journey to medical school, and health sciences. Due to COVID-19, the 2020–2021 IROP presentations occurred virtually over Zoom. This allowed IROP to reach more students and use fewer resources.



IROP virtually presented to **three** schools: Grangeville High School, Eagle High School, and Delco Jr. High

111

Number of K–12 students reached through IROP presentations during the 2020–2021 academic year

420

Minutes spent presenting health science information to K–12 students

Student Engagement

The Idaho Affairs program strives to provide continuous opportunities for Idaho student engagement. The visit from Idaho State University's TRIO program was a highlight of the 2020-2021 academic year.

In June 2021, the UUSOM's Idaho Affairs program and Office for Health Equity, Diversity, & Inclusion collaborated to host **45** high school students and **6** advisors from Idaho State University's TRIO program.



Above: Five Idaho Medical students volunteered to help with the event by assisting high school students with a cow eye dissection, and participating in a Q&A panel along with the Office of Undergraduate Admissions and the Office of Admissions for the UUSOM.



Clinical Medical Education at the UUSOM

All ten third-year Idaho medical students successfully completed Family Medicine clerkships across the state of Idaho, from Boise to Coeur d'Alene. For the upcoming academic year, the Idaho Affairs program will also support more Utah students who have strong ties to Idaho to complete their Family Medicine clerkship in Idaho.

Family Medicine Clerkship Overview

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

Family Medicine Clerkship Goals

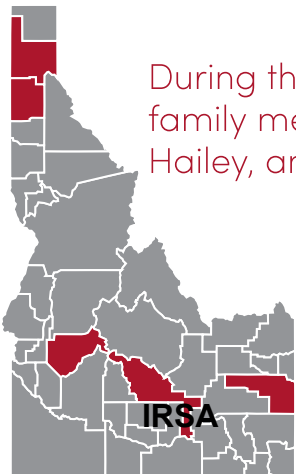
1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to develop therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Family Medicine Clerkship Timeline

The clerkship is six weeks in duration. Students are expected to be active in clinical duties for the majority of the days, however there are required weekly or bi-weekly didactic sessions (online) as well as dedicated time for students to prepare for exams and to complete the various assignment

Preceptor/Site Requirements

The preceptor(s) must be board-certified in Family Medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventive Medicine. The clinical site must also have a current affiliation agreement with the University of Utah School of Medicine



During the 2020-2021 academic year, 10 third-year Idaho medical students completed family medicine clerkships in the following locations: Boise, Idaho Falls, Coeur d'Alene, Hailey, and Sandpoint

40

Weeks Idaho medical students spent
on Family Medicine clerkships in
Idaho during 2020-2021

48

Total number of Idaho Family Medicine
clerkships performed

TAB 1 Page 24

Clinical Medical Education at the UUSOM

The Idaho Affairs program continues to grow the number of Idaho Family Medicine preceptors who teach students during their clerkships.

Physician	Clinic
Dr. Crane	Bear Lake Family Care & OBGYN
Dr. Franson	Caribou Memorial Hospital
Dr. Camarata	Cascade Medical Center
Dr. Campbell	Cassia Regional Hospital (IHC)
Dr. Colson	Family Medicine Residency of Idaho
Dr. Cameron	Heritage Health
Dr. McDonald	Heritage Health
Dr. Rousseau	Heritage Health
Dr. Ludwig	Pioneer Family Medicine
Dr. Moorhouse	Pioneer Family Medicine
Dr. MacDonald	Primary Health
Dr. Dunn	Sandpoint Family Health Center
Dr. Meulenberg	Sandpoint Family Health Center
Dr. Packer	Seasons Family Medicine

IRSA

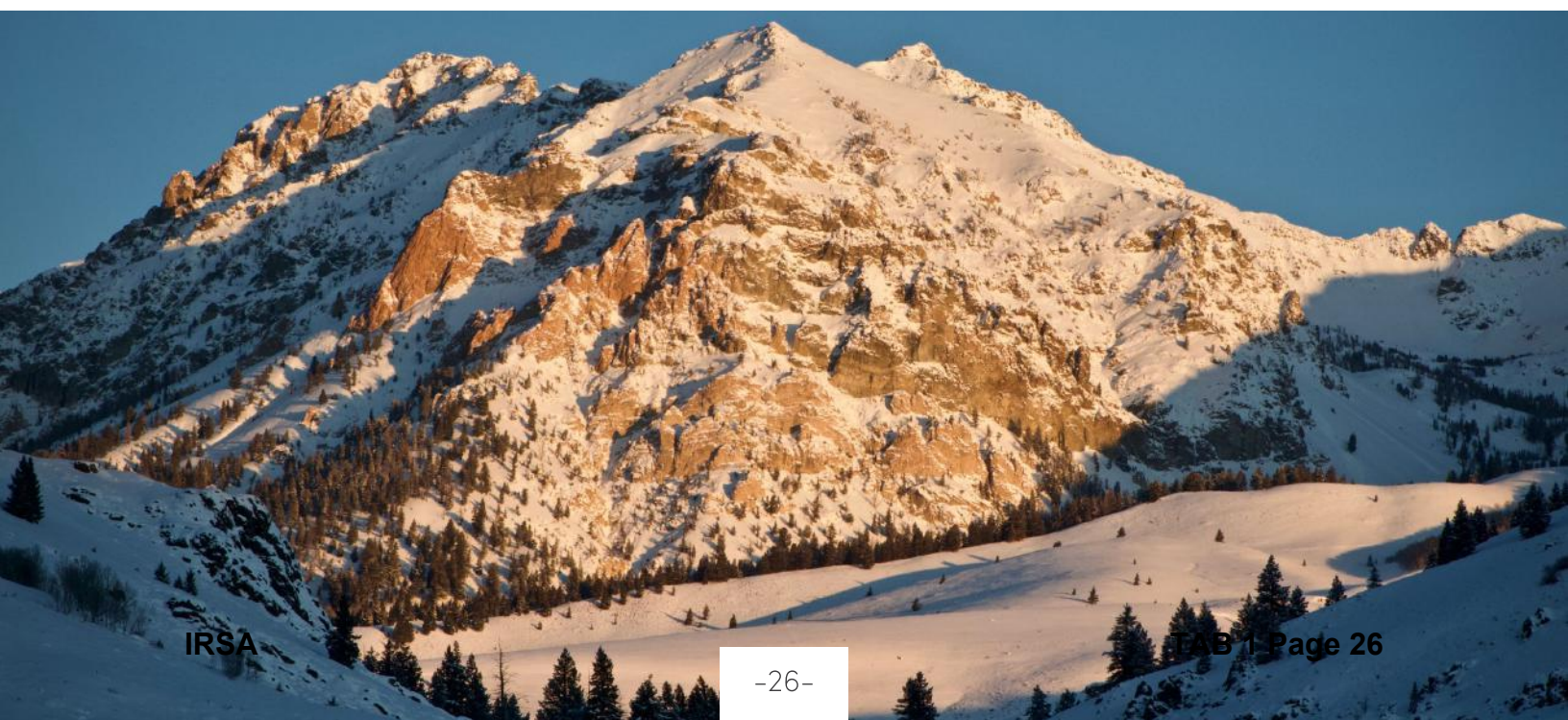
Physician	Clinic
Dr. Bennett	South East Family Medicine (Mountain View Hospital)
Dr. Mayo	South East Family Medicine (Mountain View Hospital)
Dr. Gunther	SparkMD
Dr. Nasser	St. Luke's- Capital City Family Medicine
Dr. Crump	St. Luke's- Family Health
Dr. Ruske	St. Luke's- Jerome
Dr. Maier	St. Luke's- Mountain View
Dr. Satterfield	St. Luke's- Physician Center
Dr. Brown	St. Luke's- Physician Center
Dr. Drumm	St. Luke's- Wood River Family Medicine
Dr. Paris	St. Luke's- Wood River Family Medicine
Dr. Wilson	Terry Reiley Health Services
Dr. Johnson	Twin Falls
Dr. Bloom	Woodlands Family Medicine

TAB 1 Page 25

Financial Report 2020-2021

The Idaho State Board of Education subsidizes ten seats at the University of Utah so that Idaho students are able to pay in-state tuition. For academic year 2020-21, Idaho students paid \$41,783.64 in tuition and fees. Idaho students also paid a surcharge of \$1,772.00 which was returned to Idaho (to the Idaho Rural Physician Incentive Program). The State of Idaho paid \$43,871.50/per student.

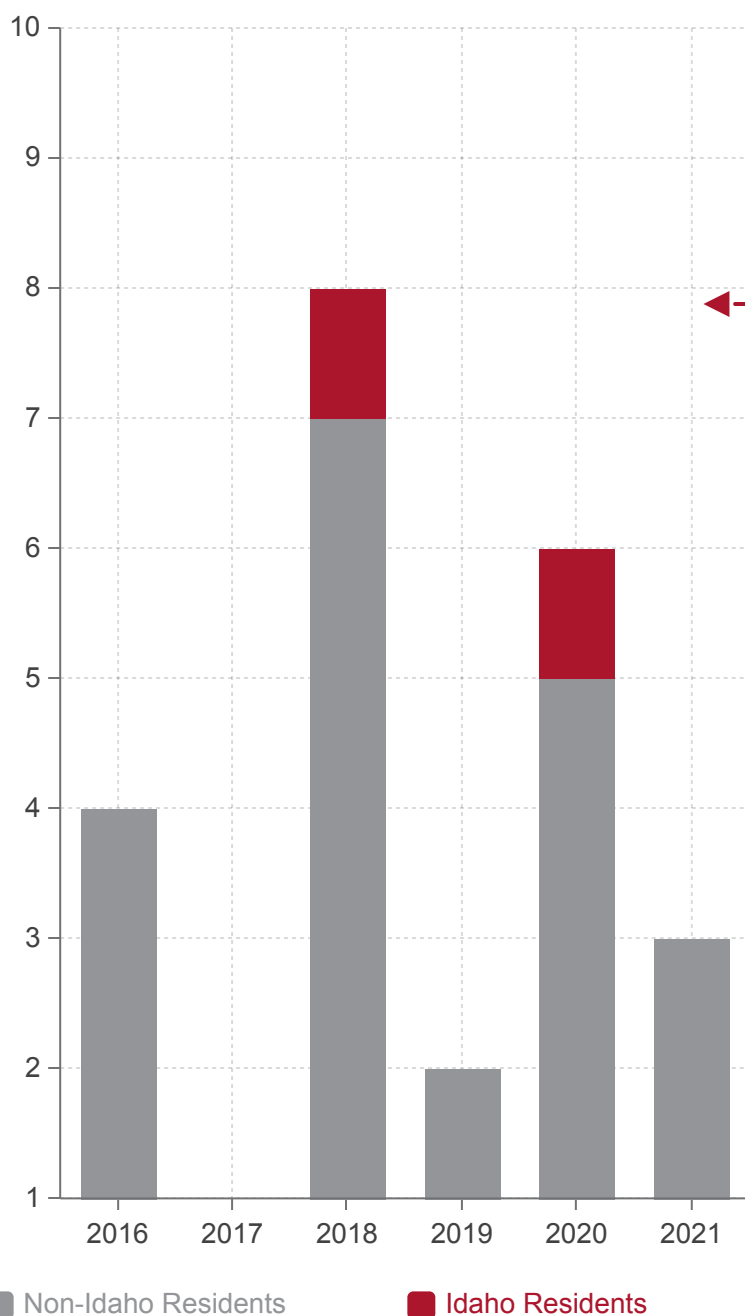
A portion of the subsidy that the University of Utah receives from the ISBOE went towards direct student support, program support, preceptor payments, and salaries. This amount totals to \$119,944.21 for academic year 2020-21. Due to the COVID-19 pandemic, fewer funds were spent on travel than in previous years, however, the Idaho Affairs program was still able to reach students through virtual events and methods.



Graduate Report

Below is a culmination of data regarding Idaho Medical students.

Residency Matches in Idaho



Since 2008, **35** UUSOM graduates have matched into Idaho GME Programs. The graph to the left displays UUSOM residency matches, broken into Idaho residents and non-residents.

The UUSOM has successfully graduated **204** Idaho students since 1995. Below is a graduation report of sponsored and non-sponsored students.

Medical Student Graduate Report		
Academic Year	Sponsored	Non-Sponsored
2020-2021	10	0
2019-2020	10	0
2018-2019	10	+1 transfer
2017-2018	10	0
2016-2017	10	0

Graduate Report

Below are the 2021 match results for residency programs.

Idaho Resident 2021 Match Results*

Match Program	Speciality
Utah Valley Hospital	Family Medicine
U Washington Affil Hosps	Internal Medicine
Wake Forest Baptist Med Ctr-NC	Neurology
U Iowa Hosps and Clinics	Psychiatry
University of Utah Health	Emergency Medicine
U Southern California	Anesthesiology
Idaho State University	Family Medicine
U Iowa Hosps and Clinics	Internal Medicine
Northwestern McGaw/NMH/VA-IL	Internal Medicine
U Alabama SOM-Montgomery	Medicine-Preliminary

*These are students who are residents of Idaho

Idaho Non-Resident 2021 Match Results*

Match Program	Speciality
Family Medicine Residency of Idaho	Family Medicine
Family Medicine Residency of Idaho	Family Medicine
Idaho State University	Family Medicine

*These are students who were not residents of Idaho, but who matched into Idaho Residency programs

Idaho Psychiatry

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

ATTACHMENT 7

SCHOOL OF
MEDICINE
UNIVERSITY OF UTAH

HUNTSMAN
MENTAL HEALTH INSTITUTE
UNIVERSITY OF UTAH

**Idaho State
University**

During the 2020-2021 academic year, 100 students applied to the program and 3 students were selected to begin in July 2021. This represents a **150% increase** in applications since the 2019-2020 academic year.

Program Updates

"In November 2019, the University of Utah announced a generous financial commitment from the Huntsman Foundation to establish the Huntsman Mental Health Institute. Some of the work supported by the Foundation includes student mental health, increased access to mental health services in rural communities, and expansion of research initiatives, including research on the genetic basis of mental health conditions."¹ The Idaho Affairs program is thankful for the robust developments that this funding will provide for the University of Utah and the University of Utah Department of Psychiatry.

Rural Track (Idaho) Overview

The Idaho Rural Track in Pocatello has a mission to train community centered psychiatrists who will play an integral role in the development of mental health programs and practices in rural or high need communities.

Residents spend the majority of the first two years of the program in Salt Lake City, Utah working alongside fellow residents in the Adult Psychiatry program focusing on mastering skills in general medicine as well as completing required inpatient and some subspecialty psychiatric rotations. Some rotations will be completed in Pocatello, including general medicine and inpatient psychiatry.

During program years three and four, residents will transition to Pocatello, Idaho. During year three, they will primarily focus on outpatient training and during year four they will focus on their specific interests, passions and individualized goals. Residents will leave the program well-prepared to serve patients in both inpatient and outpatient settings. The Idaho Psychiatry Track plans to continue to recruit three residents per year for the track. The first three residents began their training in the summer of 2020 and the next cohort begins in July 2021.

Year 1 & 2

The majority of training occurs in Salt Lake City, with the exception of one month in Portneuf IM during year 1 and one month Portneuf IP psych

IRSA

during year 2.

Year 3 & 4

Year 3 & 4 are based in Pocatello/ SE Idaho, with the first cohort of residents starting in July 2022 as R3s.

TAB 1 Page 29

1. Stowe, Jerilyn. "A New Era in Mental Health Care: University of Utah Dedicates Huntsman Mental Health Institute." *University of Utah Health*. 2021.

Idaho Psychiatry

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

ATTACHMENT 7

SCHOOL OF
MEDICINE
UNIVERSITY OF UTAH

HUNTSMAN
MENTAL HEALTH INSTITUTE
UNIVERSITY OF UTAH



During the 2020-2021 academic year, 100 students applied to the program and 3 students were selected to begin in July 2021. This represents a **150% increase** in applications since the 2019-2020 academic year.

Rural Track (Idaho) Finances

On average, it costs about \$180,000 to train a resident each year. The money given to the University of Utah from the state goes directly to the cost of residents' salaries. Monies to Idaho State University pays for administrative costs and some facilities charges related to the Utah/Idaho psychiatry program. The program must rely on other sources, such as the VA and grants, to fund the remaining cost.

Inaugural Class

These students matched into the program in 2020 and are now in their second year:



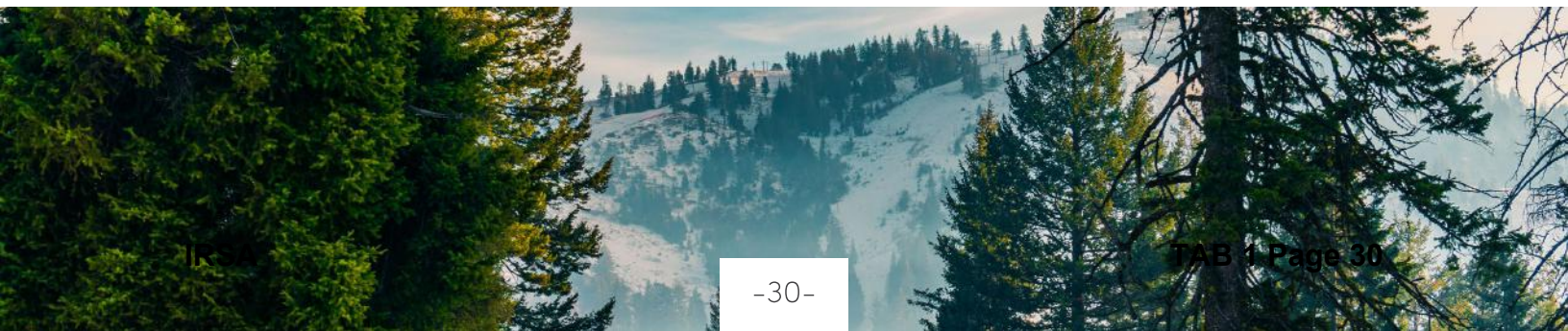
Daisha Orchard, MD
University of Utah



Matthew Torbenson, MD
Medical College of Wisconsin



Christian Schmutz, MD
University of Utah



Idaho Psychiatry

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

ATTACHMENT 7

SCHOOL OF
MEDICINE
UNIVERSITY OF UTAH

HUNTSMAN
MENTAL HEALTH INSTITUTE
UNIVERSITY OF UTAH



During the 2020–2021 academic year, 100 students applied to the program and 3 students were selected to begin in July 2021. This represents a **150% increase** in applications since the 2019–2020 academic year.

2021 Match Results

These students are scheduled to begin the program in July 2021:



Chaston Ellis, DO
Touro University



Leah Fortson, MD
Tufts University



Ryan Kelly, MD
University of Iowa

Future Vision

- Recruitment/Retention of psychiatry graduates to Southeastern Idaho
- Improve patient access to psychiatric care
- Mental Health Integration of primary care with psychiatry working with Idaho State University
- Development of Consultation and Telepsychiatry services
- Efficiency of psychiatric care in the Emergency Department
- Enhanced relationship between Idaho State University, Southeast Idaho Hospitals and Clinics, & the U Health system



Thank You & Acknowledgement

Idaho Students at the UUSOM would like to express their gratitude for the opportunity to study medicine at the UUSOM.

I have loved studying medicine at the University of Utah, especially now that I am spending time in the hospital working with patients. Medical school tuition is nothing to sneeze at, and it is such a relief that Idaho has helped pay part of my tuition. Thank you so much. I'm excited to someday return and practice medicine in the home state I love!

-Jarom Gropp, Class of 2023

Thank you so much for the incredible opportunity to study in Utah! I was so impressed by the quality of my education, the incredible catchment area, and the world class outdoors that I couldn't leave and decided to stay here for residency. I'm beyond grateful for the gift of my new home.

-Ellie Gilbertson, Class of 2021

I want to extend my utmost and sincere gratitude to everyone who has worked so hard to facilitate this wonderful opportunity for me to be able to study medicine at such a prestigious institution like the University of Utah. It brings me joy every time my training comes in handy when I work with an Idaho-based patient at the clinics, and I hope to continue this service moving forward!

-Anurag Tripathy, Class of 2023

Thank you for supporting me in my medical education at UUSOM. It's been terrific being able to complete my training so close to home. I'm looking forward to returning to Idaho for my family medicine clerkship next year!

-John Tolke, Class of 2024

Thank You & Acknowledgement

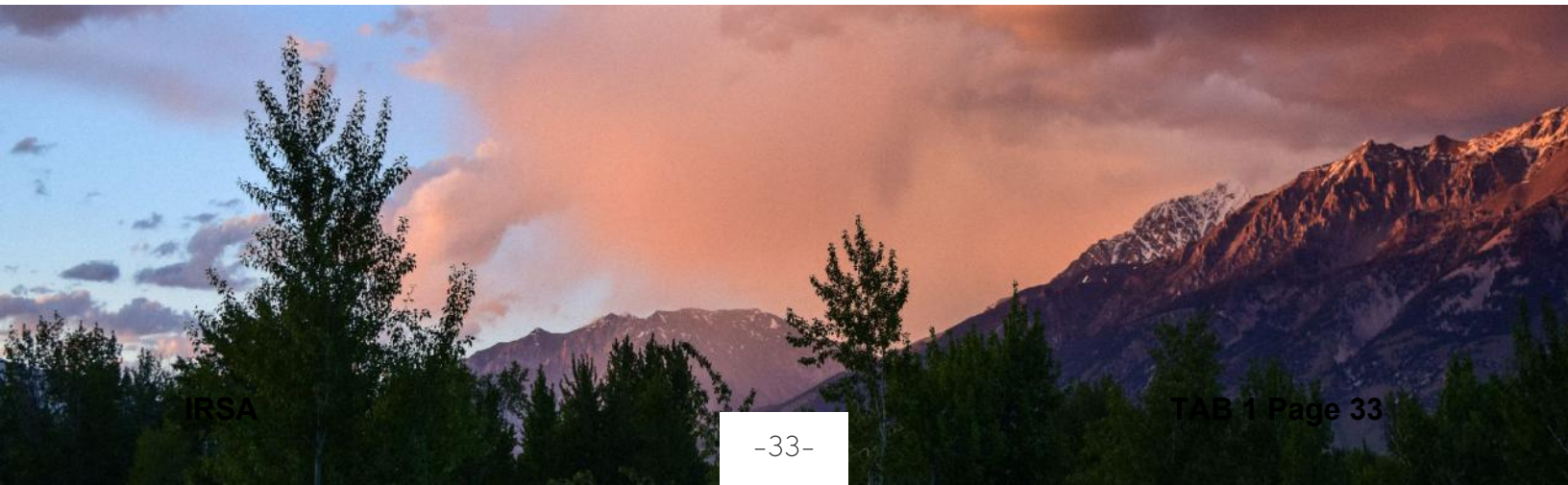
Idaho Students at the UUSOM would like to express their gratitude for the opportunity to study medicine at the UUSOM.

As an Idaho student, I feel proud to represent my state. This opportunity to represent Idaho at UUSOM has left me with an overwhelming sense of gratitude to my state and for this incredible education. I hope one day to give back to Idaho what it has given me with this education

-Jake Lewis, Class of 2024

Thank you Idaho Board of Education! Without your help, I would not be here at UUSOM about to start my second year of medical school. There are many reasons to love Idaho, but having your support as I work to become a physician is at the top of my list. Thank you and I can't wait to return to the best state!

-Catherine Bautista, Class of 2024



Thank You & Acknowledgement

The UUSOM & the Idaho Affairs Program thanks the following individuals, and countless others, for their ongoing support of the Idaho Affairs Program at the UUSOM.

Michael Good, MD

CEO, University of Utah Health
Dean, University of Utah School of
Medicine
Senior Vice-President, Health
Sciences
Interim President, University of
Utah

Wayne Samuelson, MD

UUSOM Dean of Medical
Education

Sara Lamb, MD

UUSOM Vice Dean of Education

Jason Perry, JD

Vice President, University of Utah
Government Relations

Natalie Tippetts, MS

Special Assistant to the Vice
President, University of Utah

Mark Rapaport, MD

CEO Huntsman Mental Health
Institute
William H. and Edna D. Stimson
Presidential Endowed Chair
Professor & Chair, Department of
Psychiatry

The Huntsman Family

Cynthia Best, MBA

UUSOM Vice Dean of Finance

**Jessica Hurtado, MPH, Tammy
Llewelyn, Emily O'Connor**

UUSOM Office of Admissions

IRSA

Marian Brady and Aubrey King

UUSOM Finance Department

Laurie Leclair, MD

UUSOM Assistant Dean, Clinical
Curriculum

**UUSOM Graduate Medical
Education (GME)**

Idaho Universities

Idaho Board of Medicine

Tonne McCoy

Bureau of Rural Health & Primary
Care, Idaho Department of
Health and Welfare

**Marlana Li, MD, Katherine
Hastings, MD, Karly Pippitt, MD,
Cayla Sanelli**

UUSOM Department of Family
Medicine

**Suzanne Allen, MD, Mary
Barinaga, MD, Frank Batcha,
MD, Melissa "Moe" Hagman, MD,
Kirsten Aaland, MD, Jeffrey
Seegmiller, EdD**

University of Washington

Rex Force, Pharm D

Vice President for Health Sciences
& Senior Vice Provost
Idaho State University

Jonathan Cree, MD

Bill Woodhouse, MD

Idaho State University

Ted Epperly, MD

Family Medicine Residency of
Idaho

Susie Keller, CEO

Idaho Medical Association

Matt Freeman, CEO

Todd Kilburn, CFO

Idaho State Board of Education

Idaho State Legislators

Including all members of the
Joint Finance Appropriation
Committee (JFAC)

Paul Headlee, Janet Jessup

Idaho Legislative Services
Office

**Idaho Academy of Family
Physicians**

Bryan Whitlock, CEO

Idaho Hospital Association

**Doug Gray, MD, Paul Carlson,
MD, Kristi Kleinschmit, MD,
Jaime Christensen, C-TAGME**

Huntsman Mental Health
Institute

**UUSOM Offices &
Departments**

Dean's Office Staff & Faculty
Clerkship Coordinators &
Directors
Office of Admissions
Office of Educational
Quality Improvement
Office of Student Affairs
Office of Academic Affairs &
Education
Office of Community Faculty

And Countless Others

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

August 2020

Board accepted semi-annual report.

February 2021

Board accepted semi-annual report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i.2. and 4.b.i.2., prior to implementation, the Board's executive director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than \$250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a semi-annual report of academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the executive director between January 1, 2021 and June 30, 2021. A report of program change requests approved by the full Board for the same time period is also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff provided an overview of new academic or career technical programs and certificates approved by the executive director consistent with Board Policy III.G. This included other instructional activity such as modifications to existing programs. Other non-substantial changes that require notification to the Board office were also included in the report.

Staff noted several trends in program requests over the past five fiscal years:

- A significant spike in program modification requests in FY20-21 resulting from institutions adding online options to existing programs, likely in response to the pandemic.
- A steep drop in new undergraduate program requests over the past five years – 1 request in FY20-21 down from 13 requests in FY19-20 and 19 requests in FY16-17.
- A significant spike of new academic undergraduate certificates – 34 in FY19-20, but dropping to more historical levels (10 new certificates) in FY20-21.
- Fairly consistent numbers of new graduate certificate requests over the past five years.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021

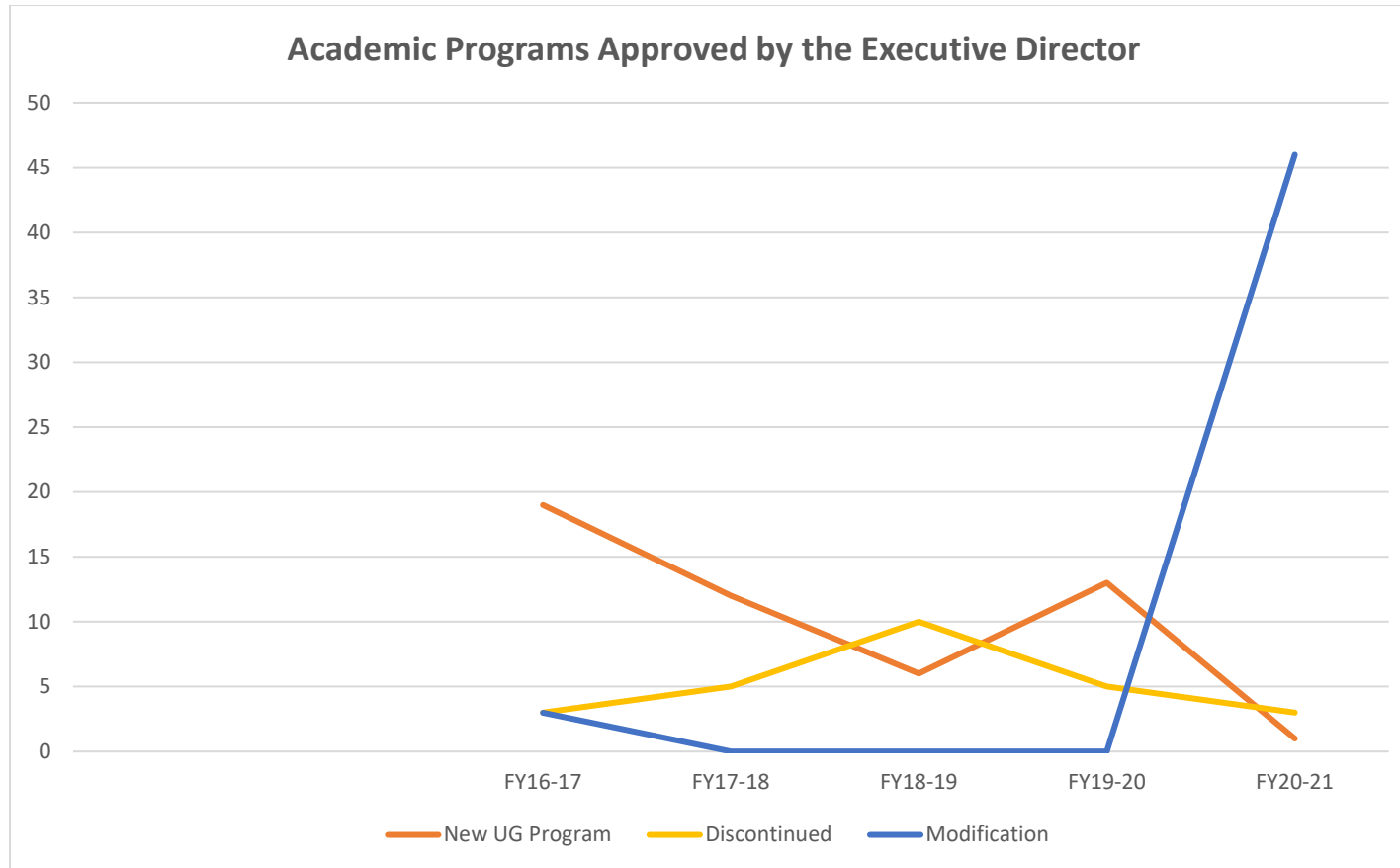
- A significant uptick in the number of new career technical certificates, AAS degrees, discontinued certificates, and discontinued degrees in FY19-20.

BOARD ACTION

I move to accept the Semi-Annual Report of Approved Program Requests, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Semi-Annual Report of Approved Program Requests
January 2021 through June 2021**



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

List of Academic Program and Unit Requests Approved by Executive Director

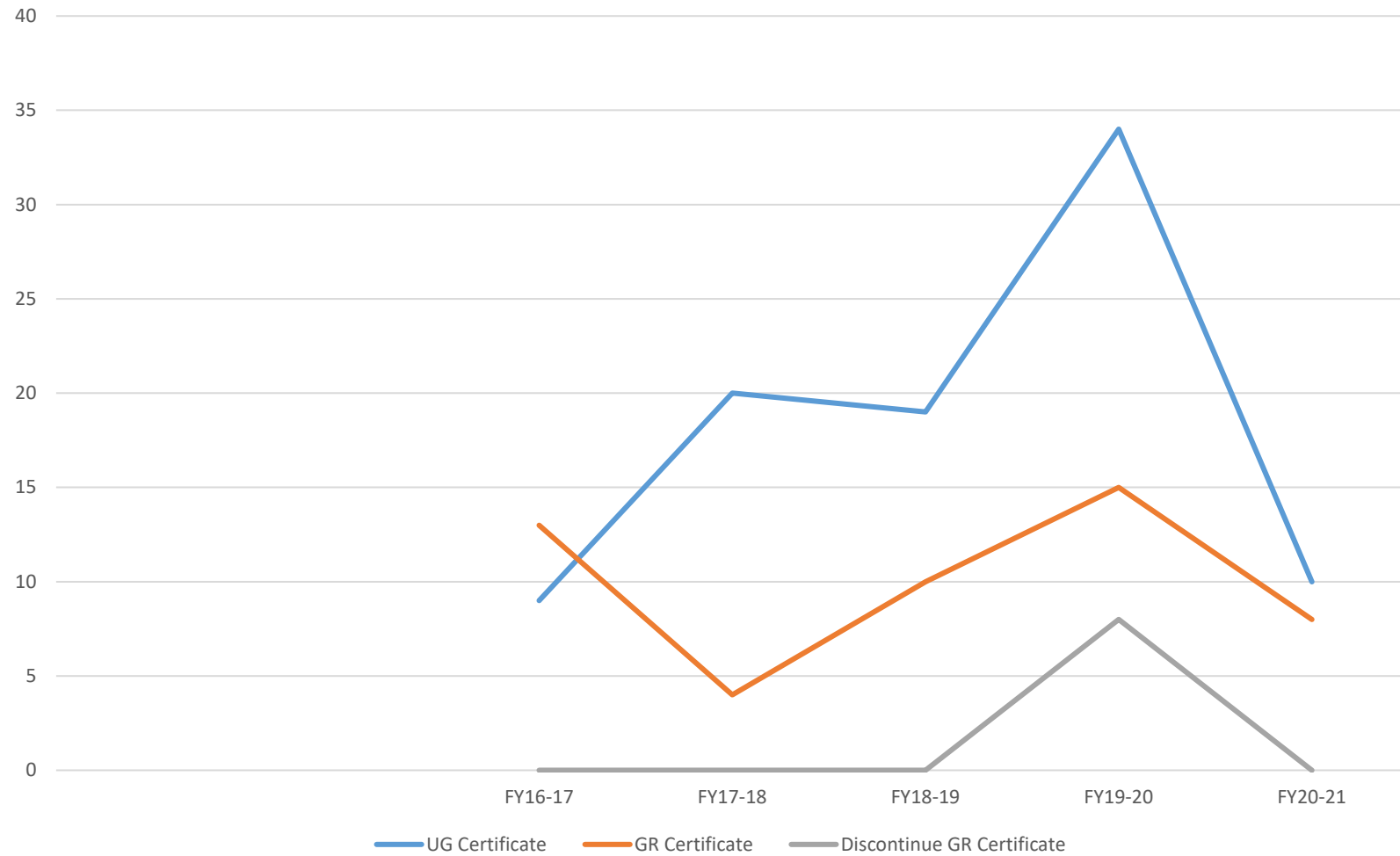
Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
BSU	Expansion to online	Conflict Management (online)	Graduate Certificate	2/23/2021
BSU	Expansion to online	Conflict Management (online)	Undergraduate Certificate	2/23/2021
BSU	Expansion to online	Transition in person BBA in Accountancy offered at College of Southern Idaho to online	BBA	4/7/2021
BSU	Discontinue	Dual Early Special Education, Early Childhood Special Education	BA	4/26/2021
BSU	New administrative unit	Redfish Environmental Data Institute	N/A	5/21/2021
CWI	Expansion to online	Anthropology	AA	3/19/2021
CSI	Discontinue	Equine Studies	AA	7/16/2021
CSI	Discontinue	Horticulture	AS	7/16/2021
CSI	Discontinue	Equine Business Management	AS	7/16/2021
ISU	Expansion to online	University Studies	AA, BA	3/24/2021
ISU	Expansion to online	Art History	Minor	3/24/2021
ISU	Expansion to online	Communication	MA	3/24/2021
ISU	Expansion to online	Advocacy	Minor	3/24/2021
ISU	Expansion to online	Biomedical Ethics	Undergraduate Certificate	3/24/2021
ISU	Expansion to online	Biomedical Ethics	Graduate Certificate	3/24/2021
ISU	Expansion to online	Spanish	BA	3/24/2021
ISU	Expansion to online	Spanish for Health Professions	BA, Graduate Certificate	3/24/2021
ISU	Expansion to online	Global Studies	BA, Minor	3/24/2021
ISU	Expansion to online	Japanese	Minor	3/24/2021
ISU	Expansion to online	Basic Japanese Language Proficiency	Undergraduate Certificate	3/24/2021
ISU	Expansion to online	Advanced Japanese Language Proficiency	Undergraduate Certificate	3/24/2021
ISU	Expansion to online	Advanced Spanish Language Proficiency	Undergraduate Certificate	3/24/2021
ISU	Expansion to online	Anthropology	BA, MA, MS, Minor	3/24/2021
ISU	Expansion to online	History	BA, MA, Minor	3/24/2021
ISU	Expansion to online	Psychology	BA, BS, Minor	3/24/2021
ISU	Expansion to online	Psychology: Applied Behavior Analysis	Minor	3/24/2021
ISU	Expansion to online	Criminology	AA	3/24/2021
ISU	Expansion to online	Sociology	BA, MA, Minor	3/24/2021
ISU	Expansion to online	Sociology: Criminology	BA	3/24/2021
ISU	Expansion to online	Gender and Sexuality Studies	Minor	3/24/2021
ISU	Expansion	Nursing (Accelerated) Expansion to Pocatello	BS	4/23/2021
ISU	Expansion to online	General Business	BBA	4/7/2021
ISU	Expansion to online	Business Informatics	BBA	4/7/2021
ISU	Expansion to online	Finance	BBA	4/7/2021

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
ISU	Expansion to online	Management	BBA	4/7/2021
ISU	Expansion to online	Marketing	BBA	4/7/2021
LCSC	Expansion to online	Sport Coaching	Graduate Certificate	4/7/2021
LCSC	Modification	Reorganize the following units: <ul style="list-style-type: none"> • Business Division to Business and Computer Science Division • Natural Sciences and Mathematics Division to Physical, Life, Movement and Sport Science Division • Teacher Education Division to Teacher Education and Mathematics Division 	Instructional Units	6/2/2021
UI	Discontinue	Molecular Biology and Biotechnology	B.S.	2/23/2021
UI	Expansion to online	Music	Master's	3/19/2021
UI	Expansion to online	Movement and Leisure Sciences	M.S.	3/19/2021
UI	Expansion to online	Recreation, Sport and Tourism Management	B.S.	3/19/2021
UI	Discontinue	Natural Resource and Conservation	B.S.	6/2/2021
UI	New	Global Disease Ecology	B.S.	6/21/2021

Total Academic Certificates Established and Notified to Executive Director



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
BSU	New	Applied Data Science	Minor	1/14/2021
BSU	New	Cryptography and Cryptanalysis	Undergraduate Certificate	1/14/2021
BSU	Name change	Media Arts to Integrated Media and Strategic Communication	BA	1/14/2021
BSU	Name change	Data Science to Data Science for STEM	Undergraduate Certificate	1/14/2021
BSU	Name change	Business Bridge to Career to Plus Business	Undergraduate Certificate	1/14/2021
BSU	Name change	Business to Career Minor to Plus Business	Minor	1/14/2021
BSU	New	Four new options under the Bachelor of Music Education to include Bow Strings, Piano/Guitar, Voice, and Wind/Bass/Percussion	Options	1/29/2021
BSU	Name change	Department of Community and Environmental Health to the Department of Public Health and Population Science	Instructional unit	1/29/2021
BSU	Name change	Interdisciplinary Art Studio emphasis to Time-Based Art emphasis under the Bachelor of Fine Arts in Visual Art	Emphasis	1/29/2021
BSU	Name change	Sustainable Futures emphasis to Global Environment emphasis and International Relations emphasis to International Governance and Development emphasis, under the Bachelor of Arts in Global Studies	Emphasis	1/29/2021
BSU	Name change	Public Relations emphasis to Strategic Communications emphasis and Television, Broadcast, and Digital Media emphasis, under the Bachelor of Arts in Integrated Media and Strategic Communication	Emphasis	1/29/2021
BSU	Name change	Exercise Science emphasis to Human Performance and Exercise Science emphasis; Biomechanics emphasis to Neuromechanical Science emphasis; and Pre-Athletic Training emphasis to Rehabilitation Science emphasis, under the Bachelor of Science in Kinesiology	Emphasis	1/29/2021
BSU	New	Middle Level (5-9) Social Studies Teaching	Endorsement	2/1/2021
BSU	Name change	Public Relations in Integrated Strategic Communications	BA	2/11/21
BSU	Name change	Education, Literacy to Education in Language, Literacy, and Culture	MA	2/19/21
BSU	Name change	Innovation and Design: Emerging Applications (IDEA) to Innovation and Design	Undergraduate Certificate	2/26/21
BSU	Name change	User Experience Research: UX Professional certificate to User Research (UX) Professional certificate (online fee model)	Undergraduate Certificate	2/26/21

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
BSU	Name change	User Experience Research: Ethnography + Design Certificate to User Experience Research (appropriated funding model)	Undergraduate Certificate	2/26/21
BSU	Name change	Materials to Mechanical Materials	Undergraduate Certificate	2/26/21
BSU	Name change	Special Education Services to Intervention Specialist	Undergraduate Certificate	2/26/21
BSU	Name change	Entrepreneurship to Business Creation	Undergraduate Certificate	3/4/21
BSU	New	Creative Influence	Undergraduate Certificate	3/19/2021
BSU	New	Content Production	Undergraduate Certificate	3/19/2021
BSU	New	Physical Activity and Health	Undergraduate Certificate	3/26/2021
BSU	New	Data Science for the Sciences	Undergraduate Certificate	3/26/2021
BSU	Discontinue	Communication Teaching Endorsement	Endorsement	4/16/2021
BSU	New	Cryptology Security Analyst	Graduate Certificate	4/16/2021
BSU	New	Community Impact	Undergraduate Certificate	4/16/2021
BSU	New	Teaching English to Speakers of Other Languages, K12	Graduate Certificate	4/16/2021
BSU	New	Astronomy	Minor	4/16/2021
BSU	Discontinue	Journalism and Media Studies emphasis under the Bachelor of Arts in Integrated Media and Strategic Communications	Emphasis	4/23/2021
BSU	CIP Code Change	Entrepreneurship Management from 52.0201 to 52.0701	Minor and BBA	4/23/2021
BSU	CIP Code Change	Electrical and Computer Engineering from 14.1001 to 14.4701	MS, Ph.D., Master's	4/23/2021
BSU	CIP Code Change	Communication Management from 9.0100 to 9.0909	Undergraduate certificate	4/23/2021
BSU	CIP Code Change	Data Science for the Liberal Arts from 45.0102 to 30.7001	Undergraduate certificate	4/23/2021
BSU	CIP Code Change	Data Science for the Liberal Arts from 45.0102 to 30.7001	Minor	4/23/2021
BSU	CIP Code Change	Conflict Management from 9.9999 to 30.2801	Graduate Certificate	4/23/2021
BSU	CIP Code Change	Conflict Management from 9.999 to 30.2801	Undergraduate Certificate	4/23/2021
BSU	CIP Code Change	Business and Economic Analytics from 52.0601 to 30.7102	BS	4/23/2021
BSU	CIP Code Change	Critical Theory from 38.0199 to 30.2601	Minor	4/23/2021
BSU	CIP Code Change	Criminal Justice from 43.0103 to 43.0104	BS	4/23/2021
BSU	CIP Code Change	Criminal Justice from 43.0103 to 43.0104	MA	4/23/2021
BSU	CIP Code Change	Criminal Justice from 43.0103 to 43.0104	Minor	4/23/2021
BSU	CIP Code Change	Principles of Grant Writing from 23.1301 to 51.0107	Undergraduate Certificate	4/23/2021
BSU	New	Digital Literacies Instruction	Graduate Certificate	4/26/2021
BSU	New	Econometrics	Graduate Certificate	4/26/2021
BSU	New	Assistive Technology	Graduate Certificate	4/26/2021
BSU	New	Literacy Instruction for Students with Exceptional Needs	Graduate Certificate	4/26/2021
BSU	New	Designing Accessible and Inclusive Online Education	Graduate Certificate	5/24/2021

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

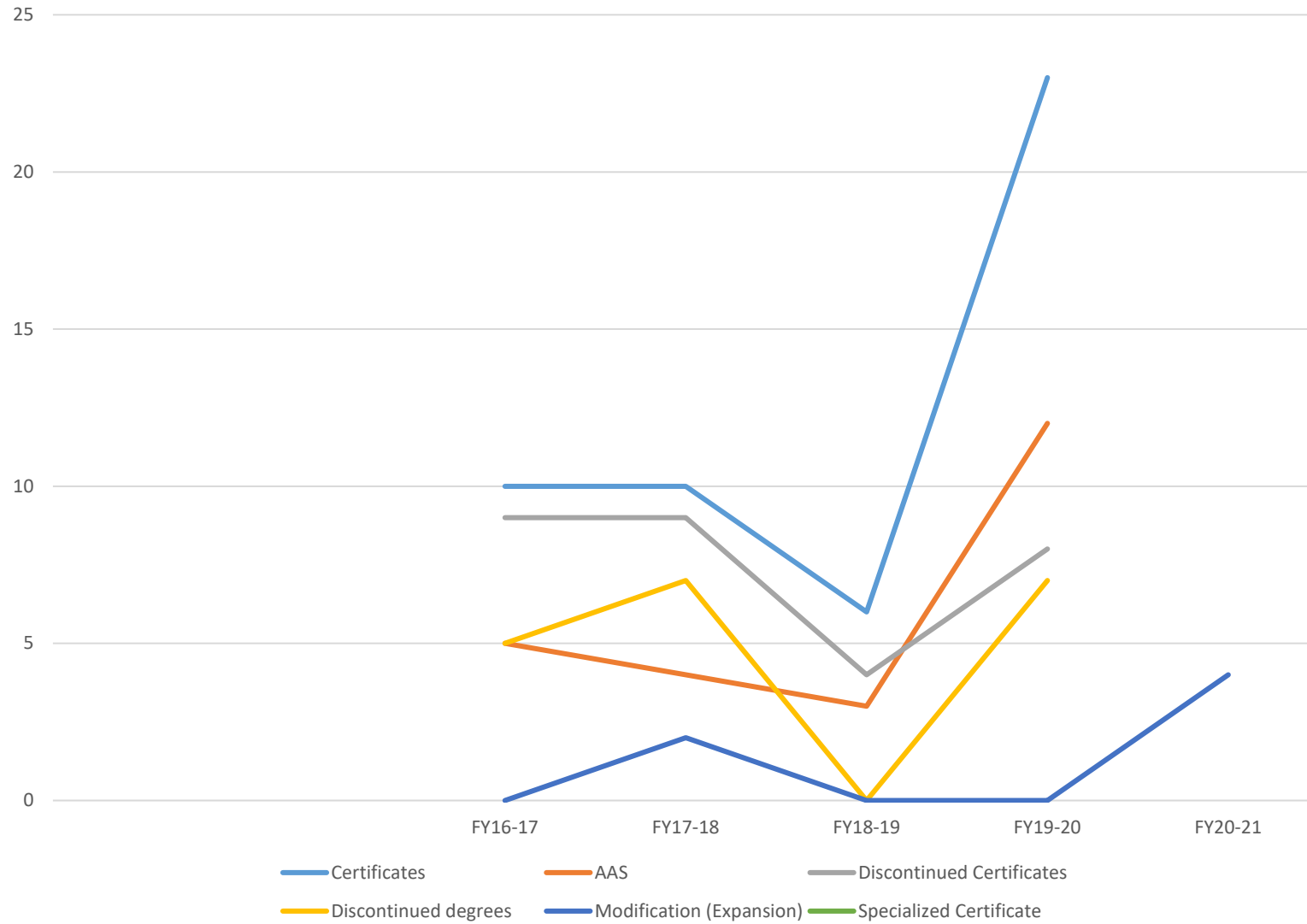
Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
ISU	New	Athletic Administration emphasis to existing Master of Business Administration program	Emphasis	3/4/2021
LCSC	Name change	Sport Administration to Sport Management	BA/BS	4/7/2021
UI	New	Small Business Management	Undergraduate Certificate	1/14/2021
UI	Discontinue	All emphases in the B.A. in History	Emphases	1/14/2021
UI	Discontinue	All emphases in the B.Music	Emphases	1/14/2021
UI	Discontinue	All emphases in the B.A. and B.S. in Music to include changing the B.A. and B.S. in Music to the B.A. and B.S. in Applied Music	BA/BS	1/14/2021
UI	Discontinue	Discontinue all emphases in the B.A. and B.S. in Sociology	Emphases	1/14/2021
UI	New	Create a new minor in Film & Television Production in the Department of Journalism and Mass Media	Minor	1/14/2021
UI	Name change	Change the name of the Department of Accounting to the Department of Accounting and Management Information Systems	Instructional Unit	1/14/2021
UI	Name change	Change the name of the Department of Psychology & Communication Studies to the Department of Psychology & Communication	Instructional Unit	1/14/2021
UI	Name change	Change the name of the Department of Sociology & Anthropology to the Department of Culture, Society and Justice	Instructional Unit	1/14/2021
UI	Name change	Change the name of the Diversity and Inclusion Certificate to the Equity and Justice Certificate	Certificate	1/14/2021
UI	New	Precision Agriculture	Undergraduate Certificate	4/29/2021
UI	New	Technology Integration Specialist	Graduate Certificate	4/29/2021
UI	New	Apparel, Textiles and Design	Minor	4/29/2021
UI	New	Natural Resource Management	Undergraduate Certificate	3/19/2021
UI	New	Business Analytics	Undergraduate Certificate	3/19/2021
UI	CIP Code Change	Architecture from 04.0201 to 04.0902	Master's	3/19/2021
UI	CIP Code Change	Natural Resources from 03.0201 to 03.0199	MS, Ph.D.	3/19/2021
UI	Name changes	Program changes to the B.S. in Environmental Science: <ul style="list-style-type: none"> ○ Biological Science option to Ecological Restoration emphasis ○ Physical Science option 1 to Policy Planning and Management ○ Physical Science option 2 to Culture and Communication ○ Social Science option to Integrated Sciences ○ Biophysical Science option to Sustainability Sciences (online only) 	Options	3/19/2021

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
UI	Name change	Department of Agricultural and Extension Education to the Department of Agricultural Education, Leadership and Communications	Instructional Unit	3/19/2021
UI	Name change	Applied-Quantitative Modeling option to Applied – Modeling and Data Science in the B.S. in Mathematics	BS	3/19/2021
UI	Name change	Data Analytics to Data Science	Graduate Certificate	3/19/2021
UI	Name change	Operations Management to Operations and Supply Chain Management	BS	3/19/2021
UI	New	New Fish and Wildlife Science and Management option to the Masters of Natural Resources	Option	3/19/2021
UI	New	New minor in Human and Community Engagement	Minor	3/19/2021
UI	New	New minor in Sustainable Food Systems	Minor	3/19/2021
UI	New	New Minor in Water Science and Management	Minor	3/19/2021
UI	New	New Minor in Groundwater Hydrology	Minor	3/19/2021
UI	Program/name changes	Rename the Natural Resources and Environmental Science, P.S.M. to Interdisciplinary Science and Technology, P.S.M. and: <ul style="list-style-type: none"> ○ Change the name of the Water Resources Management emphasis to Water Resources ○ Change the name of Sustainability Science emphasis to Sustainable Soil and Land Systems ○ Change the name of the Climate Change Science emphasis to Climate Change ○ Add the emphasis of Precision Nutrition for Animal and Human Health ○ Add the emphasis of Sustainable Food and Fiber ○ Add the emphasis of Geographic Information Skills, Mapping and Monitoring 		3/19/2021
UI	Relocate	Change the B.S. in Ecology and Conservation Biology from the Natural Resources Department to the Fish & Wildlife Sciences Department		3/19/2021

Career Technical Program Requests Approved by Executive Director



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

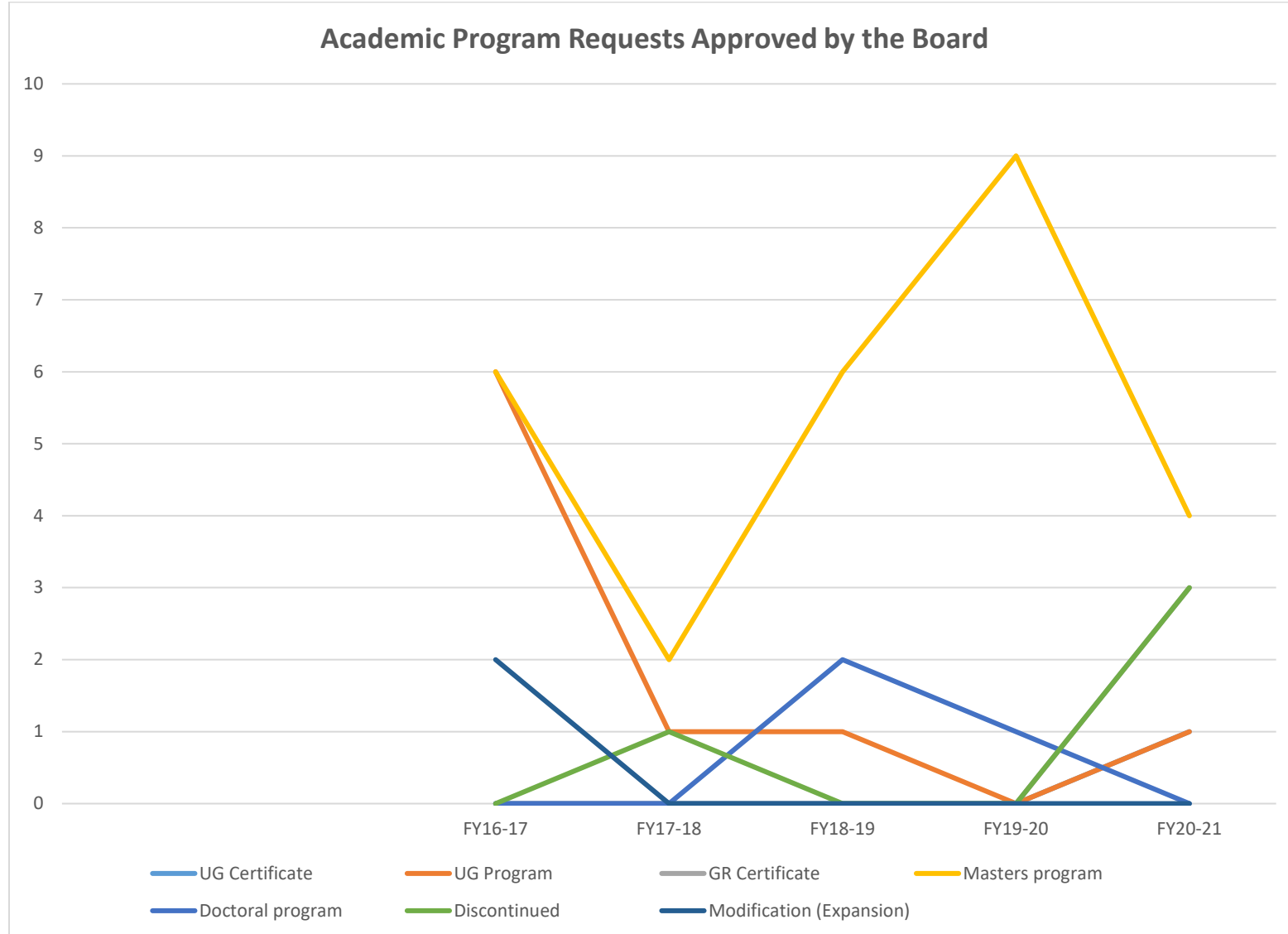
New Career Technical Program and Unit Requests Approved by Executive Director (by Type)

Instit.	Request Type	Program Title	Degree/Certificate/Other	Date
LCSC	Discontinue	Business Office Technology: Administrative Management	BAS, AAS, ATC, ITC	1/14/2021
CEI	Modification	Bifurcate Division of Business and Technology into two units: Division of Business and Division of Technology and change the name of the Division of Healthcare to Division of Health and Human Services	Instructional Unit	3/19/2021
NIC	Expansion	Add Basic Technical Certificate in Healthcare Document Management under the Computer Applications & Office Technology Program	BTC	1/14/2021
CWI	Modification	Consolidate Transportation Technology Department and Diesel Technology Department to create Diesel, Automotive, and Powersports Technology	Instructional Unit	2/11/2021
CWI	Modification	Bifurcate Agricultural and Physical Sciences Department into Agricultural Sciences Department and Physical Sciences Department	Instructional Unit	2/11/2021

List of Other CTE Program Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

Instit.	Request Type	Program Title	Degree/Certificate/Other	Date
LCSC	Name change	Business Management and Marketing to Applied Management Marketing	ATC, AAS	6/21/2021



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

List of Academic Program and Unit Requests Approved by the Board

Instit.	Request Type	Program Title	Degree/Certificate/Other	Date
BSU	Discontinue	Applied Historical Research	M.A.H.R.	2/18/2021
BSU	New	Cyber Operations and Resilience	B.S., M.S.	2/18/2021
BSU	New	Resilience Engineering (online program fee)	Graduate Certificate	2/18/2021
BSU	New	Governance Policy Administration (online program fee)	Graduate Certificate	2/18/2021
BSU	New	Analyst and Threat Intelligence (online program fee)	Graduate Certificate	2/18/2021
BSU	New	Entrepreneurship (online program fee)	Undergraduate Certificate	2/19/2021
BSU	Discontinue	P-8 Special Education (formerly Early Childhood Intervention)	Master of Teaching	6/16/2021
BSU	New	Cybersecurity	M.S.	4/22/2021
BSU	New	Population and Health Systems Management	Master	4/22/2021
UI	Discontinue	Master of Art Teaching	Master's	4/22/2021
UI	New	Cybersecurity	M.S	6/23/2021

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved Policy III.Z. amendments that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.
August 2019	The Board approved the Three-Year Program Plan update.
June 2020	The Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses
Section 33-113, Idaho Code

BACKGROUND/DISCUSSION

Section 33-113, Idaho Code, requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

Consistent with Board Policy III.Z.2.a.ii, institutions created program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period, including an inventory of programs currently offered. Board staff reviews institution plans for alignment with policy requirements, program responsibilities, and identification of any duplication of programs across institutions.

IMPACT

The Three-Year Plans provide a comprehensive, system-wide picture of anticipated institutional academic program and career technical program development. The plan is intended to serve as the foundation for guiding the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state and provides the Board with a systemwide look at all the programs that are delivered or plan to be delivered in the next three years. Approval of the three-year plan will provide the institutions with the option to

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

proceed with the development of program proposals that will be considered by the Board, as applicable to the level of program impact, for approval and implementation over the next three years.

ATTACHMENTS

Attachment 1 – Three-Year Program Plan

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In June 2020, the Board approved a waiver of Board Policy III.Z.2.a.i., which waived the requirement of the Board to review and approve the three-year plan at the August Board meeting annually. The waiver was in response to the COVID-19 pandemic and impacts to institution budgets. This waiver provided institutions with opportunities to reevaluate program plans and align those with budget realities. Additionally, many institutions were conducting regular program reviews and/or program prioritization processes. For those reasons, the Board will observe that some institution plans consist of projected programs for a one- or two-year period instead of three.

With that said, each institution submitted an institution plan representing proposed programs for Academic Year 2022-2023, 2023-2024, and/or 2024-2025. Consistent with the planning process, institutions met on June 10, 2021 to review institution plans. The following projected programs and changes have been identified by institutions that will necessitate ongoing discussion.

- **Bachelor of Business Administration in Accountancy**

Boise State University (BSU) discontinued traditional offering of the Bachelor of Business Administration in Accountancy in Region IV-Twin Falls and transitioned the program to an online offering. Currently, under Board Policy III.Z, BSU serves undergraduate and graduate business program needs in Region IV. Idaho State University (ISU) indicated they would like to continue discussion with BSU regarding business degree offerings in Region IV.

- **Master of Social Work**

BSU transitioned their Master of Social Work (MSW) to an online offering. This program was originally offered face-to-face in Lewiston and was discontinued in 2018 and is currently offered in Region I-Coeur d'Alene and Region IV-Twin Falls. Due to the COVID-19 pandemic, BSU moved MSW course offerings in Region I and IV to online in AY 2020-2021 and is currently working on a proposal to discontinue the face-to-face offering in Region IV, which will be replaced with BSU's online MSW program. At this time, BSU will retain the face-to-face offering in Coeur d'Alene and will evaluate whether or not to discontinue the face-to-face option in the future. ISU expressed interest in continuing conversations with BSU for potential collaboration and increased offerings, including exploring how to address the MSW needs in Regions I and IV given the discontinuation of the traditional offering in those regions.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

- **Registered Nursing**

CSI, NIC, and CWI have identified a need for BSN programs within their respective service regions. The RN to BSN completion program to be offered online was projected by CWI in Region III. BSU currently offers a traditional BSN offering and RN to BSN online program in Region III. BSU has indicated their existing RN to BSN program is flexible and fully scalable. ISU offers an RN to BSN (Hybrid) and LCSC offers an RN to BSN online. Ongoing discussion regarding potential duplication and competition for students and nursing faculty needs to occur, including impacts to existing partnerships between institutions.

The following represents various applied baccalaureate programs identified by Idaho's community colleges. While there were no specific concerns raised, there was interest in obtaining additional information for the applied baccalaureate programs and interest in having discussion regarding curriculum alignment for the associate's programs:

- CEI – Bachelor of Applied Technologies
- CEI – Registered Nursing, AS
- CEI – Pharmacy Tech, AAS
- CSI – Industrial Technology, BAS
- NIC – Medical Laboratory Technician, AAS
- NIC – Construction Management, BAS
- NIC – Diesel Technology, BAS
- NIC – Digital Media, BAT

Institutional three-year plans were reviewed by the Council on Academic Affairs and Programs in June 2021. The Instruction, Research and Student Affairs (IRSA) committee reviewed the Three-Year Plan on August 13, 2021. IRSA observed that University of Idaho has projections for three new Associate of Applied Science (AAS) degree programs in the area of natural resources. The Idaho Division of Career Technical Education notes that the AAS component of the University of Idaho's plan is not allowed under current Board policy III.Z.

Staff recommends approval, conditioned on the areas requiring further discussion.

BOARD ACTION

I move to approve the Three-Year Program Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho
Board of Education

Three-Year Program Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education



Table of Contents

Introduction	Page 2
Delivery of Programs – Statewide Program Responsibilities.....	Page 3-5
Three-Year Plan - Proposed Programs	
University of Idaho	Page 7
Idaho State University	Page 15
Boise State University	Page 27
Lewis-Clark State College.....	Page 35
College of Eastern Idaho.....	Page 39
College of Southern Idaho	Page 45
College of Western Idaho.....	Page 49
North Idaho College	Page 51
Program Inventory	Page 57

Three-Year Plan

Planning and Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

Statewide Program Responsibility

In accordance with Board Policy III.Z.1.i, Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

Service Region Program Responsibility

In accordance with Board Policy III.Z.1.g, Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

The Three-Year Plan consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., "Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution." The statewide program list is updated by the Board every two years.

Boise State University

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Board approved December 2016

Idaho State University

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

Board approved December 2016

University of Idaho

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> • Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

Board approved December 2016

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN

Proposed Regional and Statewide Programs

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Global Disease Ecology	B.S.	Region II	Regional	Summer 2021	Provide an undergraduate students with broad educational science background in Global Vector Biology along with research experience. This program will provide students with a transdisciplinary background in diseases across human, plant and animals. (Hybrid)	College/dept. reallocation		Approved
Program offerings commencing 2022-2023								
				Note: The University of Idaho has an ambitious schedule for new programs, as such, some of these proposed programs may be delayed to the Summer of 2024 as needed due to procedural timing or approval issues.				
Apparel, Textiles & Design	M.S.	Region II	Regional	Summer 2022	The purpose of creating a M.S. degree in Apparel, Textiles, and Design is to specifically delineate a specialization in apparel and textiles as a graduate degree, while maintaining the rigor of the current program the M.S. in Family and Consumer Sciences (FCS). (Hybrid)	College / Department Reallocation		
Architecture	M.S.	Region II	Statewide	Summer 2022	36-credit Master's degree to provide opportunities for focused research (based on faculty expertise). Will be connected to the architecture program, as well as other programs around the university through required and elective coursework. Emphases are Digital Fabrication, High-Performance Buildings, Architect as Developer, Urban Design and History/Theory. (Hybrid)	Program reallocation		
Business Administration	B.B.A.	Region II	Regional	Summer 2022	Program offered fully online only. General business management degree that will provide broad business education to non-traditional students, adult learners, or place-bound students that are not able to complete a degree on campus. (Online)	Institutional or college reallocation.		We plan on creating MOUs with North Idaho College, College of Western Idaho. College of Southern Idaho, and College of Eastern Idaho.

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Child Development	M.S.	Region II	Regional	Summer 2022	Program focused on early childhood development; historical and contemporary family structures and dynamics; adolescent and young adult behaviors, acute and chronic health and wellbeing; the impact of poverty on individuals, families, and communities (particularly those living in Idaho); and interdisciplinary approaches to enhancing health-promoting behaviors within the context of families and social networks. (Hybrid)	College/department reallocation		
Cybersecurity	M.S.	Region I, II, IV	Regional	Summer 2022	Provide Masters students with a broad, practical education in advanced Cybersecurity and an introduction to research in Cybersecurity. (Hybrid)	College/department reallocation.		
Cybersecurity	Ph.D.	Region I, II, IV	Regional	Summer 2022	Provide PhD students with a broad education in Cybersecurity and the opportunity to engage in research that expands the field of Cybersecurity. (Face to Face)	College/department reallocation.		
Data Science	M.S.	Region II	Regional	Summer 2022	This request is for a new interdisciplinary masters in Data Science administered by the Department of Computer Science in the College of Engineering with course contributions from other colleges. Data Science is the strategic, managerial, and operational processes and systems for gathering, processing, storing, organizing, analyzing, distributing, and using data and their associated technologies. (Hybrid)	College/department/ University reallocation		
Ecology and Ecological Systems	B.S.	Region II	Regional	Summer 2022	Traditional modality. Focus on ecology of terrestrial systems through coursework, laboratories, and field work. Graduates will be positioned to pursue careers in science education, ecosystem restoration, resource management, environmental consulting, environmental law, and graduate school. (Face to Face)	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Forest Harvesting Technologies & Operations	A.A.S. or A.S.	Region II	Regional	Summer 2022	Students pursuing this degree will develop their knowledge and skill set in timber harvesting technology and forest operations (e.g., forest road layout and construction, supply chain management). Students will be exposed to hands-on training using forest harvesting equipment and technology to meet industry workforce needs on the University of Idaho's Experimental Forest near Moscow. The program is expected to partner with industry (e.g., harvesting simulators from Caterpillar, John Deere, Komatsu, Tigercat for classroom use) so that students are trained in the operation of newest harvesting technologies commercially available. The college will also leverage its strength in offering the nationally acclaimed Idaho's Logger Education and Advance Professionalism program and relationship with groups such as the Association of Logging Contractors of Idaho to develop allied courses focused on working more effectively with forestry companies and family forest owners. (Hybrid)	College / Department Reallocation		
Groundwater Hydrogeology	M.S.	Region II	Regional	Summer 2022	In response to unmet workforce needs in Idaho, we propose a non-thesis M.S. in Groundwater Hydrogeology, to be delivered at the UI Moscow campus. It will cover theory and practice of groundwater study and modeling. With proper planning, students could potentially complete this degree as a 4+1 option. (Face to Face)	This program would leverage existing resources (e.g. all classes are already regularly offered at UI) and would have no new costs associated with it.		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Industrial Technology (INDT)	B.S.Tech.	Region I	Regional	Summer 2022	Traditional modality & Distance via Engineering Outreach: Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. This degree bridges the gap between engineering degrees and technology degrees. There have been numerous requests to extend the program to CdA center campus.	College/dept. reallocation		
Medical Science	M.S.	Region II	Regional	Summer 2022	Matriculation through medical school requires completion of the board Step exams and rigorous clinical training. Some students are not able to complete these for a variety of health and other reasons and leave a modest number of students with two years of extensive medical education but lacking a degree. The M.A. in Science will build on this foundation to provide these students a degree option, drawing on students from the 5 state WWAMI region. (Hybrid)	College/department reallocation followed by revenue generation through tuition		A MOU will be established with UWSOM WWAMI affiliated schools to provide this option to their students
Natural Resources Enterprise Management	B.S.	Region II	Regional	Summer 2022	Graduates of the B.S. in Natural Resources Enterprise Management will be sought to manage and operate client-focused, natural resources-based, for profit businesses such as outfitters, guide services, hunting and fishing resorts, ranches, among others. It is also expected that many graduates will use the knowledge obtained from earning their degree to establish new natural resource-based enterprises in Idaho and throughout the United States. Students in the degree program will complete a cross-disciplinary set of courses in the College of Natural Resources and the College of Business of Economics to gain the necessary knowledge and skill set required by this industry and to position them for a multitude of career opportunities. (Hybrid)	College / Department Reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nursery Technology & Operations	A.A.S. or A.S.	Region II	Regional	Summer 2022	This degree will deliver an experiential commercial forest nursery program focused on practices, technology, and operations unique to the North American nursery industry. Students will focus on the propagation and production of trees, shrubs, and native plants using advanced technologies at the environmentally controlled modern greenhouses located at the University of Idaho's Pitkin Forest Nursery in Moscow. Students will also engage in both business-related coursework and applied practices so as to gain the skills necessary to manage a commercial nursery. There is potential to engage with both private enterprises and public nurseries to fill a workforce need throughout North America. (Hybrid)	College / Department Reallocation		
Nutritional Sciences	M.S.	Region II	Regional	Summer 2022	Program incorporating science-based interdisciplinary studies and research regarding micronutrient and macronutrient digestion, absorption, and metabolism; changing nutrient requirements across the human lifespan; impact of nutrient intake on human health; "functional foods," health, and wellbeing; sports nutrition; and physiology and behaviors related to dietary choices and health. (Face to Face)	College/department reallocation		
Precision Agriculture	B.S.	Region II	Regional	Summer 2022	Provide undergraduate students with the educational background to lead agricultural businesses in cutting-edge technology in precision agriculture. Students will learn how to use new technologies and research to respond to some of the greatest challenges facing agriculture today. (Hybrid)	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Wildland Fire Technology & Operations	A.A.S. or A.S.	Region II	Regional	Summer 2022	This degree will be designed for online delivery and targeted to current and former wildland firefighters actively engaged in wildland fire technology and operations. The A.A.S. degree will leverage the College of Natural Resources' current instructional efforts with the National Wildfire Coordination Group (NWCG) and other related organizations to develop new online content for fire professionals so as to deliver a much-needed pathway for professionals seeking to complete the Office of Personnel Management Federal Series certification. (Online)	College / Department Reallocation		
Program offerings commencing 2023-2024								
Anatomy	Ph.D.	Region II	Regional	Summer 2023	The PhD in Anatomy will address a critical need for trained anatomists in medical education programs and offer a continuing education option for Science instructors. The Program will be a hybrid online/onsite program to maximize flexibility while leveraging local resources. (Hybrid)	College/department/ University reallocation followed by revenue generation through tuition		
Biomedical Engineering	M.S.	Region II	Regional	Summer 2023	Provide masters students with the knowledge of engineering principles combined with design and research methods to solve problems in the medical field to advance health care diagnosis and treatment. (Face to Face)	College/department reallocation		
Emerging Digital Media	M.A./M.S.	Region II	Regional	Summer 2023	Online master's degree that will prepare graduates to plan, implement and assess emerging media for the purposes of branding, marketing and engaging audiences. Combination of online coursework, hands-on learning and workplace practicum. (Online)	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Hospitality	Certificate	Region II	Regional	Summer 2023	An interdisciplinary certificate designed to accompany a general degree as an opportunity for students and professionals to focus on the application of skills well-suited to the hospitality industry. Courses will include selections in Communication, Organizational Science, Social Sciences, Humanities, Marketing and Accounting. The certificate would be available both online and face to face .	College / Department Reallocation		
Nutritional Sciences	Ph.D.	Region II	Regional	Summer 2023	This will be an interdisciplinary degree in cooperation with Dept. Animal Sciences and others (as appropriate) and will prepare students for careers in nutrition research, industry, nongovernmental, and government jobs related to animal and human nutrition. (Face to Face)	College/department reallocation		
Plant Pathology	Ph.D.	Region II	Regional	Summer 2023	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study. (Face to Face)	College/dept. reallocation		

THIS PAGE INTENTIONALLY LEFT BLANK

THREE-YEAR PLAN

Proposed Regional and Statewide Programs

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Barbering	Specialized Certificate	Region V	Regional	2022-2023	This program will train barbers in haircutting and styling skills, shaving, waxing, facial massage and men's hair replacement. It will also cover theory for business, infection control, anatomy and physiology, chemistry, electricity, skin, and properties of the hair and scalp related to the barbering field. Graduates will be prepared to pass a State Board Exam for Barbers, which includes both a practical and a theory exam. MOD: face-to-face	Reallocation of resources.		
Cloud Computing	BTC	Region V	Regional	2022-2023	The Cloud Computing Basic Technical Certificate is a compilation of courses aligned with the Amazon Web Services (AWS) Academy curriculum, designed to prepare students for formal certification in various cloud computing fields. Online program fees will be implemented to help support the program. MOD: online	Adjunct Faculty		
Computer Engineering	BS	Regions V, VI	Regional	2022-2023	A major in computer engineering will focus on the hardware, firmware, and software designs and implementations of modern and future electronic computing machines, as well as methods and tools needed to achieve this. Students will graduate with digital and analog skills that prepare them for employment as computer engineers. The degree also serves as an optional double major for students in science and engineering. ABET accreditation is typically needed. MOD: Face-to-face	No additional resources needed. The current EE faculty has sufficient capacity to deliver this BS degree program		
Digital Media	BFA	Regions V, VI	Regional	2022-2023	This interdisciplinary program combines courses from two departments: Art and Communication, Media & Persuasion. The program prepares students for employment in the growing fields of digital art, multimedia art and graphic design. The program includes study in 2D and 3D design, graphic design, art, brand management, art and design history, advertising design, photography, web design, computer graphics, animation, and digital video production. MOD: face-to-face, some portion online, hybrid	Primarily a combination of existing courses in the two departments. Reallocation of existing resources will occur, if needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Electrical and Computer Engineering	MS	Regions V, VI	Regional	2022-2023	Industry and INL have expressed demand for this degree program for many years. This degree program is essential to support the growing needs of Southeast Idaho industry, especially in the areas of semiconductor, power and energy systems. Industry is willing to send employees to obtain degree for development and career advancement. MOD: Face-to-face	Reallocation of resources between POC and IF; Polytechnic faculty engaged in research and teaching		
Energy Systems Industrial Mechanic	BTC	Region V	Regional	2022-2023	The BTC is designed for persons who work with mechanical and rotating equipment used in the generation of electrical power and within industrial plants such as compressors, pumps, hydraulic equipment, and steam boilers. These certificates will develop and upgrade skills of technicians to fill the gap between the tasks performed by engineers, technologists, and scientists and those performed by craftsmen. These certificates include topics in coupling alignment, hydraulics, valve maintenance and repair, pump maintenance and repair, troubleshooting of equipment failure, valve types and uses, pump types and uses, turbine types and uses, heat exchanger types and uses, thermal hydraulics, materials, basic electricity. MOD: Face-to-Face	Short term (6 month) adjunct faculty		
Family Nurse Practitioner (FNP) Certificate	Specialized Certificate	Online	Regional	2022-2023	Delivered fully on-line; the program will allow current licensed Nurse Practitioners in other specialties to complete FNP requirements for taking the FNP national board certification exam which is required for licensure. MOD: Online.	Adjunct Clinical faculty (no online program fee)		
Homeland Security and Emergency Management	MS	Online	Regional	2022-2023	An MS in Homeland Security & Emergency Management (HSEM) integrates security studies with the systematic approach necessary to effectively prevent and deter intentional acts of violence, and build strong capabilities to respond and recover from all hazards that threaten the United States. This multidisciplinary security and emergency management-based graduate program is designed to enhance students' abilities to assess risk, implement emergency protocols and lead in a complex environment with partners from the whole community and all layers of society. Resiliency requires professionals who recognize the threats, and who can lead private, public and nonprofit organizations to withstand small and large stressors and shocks that could disrupt vital systems. Students will explore topics such as cybersecurity, disaster management, intelligence, counterterrorism, and risk management and critical emerging issues. MOD: Online	Funding for Adjunct Instructors and program expenses	no	

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Licensed Operator & Nuclear Facility Technician Tracks	Adding two tracks to an existing AAS degree in Energy Systems Nuclear Operations Technology	Region V	Regional	2022-2023	Licensed Operator Track: The Energy Systems Nuclear Operations Technology program offers students the opportunity to learn the skills required to work in nuclear power plants. Students learn about electronics, instrumentation, power generation, reactor plant operation, radiation detection and protection, the nuclear industry, and safety protocols. In the second year the reactor program of emphasis focuses on operating nuclear reactors. Nuclear Facility Technician Track: The Energy Systems Industrial Mechanic Intermediate Technical Certificate is designed for persons who work with mechanical and rotating equipment used in the generation of electrical power and within industrial plants such as compressors, pumps, hydraulic equipment, and steam boilers. These certificates will develop and upgrade skills of technicians to fill the gap between the tasks performed by engineers, technologists, and scientists and those performed by craftsmen. These specialized certificates include topics in coupling alignment, hydraulics. valve maintenance and repair, pump maintenance and repair, troubleshooting of equipment failure, valve types and uses, pump types and uses, turbine types and uses, heat exchanger types and uses, thermal hydraulics, materials, basic electricity. MOD: Face-to-Face	1 FTE		
Listening & Spoken Language Certificate Program	Graduate Certificate	Online	Regional	2022-2023	Program would offer courses to support individuals involved in the education of children who are Deaf/Hard-of-Hearing that use Listening and Spoken Language. Program would include a combination of Speech-Language Pathology, Audiology and Special Education coursework/resources. This would be cross-walked to meet state licensure requirements; out of state to begin with (specifically MN, where the demand is originating from) but anticipate serving needs in additional states. MOD: Online.	Online program fee model combined with some existing resources	Talks have been initiated with state/licensure board in MN and with other interested groups	

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nuclear Welding	Specialized Certificate	Region V	Regional	2022-2023	The Nuclear Welding specialized certificate will prepare students to use state of the art GTAW welding processes to produce high quality nuclear grade stainless steel pipe welds using both automated and manual methods. Both hot and cold wire GTAW processes will be used to prepare students for shop fabrication and field applications. Other subject matter will include non-destructive testing, stainless steel metallurgy, quality control/assurance, and using/programming welding procedure specifications for nuclear grade pipe welding. MOD: Face-to-Face	Increase in one faculty member's contract from 9-month to 10-month.		
Paralegal Studies	Microcertificate	Online	Regional	2022-2023	These microcertificates are for non-degreed legal professionals and degreed paralegals who are interested in qualifying to work as licensed paralegal practitioners, a trend seen regionally. Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market. MOD: online.	No additional resources needed. Online program fees will be implemented to help support the program.		
Respiratory Therapy	BS	Online	Regional	2022-2023	This bachelor's degree is built on, and a career ladder step up from, the associate degree at ISU. The two major factors that have precipitated the need for this expansion are: 1) changes in national accreditation standards, and 2) enhancing opportunities for AS prepared respiratory therapists to advance into management positions. This program provides instruction for respiratory therapy students to administer respiratory care and life support to patients with deficiencies and abnormalities of the cardiopulmonary system. Graduates of the program will have the ability to accurately assess patients, determine appropriate methods of therapies, set up and operate respiratory equipment, monitor patient response to various treatment modalities, perform pulmonary function testing, and assist patients with breathing maneuvers. MOD: online	Reallocation New budget request for 1 FTE Online program fees will be implemented to help support the program.		
Theatre	MA	Regions V, VI	Regional	2022-2023	The proposed BFA in Musical Theatre is expected to be a much larger draw for students than the existing MA, which has suffered from low enrollments. Eliminating the only graduate program in theatre will allow some reallocation of teaching responsibilities for the proposed BFA. Teach out of existing graduate courses will take one more year.			DISCONTINUE

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2023-2024								
Avionics	BTC	Region V	Regional	2023-2024	This certificate will be an add-on for students completing the airframe curriculum. It includes one full semester of higher level electronics for employment in the avionics area in modern aircraft maintenance. MOD: face-to-face	New CTE budget requested for 1 FTE.		
Biomedical Technician	BTC	Region V	Regional	2023-2024	The program will provide an overview of biomedical equipment and healthcare technology management. Students study hardware, software, and troubleshooting for medical devices. Training includes medical terminology, anatomy & physiology, basic electronics, schematics, pneumatics, hydraulics, customer service skills, data management systems, and general biomedical equipment troubleshooting. Students acquire the ability to perform medical equipment maintenance services characterized by repair, maintenance checks/services, calibration and electrical safety tests. MOD: Face-to-Face	1.0 FTE, assorted medical equipment		
Clinical Lab Assistant	BTC, ITC	Region V	Regional	2023-2024	Clinical Lab Assistants (CLA) gather information, explain procedures, and perform routine medical laboratory tests for the diagnosis, treatment, and prevention of disease under the supervision of a Medical Technologist. This program will provide students with the necessary knowledge and skills to competently perform the duties of an entry level Medical Laboratory Assistant, Clinical Lab Assistant, or Lab Assistant I. An articulation agreement with the Medical Laboratory Science program would allow graduates from this program to pursue additional higher education including BS/MS degrees. MOD: Face-to-Face	New CTE budget requested for 2 FTE, facilities, and equipment. Vocation-specific class fees will be assessed for appropriate expenses. Potential reallocation of resources from discontinued programs.		
Cybersecurity	BS	Regions V, VI	Regional	2023-2024	Statewide discussion pending.	Existing faculty in CoSE and Polytechnic will contribute.		
Cybersecurity	MS	Regions V, VI	Regional	2023-2024	Statewide discussions pending.	Existing faculty in CoSE and Polytechnic will contribute.		
Doctor of Nursing Practice (DNP)/Doctor of Philosophy (PhD) in a Nursing dual degree	DNP / PHD	Online	Statewide	2023-2024	The dual degree of DNP/Ph.D. will encompass an integrated curriculum of existing DNP and Ph.D. programs for an advanced clinical and research program of study. The graduate will be prepared as an expert and leader in primary care practice, and to contribute to the development of scientific knowledge for advancing the discipline. The dual degree program will be delivered online ; students could enroll from across the U.S (KN 05-22-15).	No additional resources requested. Professional fees would be assessed as currently established for graduate programs each semester the student is enrolled.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dual MSAT/MPAS degree	Masters	Region III and V	Regional/ Statewide	2023-2024	Physician Assistants who also have a background in Athletic training are highly sought after for the field of Orthopedics and Sports Medicine. Typically, an AT-C will return to the university to earn a second Master's degree as a physician assistant. This dual degree would eliminate one year of graduate school by having applicants apply to both programs simultaneously and successful candidates would matriculate into the first year of AT training and then their second and third years of graduate school would be with the Department of PAS. Redundancies would be eliminated to streamline the educational processes. Both CAATE and ARC-PA would need to approve the change in dual degree process.	New 1.0 FTE who is both an ATC and PA-C. Students will need to pay graduate tuition and fees. No additional facilities required		
Dual UG/MSAT/MPAS 3-1-2	BS in Exercise science and dual MSAT/MPAS	Region III and V	Regional/ Statewide	2023-2024	This would take the already existing 3-2 Exercise Science undergraduate degree/MSAT degree and build upon it to include a dual degree option. Successful applicants would earn a BS and two master's degrees in 6 years.	As long as new 1.0 FTE for dual MSAT/MPAS is approved, no new resources		
Health Informatics	BS	Online	Regional	2023-2024	This program will prepare individuals to enter a career in Health Informatics with the skills and competencies necessary to manage and operationalize the acquisition, processing, storage, distribution and use of healthcare data using appropriate technologies. Students will be introduced to key healthcare and information technology concepts to support the various aspects of the healthcare delivery and operations. MOD: Online	Reallocation of existing resources. New budget for Adjunct pool Online Program Fee' financial model.		Replaces state approved BBA-HI discontinued by COB. The program was recently moved from the College of Business to the College of Health Professions.
Health Information Management	BAS	Online	Regional	2023-2024	Information technology has become essential in managing hospital records and patient data and it is key to the effective and efficient delivery of modern healthcare. There is a high demand for qualified professionals to take managerial positions, and the current trends in the industry indicate that people will need to have a bachelor's degree to stay competitive. This program will continue to build on the skills obtained in our AAS degree program by adding more emphasis in leadership, business management, system analysis, and interdisciplinary professional relationships. MOD: fully online	Additional budget requested for 1 FTE, nation-wide travel for practicum supervision budget, and software/equipment for online delivery.		

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Interdisciplinary Studies	BA	Region V	Regional	2023-2024	The College of Arts and Letters already offers a non-specialist BA degree (University Studies) for students wanting a broad undergraduate degree but wishing to take courses from across the university rather than specializing in a single major program. The University Studies program offers extremely broad choice in terms of curricular variety which meets the needs of certain students. Other students are looking for ways to design a unique combination of two or three programs (e.g., courses from Music and from Psychology because of interest in music therapy). This approach to creating a carefully defined interdisciplinary curricular option not available in a single program is in line with other institutions offering an "Interdisciplinary Studies" degree. While it is technically possible to pursue a carefully designed interdisciplinary curriculum within the current University Studies program, University Studies requirements would limit some students with the University Studies requirements for a certain number of credits to come from the College of Arts and Letters. Also, the label "University Studies" has limited recognition and is not seen as suggesting the same thing that "Interdisciplinary Studies" does. MOD: face-to-face and online/remote. Since this program will have a highly flexible curriculum, it would be possible to complete in other regions, also.	No new resources needed		
Investigative Forensics	BS	Region V	Regional	2023-2024	This program will prepare students for a variety of non-laboratory-based careers, including medicolegal death investigators, forensic evidence recovery technicians, or law enforcement positions specializing in investigation. According to a 2009 report by the National Academy of Sciences, the need for academically trained criminalists and crime scene investigators has increased significantly. This program will respond to the forecasted job outlook for Forensic Science Technicians, which is promising and growing much faster than average (17%) between 2016-26. Graduates will receive training in identifying, collecting, and interpreting forensic evidence with a solid natural science background in addition to training in forensic methods, field and laboratory procedures, and the law. MOD: traditional face-to-face with some portion online/remote.	Reallocation of existing resources and anticipated grant funding to support new facilities needs		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Musical Theatre	BFA	Regions V, VI	Regional	2023-2024	This interdisciplinary program combines courses from theatre, dance, and music. The program prepares students for employment in the most popular field in theatre, which is musical theatre. MOD: traditional face-to-face with some portion online/remote.	Primarily a combination of existing courses in these three areas. Reallocation of existing resources will occur, as needed.		
Play Therapy Certificate Post-grad program	post grad certificate	Regions V, VI	Regional	2023-2024	Play therapy is an advanced counseling modality in working w/ children and adolescents. We frequently get calls for workshops in this area. We would create a sequence of courses to offer a certificate program in this area. MOD: face-to-face with some portion online/remote.	Faculty would develop curriculum and doctoral students would deliver the material.	-	
Pharmaceutical and Cosmetic Sciences	BS	Region V	Regional	2023-2024	The B.S. in Pharmaceutical and Cosmetic Sciences would focus on pharmacology, physiology and formulation of drugs and cosmetics. This four-year program would prepare students for careers in the pharmaceutical, cosmetics and related industries. This would be a unique program in Idaho. Housed in the ISU College of Pharmacy, the program would support pre-pharmacy students, Pharmaceutical Science Graduate Programs, and small business development in Idaho. The broad scope of the program is expected to expand our ability to recruit students beyond those normally attracted to health and science programs. The program would thus create new student admissions, not simply divert students from other science programs (ex. Chemistry and Biology), to a new program. The combination of pharmacology, pharmaceuticals and cosmetics would be a unique program in the U.S. as well.	Recruitment assistance; Faculty: 3-4 FTE are anticipated (~\$300K-\$400K/year); Research Laboratory space for new faculty; Startup funding for faculty: \$400-600K (for 3-4 faculty); CPI funding for industrial internships (~\$2000/year / internship offered) 3-5 anticipated (\$10K total/year)		
Public Health	DrPH	All regions	Regional	2023-2024	ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. MOD: hybrid-online and traditional.	No additional resources needed.	Talks have been initiated with BSU.	While not currently a statewide responsibility, we will request that it become a statewide responsibility, due to the MPH statewide responsibility.

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
School Psychology	Ph.D	Online	Regional	2023-2024	Idaho State University houses the only school psychology program in Idaho. There is currently a critical shortage of school psychologists. The proposed program will build upon the existing School Psych. program & faculty expertise to focus on training school psychologists for rural settings. Idaho's school psychology program will be the only PhD school psychology program in the state and one of the few in the Mountain West area. Recent research study has identified a critical need for more school psychology programs within the Mountain West area. MOD: Online/remote.	One clinical route faculty when the program reaches a max enrollment of four Ph.D. students per cohort.		
Speech Language Pathology Assistant Program	Undergraduate Certificate	Region V	Regional	2023-2024	Program would be in close cooperation with our existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. The program would address those students earning a BS who do not have immediate plans to enter a Master's program. If we help these students address recommended competencies from our professional association and requirements for an Idaho license as Speech Language Pathology Assistant, the graduates would be better prepared for jobs at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering, as yet to be determined. MOD: face-to-face with some portion online/remote.	Reallocation of existing resources with some additional professional program fees.		
Student Affairs	MSA	Region V	Regional	2023-2024	Through a comprehensive curriculum with an emphasis on experiential learning, the Masters of Student Affairs program seeks to prepare practitioners to empower the holistic development of students at higher educational institutions. Core values of the program: competency based curriculum; personal and professional ownership; campus partnership; inclusive education. MOD: face-to-face and online/remote.	One new tenure track faculty line would be ideal, but could be taught with adjuncts and current faculty particularly at the start. In the case of adjuncts, budget allocation for them would be needed.	NA	NA
Surgical Technology	AAS	Region V	Regional	2023-2024	Surgical Technologists are the only members of the healthcare team who are specifically trained to prepare and maintain the sterile field, equipment, and specimens during surgical interventions. This program will prepare students to take and pass the national certification exam required for the Certified Surgical Technologist credential. These students will be prepared to pursue a career in this high-demand healthcare field right after graduation, or they may wish to further their education through a BSHS, OLP,	New CTE budget requested for 3.5 FTE, facilities, and equipment. Vocation-specific class fees will be assessed for appropriate expenses. Potential reallocation of		

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					or similar degree. Graduation from a CAAHEP Accredited institution will pave the way for students to earn additional specialized certifications and credentials in the industry. MOD: face to face.	resources from discontinued programs.		
Program offerings commencing 2024-2025								
Advanced Dental Hygiene Education	PhD	Online	Regional	2024-2025	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship. MOD: online	Student Professional Fees		
Audiology Assistant Certificate Program	Undergraduate Certificate	Region V	Regional	2024-2025	Certificate will prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. MOD: Hybrid	Use existing resources.		
Dental Hygiene (expansion)	BS/MS [Option to be added to MS only, per dept.]	Region III	Statewide	2024-2025	An expansion of the baccalaureate program to include an additional option for an advanced dental hygiene practitioner in Dental Therapy. (ADT) The dental therapist who provides direct access to oral healthcare will address the needs of rural and frontier communities with minimal or no access to oral care. Idaho has significant unmet oral health needs, and this program will help meet that demand. ADT is being discussed in the State of Idaho and across the U.S. ISU could be the leader in offering the first ADT option in Idaho. MOD: DL and classroom			
Nutrition	MS	Online	Regional	2024-2025	Offering an online MS in Nutrition with preference for dietitians faces the challenge of all students being required to have a graduate degree for eligibility to take the RDN exam effective 1.1.2024. Our MS in Nutrition-Dietetic Internship meets the needs of our profession and is the better avenue to focus our resources toward.	None.		DISCONTINUE

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Occupational Therapy	OTD, professional entry level doctorate	Regions III and V	Regional	2024-2025	Proposal will be to upgrade the current Master of Occupational Therapy to a Doctor of Occupational Therapy. There will be a transition period where students enrolled in the Master's program will have the choice to complete the Masters or to apply credits to the Doctoral program. The Master's program would eventually be discontinued, although the timing of that discontinuation is not clear. We will consider current student needs, market demand, and the accreditor's response to the upgrade to the doctoral program before closing the Master's program. The new Doctoral Program will continue the same entry level criteria, with added requirements as specified by the accreditor and as need based on ongoing program evaluation. We anticipate an increase of about 16 to 20 credits and one semester (i.e., small increase in credits for the current 8 semester program plus an additional summer semester.) MOD: traditional face-to-face and synchronous online.	Combination of new funds, grants, and student professional fees will support the program updgrade. Students will continue to pay Graduate tuition and fees plus program Professional Fee. Upgrade from Masters to Doctorate will require tuition and professional fees for one extra semester.		3 FTE faculty positions will be requested. Estimated enrollment of 40 students per year, starting in summer 2025. ACOTE is accrediting body for the profession. ACOTE has a stated intention of seeing all programs convert to clinical doctorate as the entry level degree.
Pharmacy Technology	AAS	Region V	Regional	2024-2025	This program currently offers a BTC and an ITC. Working in collaboration with the College of Pharmacy, an AAS will be added to the Pharmacy Technology career ladder that may serve two purposes: 1) allow Pharmacy Technology students to be eligible to obtain a BSHS and thus prepare for management level responsibilities in a pharmacy or work for a pharmaceutical company, or 2) prepare students to be in a stronger position to apply to the Doctor of Pharmacy program or other graduate degrees in the pharmaceutical sciences. MOD: hybrid	New budget request for 1 FTE and facilities		
Software Design	MS	Region V,	Regional	2024-2025	This program will enable students from different computing areas to focus upon designing application for business solutions. This is a continuing of a redesign of our department of informatics. MOD: face-to-face and online/remote.	two new faculty members, already in beginning stages of planning		

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
Digital Design and Innovation	BA	Boise/Region III	Regional	Fall 2021	Will enable students to earn certificates with an emphasis on managing and using new and emerging technologies so that they can adapt and thrive in the evolving digital workplace. With our society moving towards being more automated and more connected, this degree will produce graduates that can manage and lead in the workplace by applying new and emerging technologies in innovative and useful ways for the connected world. MOD: Will use online fee model.	Will use online fee model.		
Program offerings commencing 2022-2023								
Accountancy	BBA	Twin Falls/ Region IV	Regional	Fall 2022	The BBA in Accountancy is an online degree completion program that will allow students in Twin Falls to continue to benefit from the ability to obtain an Accountancy degree. The BBA in Accountancy will provide students with the necessary knowledge and skills required for entry-level positions in the accounting profession. MOD: Online	Likely will use online fee model		
Applied Technology/Sciences	BAT/BAS	Boise/Region III	Regional	Fall 2022	The BAT/BAS will serve students transferring from Idaho's community colleges who are interested in pursuing a degree in Cyber Operations and Resilience. MOD: Online	Likely will use online fee model.		
Bilingual Education	M Ed	Boise/Region III	Regional	Fall 2022	Possible discontinuation			Possible Discontinuation
Environmental Management	MS	Boise/Region III	Regional	Fall 2022	The MS in Environmental Management provides students with a foundation in human and environmental systems. MOD: Face-to-face or Hybrid.	No additional cost to offer the program.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Environmental Humanities	BA	Boise/Region III	Regional	Fall 2022	The BA in Environmental Humanities will provide students with an interdisciplinary approach to environmental challenges both contemporary and historical. Students will have the option to learn about the interplay of culture, communication, politics, philosophy, and other areas in how our society can address the major environmental challenges facing our society. MOD: Face-to-face.	Reallocation if resources are necessary.		
Interventional Radiology	BS	Boise/Region III	Regional	Fall 2022	Interventional Radiology is defined as a medical subspecialty that performs various minimally-invasive procedures using imaging. Employers typically require a minimum of an associate's degree, 2+ years of related work experience, and specific professional certifications (e.g., American Registry of Radiologic Technologists - ARRT) or prefer a bachelor's degree along with the professional certification. The program would address a significant shortage and prepare students to work in cardiovascular centers in local and regional hospitals. The proposed program will include Vascular-Interventional and Cardiac-Interventional tracks. Students will complete didactic courses online as well as complete local clinical hours to learn the art and science of image guided procedures. The program may be completed as 2 semester Certificate (21 credits) or 3 semester Bachelor's degree. The BS degree will likely be structured as a degree completion program. While the degree is 120 total credits, it's intended two emphasis areas will be designed to be 61 credits each, including up to 25 credits for PLA. MOD: Online	Likely will use online fee model.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master of Nursing	MS	Boise/Region III	Regional	Fall 2022	The Master's in Nursing will respond to the national need for master's level nurses to teach in undergraduate associate degrees and in higher education clinical tracks as well as the need to provide advanced training that will allow nurses to move into leadership positions in the healthcare field. Boise State University is part of the Rural Public Academic Nursing Network consortium (9 Universities) who are working to model and combine resources to provide an online MN. Online Method of Delivery	Likely will use online fee model.		
Outdoor Recreation and Hospitality	BBA	Boise/Region III	Regional	Fall 2022	At the request of the outdoor recreation industry Boise State University proposes creation of a world-class program designed to provide employers with a key workforce and to prepare Idahoans for careers as leaders and entrepreneurs in this industry. This program will be interdisciplinary, combining expertise and coursework from business (the College of Business and Economics), kinesiology and outdoor recreation (the College of Health Sciences), and environmental studies (the College of Arts and Sciences). To start this program, a fully online curriculum will first be developed followed by a combination of on-campus for lower-division courses, and on-line instruction for upper-division courses. Will likely use an online fee. Mode: Online and Hybrid			
Radiological Sciences	MS	Boise/Region III	Regional	Fall 2022	The program will provide students with a deeper understanding of the theory and application of a variety of imaging techniques that are currently in use or under development for use in clinical practice. Graduates will likely pursue positions in the healthcare industry and/or may go on to PhD programs in any variety of fields, including biomolecular research and biomedical engineering such as are offered here at Boise State University. MOD: Face-to-Face	Reallocation if resources are necessary.		
Rhetoric and Composition	MA	Boise/Region III	Regional	Fall 2022	The program is exploring the merging with the MA in Technical Communication	Discontinuation		
Social Work	MSW	Twin Falls/ Region IV	Regional	Fall 2022	Possible discontinuation of MSW in Twin Falls	Discontinuation.		Discontinue site.

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
STEM Education	MS	Boise/Region III	Regional	Fall 2022	Possible discontinuation			
TESOL	M Ed	Boise/Region III	Regional	Fall 2022	Possible discontinuation	Discontinuation.		Discontinue site.
Program offerings commencing 2023-2024								
Biochemistry	MS	Boise/Region III	Regional	Fall 2023	The MS in Biochemistry is the application of chemistry to the study of biological processes at the cellular and molecular level. MOD: Face-to-Face	Reallocation if resources are necessary.		
Biomolecular Sciences	BS	Boise/Region III	Regional	Fall 2023	The BS in Biomolecular Sciences will prepare students to understand the properties of macromolecules and cellular activities, as well as the relationship between cellular activities and biological responses. MOD: Face-to-Face	Reallocation if resources are necessary		
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2023	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques and use of computers to analyze and solve scientific and engineering problems. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Data Science	MS	Boise/Region III	Regional	Fall 2023	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional Method of Delivery	Reallocation if resources are necessary		
Education	PhD	Boise/Region III	Regional	Fall 2023	This PhD program would serve students conducting dissertation level research and studies at the level of PhD while also allowing candidates pursuing more practical applications of their research to stay in the EdD program. MOD: Face-to-face or Hybrid.	No additional cost to offer the program		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Educational Technology	PhD	Boise/Region III	Regional	Fall 2023	This PhD would serve students conducting dissertation level research and studies at the level of PhD program while also allowing candidates pursuing more practical applications of their research to stay in the EdD program. MOD: Online	No additional cost to offer the program		
Environmental Science	BS	Boise/Region III	Regional	Fall 2023	The BS in Environmental Science provides students with a strong foundation of knowledge and understanding of the complex interface between society and the natural environment. Students are engaged in an innovative education that encompasses the fields of biology, anthropology, geosciences, and public policy. Traditional Method of Delivery.	Reallocation if resources are necessary		
History	MA	Boise/Region III	Regional	Fall 2023	The online MA in History will serve teachers, especially in rural Idaho. Boise State currently offers an MA in History. MOD: Online.	Likely will use online fee model.		
Interdisciplinary Studies/3D	BA/BS	Boise/Region III	Regional	Fall 2023	The 3D/Interdisciplinary Studies lets students design a plan of study with themes that suit a student's individual interests and needs. MOD: Online	Likely will use online fee model		
Leadership	Graduate Certificate	Boise/Region III	Regional	Fall 2023	The Graduate Certificate in Leadership will serve working professionals and active community members by providing them an advanced foundation in which to work effectively with others and solve problems. MOD: Online	Likely will use online fee		
Musical Theatre	BFA	Boise/Region III	Regional	Fall 2023	This program will focus on the principles and techniques for integrating theatre, music, and dance into a unified production. Includes instruction in acting, dance, voice, technical theater, musical genres, piano, and history of musical theater. Traditional Method of Delivery	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Planning	Certificate	Boise/Region III	Regional	Fall 2023	The Planning undergraduate certificate is based on community demand for specialized planning coursework. The certificate would be appropriate for majors within the School of Public Service and beyond. MOD: Online	Likely will use online fee model.		
Sociology	MA	Boise/Region III	Regional	Fall 2023	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. This program may move forward named MA in Sociology. MOD: Traditional or possible Online.	Reallocation if resources are necessary.		
Social Work	BSW	Nampa/Region III	Regional	Fall 2023	The BSW in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Social Work	PhD/DSW	Boise/Regional III	Regional	Fall 2023	The PhD or DSW in Social Work is designed for experienced master's degree candidates who are interested in conducting research and/or may be interested in becoming faculty. Students will be prepared to enter a variety of roles in the field of social work or social work policy. MOD: Online	Likely use online fee model.		
Systems	PhD	Boise/Regional III	Regional	Fall 2023	A transdisciplinary program that will support our industrial partners and bridge departmental boundaries across campus. Students will learn how to lead and design complex projects. As technological advancements accelerate a systems approach is necessary to address these increasingly complex challenges. Students will utilize a variety of tools across disciplines and fields. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Health Sciences	PhD	Boise/Region III	Regional	Fall 2024	The PhD in Health Sciences will operate as a traditional PhD program wherein students will study with a mentor who may be from any discipline represented in the College of Health Sciences. These students will be prepared for careers as researchers and will likely be employed in academia, federal or state health agencies, research institutes or hospitals, or private industries that serve the health professions. The PhD program is also designed to bolster the institution's infrastructure that is necessary to support the research and development needs of the state and region. MOD: Face-to-face or Hybrid.	Reallocation of resources		
Public Health	PhD	Boise/Regional III	Regional	Fall 2024	This will be a career-oriented degree that emphasizes leadership in public health and medical organizations; dissertations tend to focus on the practical application of theory in public health practice. MOD: Hybrid with possible fully online option.	To be determined	MOU with ISU	

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: Lewis-Clark State College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
General Studies: Education, Early Childhood Education	BA/BS New emphasis area only	Region I and II	Regional	Fall 2021				
Hospitality Management: New options in Culinary Arts, Hotel/ Resort Management, and Casino floor management	AAS option areas	Region II	Regional	Fall 2021	There are no culinary arts, hotel/resort management or casino floor management program in the Lewis-Clark Valley. While Lewiston and Clarkston have many fine eateries, there is a shortage of trained chefs and head/ line cooks, and those trained in resort and casino floor management. MOD: Face-to-Face and online.		N/A	N/A
Program offerings commencing 2022-2023								
B.A.S. degrees: Administrative Assistant, Administrative Medical Assistant, Applied Accounting, Applied Technology, Auto Mechanics Technology, Business Management & Marketing, CNC Machining, Collision Repair, Diesel Technology, Early Childhood Development, Engineering Technology, Fire Service Technology, Graphic Communications, HVACR Technology, Hospitality Management, Industrial Electronics Technology, Industrial Maintenance Millwright Technology, Legal Administrative Assistant, Medical Assistant, Paramedic, Web Design and Development	BAS			Fall 2022 or later				Discontinue all

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Business Informatics BA/BS	BA/BS	Region I and II; online	Regional	FA2022	This degree melds software engineering and business and will give our graduates the skills they need to succeed in today's business and computer science environments. Students will take core Business and Computer Science classes and will graduate with up-to-date, cutting-edge skills that employers need and look for in college graduates. MOD: Face-to-Face and online.	Business Informatics will use courses that currently exist. No additional courses or capacity will be needed for implementation. Program growth may dictate additional course offerings in the future.	none anticipated	
Cyber Management	BS	Region I and II	Regional	Fall 2022	LCSC's Business & Computer Science Division and the Industrial Technical Division are proposing a buildable degree. This degree would take the AAS Information Technology and expand on it with additional Computer Science and Business courses. This degree program will utilize existing courses from each division including core business, cyber security and computer science courses. MOD: Face-to-Face and Online.	This program makes use entirely of existing courses, faculty, campus resources and local facilities. There would be a small, ongoing increase in funds/vouchers provided to sites that host clinical internships.	Part of statewide cyber initiative	
Early Childhood Education and Early Childhood Special Education	BA/BS	Region I and II	Regional	FA2022	The Blended Early Childhood Education and Early Childhood Special Education program will qualify completers for Idaho teaching certification with an endorsement in Blended Early Childhood Education and Early Childhood Special Education (Birth-Grade 3). MOD: Face-to-Face and online	This program makes use of existing facilities and resources.	none anticipated	
Electronics Engineering Technology	BTC	Region II	Regional	Fall 2022	This program is set to launch when the new Lewiston high school and the new LCSC CTE Center open in fall 2020, potentially allow students at the high school to earn a basic technical certificate during the last year of high school. MOD: Face-to-Face	No new resources	N/A	N/A

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fire Service Technology	ITC	Region II	Regional	Fall 2022	This option will allow students in the Fire Service program to receive a certificate at an earlier point in their training than the complete AAS degree, and is supported by local fire chiefs. MOD: Face-to-Face	No new resources	None anticipated	
Interpretive Outdoor Recreation	BS	Region II	Regional	Fall 2022	An undergraduate degree in Interpretive Outdoor Recreation will provide graduates with the educational background necessary to pursue interpretive recreational specialist careers with public and private agencies such as the U.S. Forest Service, Idaho Dept. of Lands, municipal Parks and Rec. departments, and the Nature Conservancy that provide natural science education outreach and outdoor recreational opportunities to the public. The curriculum for this degree will combine coursework in natural science and kinesiology. MOD: Face-to-Face	Adjunct coverage for 6 credits	N/A	N/A
Medical Assistant	ITC	Region II	Regional	Fall 2022	This program will allow students to obtain a certificate and get them directly to work, sometimes while still working on the AAS degree. This certificate would be useful for employers in the region. MOD: Face-to-Face.	No new resources		
Program offerings commencing 2023-2024								
Information Technology, Paralegal, Engineering Technology, Diesel Technology	Advanced AAS	Region II	Regional	Fall 2023	Awaiting clarification of Board Policy			
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	Fall 2023	The Bachelor of Arts/Science in Medical Diagnostic Imaging (MDI): Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography. MOD: Face-to-Face/hybrid	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A	N/A

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Winery Technology/ Operations	ITC/ ATC/ or AAS	Region II	Regional	Fall 2023	This program would prepare students for work in the wine industry and would include training in the science of wine, diesel engines, welding, and business. The LC Valley wine alliance support this program and is helping design the integrated curriculum. MOD: Face-to-Face.	TBD	Links with WWCC and possibly other Idaho schools	
Program offerings commencing 2024-2025								
No proposed programs at this time								

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Addiction Studies	AAS	Region VI	Regional	Fall 2022	This program would provide preparatory coursework required to become a licensed additions counselor. It would prepare students to receive the CADC license and open a pathway to further education. MOD: Face-to-Face	This program would require line item funding for one FTE position.		Because of the close relationship to other behavioral health degrees and the added upward mobility in the job market, we would like to work with other four-year institutions to create a pathway into bachelor's or master's degrees leading to ACADC licensing.
Bookkeeping	BTC	Region VI	Regional	Fall 2022	The program would build on existing business curriculum with one new class to address a need in the region identified in the CNLA. Classes will be Face-to-Face and online.	The curriculum can be handled with existing faculty	N/A	
Certified Nursing Assistant (CNA) Program	BTC	Region VI	Regional	Fall 2022	This program will provide an introduction to the health care field to students interested in working in skilled nursing facilities. It will prepare students to sit for the Idaho Nurse Aide Exam. This program will be offered face to face and online format.	No additional funding required.	This program is proposed in response to direct requests from local high school districts.	

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Criminal Justice	AAS, ITC	Region VI	Regional	Fall 2022	This program will prepare students for entry into a field of criminal justice by combining both academic and technical concepts. MOD: Face-to-Face	This program would rely heavily on adjunct support with a potential need for line item funding for one FTE position.		
Energy Systems Electrical Engineering Technology year 2	AAS	Region VI	Regional	Fall 2022	Energy Systems Electrical Engineering Technology prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. This will add year two which will focus on Cyber Security and PLAs. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems. The delivery will be lecture and laboratory.	This program will require reallocation funds of \$78,000.00 or a line-item request.		Closure of existing programs will be assessed on a yearly basis to determine funds available
Entrepreneurship	ITC	Region VI	Regional	Fall 2022	The program would build on existing business curriculum with one new class to address a need in the region identified in the CNLA. Courses will be taught Face-to-Face and online.	The curriculum can be handled with existing faculty	N/A	
Health Physics	AAS	Region VI	Regional	Fall 2022	This program would be an expansion of CEI's Radiation Safety ITC. It would seek to prepare students with a more broad skillset for employability across a wider range of facilities. MOD: Face-to-Face	This program would initially be supported through the use of adjunct support. Additional line item funding for faculty may be required based upon demand.		
Program offerings commencing 2023-2024								
Agribusiness Technologies	AAS, ITC	Region VI	Regional	Fall 2023	Program will teach entry level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science, an introduction to GPS, and the art of selling agricultural products. Agricultural management will also be included. Delivery will be Face-to-Face with online possible in the future.	This program will be possible by seeking new funding from a line item request.		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Engineering Technology (Mechatronics)	ITC or AAS	Region VI	Regional	Fall 2023	The program would utilize courses from the Energy Systems, Welding and Machine Tool programs to meet growing regional needs in the manufacturing sector. Instruction will be MOD: Face-to-Face .	This program would require line item funding for one FTE position.	N/A	
Health Administrative Services	AAS, ITC	Region VI	Regional	Fall 2023	This program would provide students with the skills to provide excellent service to patients during the various levels of patient flow within a medical office. Students would have the option to specialize through earning a specific ITC in claims service, information coding, or reception. MOD: Face-to-Face	This program would require line item funding for one FTE position. It would also be support through the use of adjuncts in various fields.		
Human Resources	AAS	Region VI	Regional	Fall 2023	This program would introduce students to core business administration techniques, ethics, and employment law. Human relation aspects related to recruitment, management, and training would also be included. MOD: Face-to-Face	This program would require line item funding for one FTE position.		
Medical Laboratory Technician	AAS	Region VI	Regional	Fall 2023	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. The will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. This will be a lecture/laboratory program with some online instruction.	Funding for this program will be from new funds from a line item request.		
Pharm Tech	AAS	Region VI	Regional	Fall 2023	The Pharm Tech Program will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/dispensing of medications. The delivery will be a hybrid between face to face lecture/lab and online.	This program will be possible by seeking new funding from a line item request.		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Bachelor of Applied Technologies	BAT Degree	Region VI	Regional	Fall 2024	This degree is in direct response to employers located in CEI's service area that are seeking to provide mid-career technicians with greater upward career mobility. It is designed to take credit for prior learning from a variety of technical fields. Delivery will be face-to-face and online.	Line item funding will be required		
Computer Software Programing	AAS	Region VI	Regional	Fall 2024	The Computer Software Programing Program will prepare students for entry-level positions in computer software analysis and design. Students will gain an understanding of computer technology, computer programing, program analysis and design. The delivery method will be lecture and lab.	This program will be funded by reallocated funds or with a sector grant from the Department of Labor.		
Dental Hygiene	AAS	Region VI	Regional	Fall 2024	Combining academic study with supervised clinical experience designed to prepare graduates to take the appropriate national, regional, and/or state examinations. Accreditation from the Commission on Dental Accreditation would be sought as well as articulation with bachelor level degrees in the discipline. MOD: Face-to-Face	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs.	N/A	
Informatics	AAS or AS (TBD)	Region VI	Regional	Fall 2024	This degree track is designed to integrate "hard" and "soft skills" through "micro-certifications" in industry-specific areas--and articulate with four-year degrees in a variety of STEM-related fields. These certifications are designed to prepare graduates to manage information systems, and specialize in the interactions between humans and machines, through the collection of data and the development of programs that organize information. When studying informatics, a student may specialize in applications that involve health care, manufacturing, data centers, development of websites, social media networks or online security. Course delivery will be Face-to-Face initially and then Hyflex or Online	Line item funding will be required		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nuclear Technician	AAS	Region VI	Regional	Fall 2024	Nuclear technicians assist physicists, engineers, and other professionals in nuclear research and nuclear energy production. This program would share some resources with the current radiation safety and proposed radiography programs and fill the needs of the INL as well as the healthcare industry in the area with an AAS degree. Instruction will be Face-to-Face.	This program will be possible by seeking new funding from a line item request and a one-time fund for equipment not available through the other programs.	NA	
Physical Therapy Asst.	AAS	Region VI	Regional	Fall 2024	College of Eastern Idaho would seek to join the Idaho Consortium for Physical Therapist Assistant Education. MOD: Face-to-Face/online			
RN	AS	Region VI	Regional	Fall 2024	Curriculum prepares students for patient-centered care in a variety of healthcare settings--applying and integrating clinical reasoning, critical thinking, and assessment skills that ensure quality and accountability for the practice of Nursing. MOD: Face-to-Face	Line item request (funding for this transition will be from new funds of line item request)	Seeking accreditation status.	This program is transitioning from an AAS to AS
Radiography	AAS	Region VI	Regional	Fall 2024	The radiography program would offer students the knowledge and skills for utilizing radiation in the diagnosis of disease under the direction of a physician. Accreditation would be sought from Joint Review Committee on Education in Radiological Technology. MOD: Face-to-Face	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs.	NA	

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dance	AA	Region IV	Regional	Beginning Fall 2021 teach out	College of Southern Idaho Dance Program provides challenging opportunities for students to grow as artists, performers, teachers, and choreographers. Surrounded by an intimate community of dancers and engaged faculty, students are encouraged to think creatively and take risks in their work all while developing their own personal voice. We offer a rigorous two-year program that prepares students to transition into four year university programs to complete a BA or BFA in dance or other disciplines.		N/A	PLANNING TO DISCONTINUE
Program offerings commencing 2022-2023								
Apprenticeship Programs - various	AS, AAS, BTC	Region IV	Regional	Ongoing	CSI will craft various pathways of apprenticeship to credit to certificate and/or degree programs depending on the specific needs of the region. In particular, building trades apprenticeships will be addressed (HVAC, electrical, plumbing) followed by various federal registered apprenticeship programs and industry sector-specific apprenticeships. Traditional with some portion available online.	Reallocation of existing funds and/or request for new funding where appropriate	Potential work-based learning (internship) sites in Region IV	
Chemical Lab Technician	AAS	Region IV	Regional	Fall 2022	Chemical Lab Technicians develop an understanding of chemical theory, and application in the laboratory. Chemical Lab Technicians gain the skills and education to become employable with an AAS degree in various lab environments. Traditional with some portion available online.	Possible creation of a new course.	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Community Emergency Medical Service	AAS	Region IV	Regional	Fall 2022	EMS (EMT and Paramedic) may be trained to provide community health services. Community Health EMS work as part of a health care team to extend care to patient households. Community Health EMS coordinate the patient's primary care to provide transitional care, vaccinations, medication inventories, resource coordination, basic medical therapeutics, etc. Traditional with some portion available online.	New Funds		
Engineering Technology	AAS	Region IV	Regional	Fall 2022	Engineering Technicians work in a team environment to design, build, and innovate. Engineering technicians gain the skills and education to become employable with an AAS degree. Traditional with some portion available online.	Possible creation of a few new courses.	N/A	
Industrial Technology	BAS	Region IV	Regional	Fall 2022	Provides avenue for graduates of trade and industrial and apprenticeship programs to pursue a baccalaureate degree. Traditional with some portion available online.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	N/A	
Medical Lab Technician	AAS	Region IV	Regional	Fall 2022	CSI will enter into a consortium program with NIC and CEI to expand medical lab technician training in Idaho. Didactic components of the program will be delivered online by NIC. Laboratory, clinical, and supportive classwork (e.g. microbiology, chemistry) will be provided by each individual institution. Traditional with some portion available online.	New funds	Consortium members will enter an MOU outlining responsibilities and commitments of each institution. Each institution may enter MOU's with local health care providers for access to clinical experiences.	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Registered Nursing	BSN	Region IV	Regional	Fall 2022	The B.S.N program will train registered nurses to provide health care in a variety of settings. Traditional with some portion available online.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Clinical sites may require MOU	

*Employing NTTEP Non-traditional Teacher Education Program to provide alternative credentialing across the region and in support of Idaho CTE. Also creating agreements with LCSC and others for 3+1 delivery.

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Network and Systems Administration	Specialized Certificate	Region III	Regional	Fall 2022	This is an expansion of the existing program in response to industry needs for advanced administrators. 300 level coursework in discipline. Hybrid delivery.	Internal reallocation		Provost approval received on May 7; Approved
Program offerings commencing 2023-2024								
RN to BSN	BSN	Region III	Regional	Fall 2023	Data has shown a need for Bachelors of Science in Nursing to meet industry requirements. It is intended to offer licensed Associate degree Nurse's affordable option to earn BSN. This will be delivered online .	State allocation and Institutional resources		Will need a proposal form
Wildland Fire	AS	Region III	Regional	Fall 2023	Degree currently exists as an AAS but was inactive to do research and revision. Working with local agencies to create AS degree that will allow for some PLA opportunities for wildland firefighters with transfer agreement to Uofl Natural Resources bachelor's degree. Industry requires 24 upper division credits for employment advancement thus providing an ideal opportunity. This will mostly be delivered face to face .	Reallocation of institutional resources	U of I	Will need a proposal form
Program offerings commencing 2024-2025								
Digital Photography	AAS	Region III	Regional	Fall 2024	Digital photography and digital photo editing, Adobe Lightroom and Photoshop software. This will align with local high school CTE programs in digital photography. face to face	New CTE funding is being requested		Will need a proposal form
Data Analytics	BTC	Region III	Regional	Fall 2024	The analysis of data through inspecting, cleansing, and modeling data with the goal of discovering useful information conclusions that support business decision-making. face to face	New CTE funding will likely be requested (or internal reallocation)		Will need a proposal form

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Advanced Manufacturing	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2022	Advanced Manufacturing is a multifaceted field that utilizes many areas of studying including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry. Method of Delivery: Hybrid	No additional resources		
Data Science	Academic Certificate	Coeur d'Alene/Region I	Regional	Fall 2022	This certificate will develop student's abilities to analyze data in a variety of fields, particularly in interdisciplinary inquiry and problem solving. Drawing on the intersection of mathematics, statistics, business, computer science, social science, health professions, and other fields, students who complete this certificate will be equipped to consume, assess, and use data in ways that advance their pursuit of a wide range of educational programs and in diverse careers. It may be taken as a stand-alone program for those already in a career, or to compliment an existing program of study.	None, the program will draw on existing faculty and resources.		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Digital Media	Academic Certificate	Coeur d'Alene/Region I	Regional	Fall 2022	This certificate will develop student's abilities to employ digital tools in a variety of careers, including the use of photography, modern reporting techniques using media, such as podcasting, and emerging tools for communication to be current with evolving technology and methods used in various fields. It may be taken as a stand-alone program, helpful for those already in a career, or as a certificate to compliment an existing student's educational plan. Method of Delivery: Hybrid	None, the program will draw on existing faculty and resources.		NIC will engage in discussion around this certificate as Graphic/Web cert planned as well for a BAT
Medical Laboratory Technology	Associate of Science	Coeur d'Alene/Region 1; LCSC/Region II, CWI/Region III, CSI/Region IV, ISU/Region V, EITC/Region VI	Regional	Fall 2022	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. Method of delivery: hybrid.	No additional resources	MOUs developed as/if requested by institutions	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiography Technology: CT	Certificate	Coeur d'Alene/Region I	Regional	Fall 2022	The Computed Tomography (CT) technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, registered Radiation Therapist, and registered Nuclear Medicine Technologist in good standing. It provides students with the knowledge needed to perform CT exams and to sit for the Post-Primary Computed Tomography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Computed Tomography. Method of Delivery: Face-to-Face	Use of additional adjuncts		
Surgical First Assist	Certificate	Coeur d'Alene/Region I	Regional	Summer 2022	Advanced training for students who are already Certified Surgical Technologists to achieve a higher level of performance in the operating room. The role of the first assistant is to assist surgeon by performing advanced technical skills during surgical procedures. Method of Delivery: Hybrid	Use of additional adjuncts		
Program offerings commencing 2023-2024								
Aviation Maintenance, Powerplant	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region I	Regional	Fall 2023	The Federal Aviation Administration (FAA) rating for "Powerplant" authorizes licensed mechanics to work on the engine and drive systems of aircraft and is a requirement of most aircraft mechanic positions. Adding "Powerplant" to NIC's existing Aviation Maintenance Training School certification FAA 4NIT612K. Method of Delivery: Face-to-Face	Seek grant support to initiate		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Construction Management	Intermediate Technical Certificate Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2023	The Construction Management program is designed to prepare students for entry-level employment in the residential and commercial construction trades as well as offer the opportunity to transfer to a 4 year institution or progress to the proposed 4 year degree that NIC will offer in 2021. The program will emphasize extensive practical experience in both theory and laboratory settings as well as cooperative education opportunities. Method of delivery: Face-to-Face theory and lab	None, the program will draw on existing faculty and resources.		ITC and AAS is in place; waiting on articulation agreement from BSU
Digital Media	Bachelor of Applied Technology	Coeur d'Alene/Region I	Regional	Fall 2023	Students will express their creativity and gain the competitive advantage in the multi-faceted graphic, web/social media design, and visual communication industry. Graduates will be ready to add their talents to this rapidly growing field with a Bachelor of Applied Technology Degree in Digital Media from NIC. Method of Delivery: Hybrid			
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region 1	Regional	Fall 2023	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck. Method of Delivery: Hybrid	May seek state funding for 1 FTE faculty member		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Diesel Technology	Bachelor of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2024	The BAS degree in Diesel Technology program is designed to prepare students for employment in a variety of diesel and equipment related career fields including road/bridge construction, transportation, mining, manufacturing, railroad, marine, federal/state/local government agencies, dealerships, and power generation. This degree provides students with the opportunity to acquire a deep technical foundation in all aspects of the diesel related fields. Students will learn how to plan, implement, administer, and support appropriate related technologies and systems to help an organization achieve its goals and objectives. Method of Delivery: Hybrid	May seek state funding		
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/Region I	Regional	Fall 2024	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN. Method of Delivery: Hybrid	N/A		

THIS PAGE LEFT INENTIONALLY BLANK

Idaho State Board of Education
Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Edwin T Jaynes Center for Bayesian Methods and Maximum Entropy Foundation	00.0000	N/A					Regional	
BSU	Hazard and Climate Resiliency Institute (new unit)	00.0000	N/A		Arts and Sciences	Geosciences	Boise	Regional	
BSU	Institute for Pervasive Cybersecurity (new administrative unit)	00.0000	A.A.		Engineering		Boise	Regional	
BSU	Institute for Pervasive Cybersecurity (new administrative unit)	00.0000	N/A		Engineering		Boise	Regional	
BSU	Intermediate Basque	00.0000	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Policy Research	00.0000	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Redfish Environmental Data Institute	00.0000	N/A		Arts and Sciences		Boise	Regional	
CSI	Agriculture	00.0000	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	IT Development and Security	00.0000	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Community and Public Health	00.0000	BA		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Community and Public Health	00.0000	BS		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Didactic Program in Dietetics Required Courses	00.0000	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Earth Sciences	00.0000	BA		Education		Pocatello	Regional	Online
ISU	English as a Second Language (ESL)	00.0000	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Idaho State Dept. of Education Administrator Certificate with Superintendent Endorsement	00.0000	Undergraduate Certificate		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Instructional unit: Dept. of Human Performance and Sport Studies	00.0000	BA		Education	Human Performance and Sports Studies		Regional	
ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	00.0000	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	00.0000	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pre-Audiology	00.0000	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)
ISU	Pre-Speech-Language Pathology	00.0000	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)
ISU	Requirements for Elementary Education Standard Certification Only	00.0000	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Small Business Technology	00.0000	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Small Business Technology	00.0000	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Accounting	00.0000	BS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	00.0000	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	00.0000	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	00.0000	BA		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	00.0000	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Division of Movement and Sports Science	00.0000	NA		Liberal Arts and Sciences	Movement and Sports Sciences		Regional	
LCSC	Electronics Engineering Technology	00.0000	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Electronics Engineering Technology	00.0000	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fitness	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Human Resource Management	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	00.0000	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Leadership	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Management with Human Resource Emphasis	00.0000	BA		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Management with Human Resource Emphasis	00.0000	BS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Marketing	00.0000	AS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Marketing Management	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Movement Psychology	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing Management and Leadership	00.0000	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Professional Writing	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	00.0000	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	00.0000	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Marketing	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	00.0000	BA		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	00.0000	BS		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Nutrition	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Web Design	00.0000	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Web Design and Social Media	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
CSI	Agriculture	01.0000	AA		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Agribusiness	01.0101	AA		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Agribusiness	01.0101	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Agribusiness	01.0101	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Agricultural Economics	01.0103	B.S.	Emphasis: 1) Applied Economics - 01.0103 2) Agribusiness - 01.0102	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
UI	Agriculture Commodity and Risk Management	01.0103	Certificate-UG		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Applied Economics	01.0103	M.S.	Emphasis: 1) Applied Economics 2) Agribusiness 3) Natural Resources	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
CSI	Geospatial Technology	01.0106	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Agriculture Business, Leadership and Education	01.0199	AA		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
UI	Agricultural Systems Management	01.0201	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)
UI	Agricultural Systems Management	01.0201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)
UI	Precision Agriculture	01.0299	Certificate-UG		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)
CSI	Animal Science Livestock Technician	01.0302	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Aquaculture	01.0303	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Aquaculture	01.0303	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Aquaculture	01.0303	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Management	01.0304	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Management	01.0304	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Food Systems	01.0308	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	AAS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ATC		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ITC		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Agricultural Extension Education	01.0801	Minor		College of Agriculture and Life Sciences	Agricultural and Extension Education	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Communications and Leadership	01.0802	Minor		College of Agriculture and Life Sciences	Agricultural and Extension Education	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Science, Communication and Leadership	01.0802	B.S.		College of Agriculture and Life Sciences	Agricultural and Extension Education	Boise Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
CSI	Animal Science	01.0901	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Animal Science	01.0901	AS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Animal and Veterinary Science	01.0901	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Animal and Veterinary Science	01.0901	B.S.	Options: 1) Business 2) Dairy Science 3) Production 4) Science/Pre-veterinary	College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	M.S.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	Minor		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Food Science	01.1001	B.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	M.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	Minor		College of Agriculture and Life Sciences	Food Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Food Science	01.1001	Ph.D.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
CSI	Advanced Food Technology	01.1002	BAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fermentation Science	01.1099	Undergraduate Certificate		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Online Traditional (face-to-face)
UI	Plant Science	01.1101	M.S.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene Moscow	Statewide	Online Traditional (face-to-face)
UI	Plant Science	01.1101	Ph.D.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene Moscow	Statewide	Online Traditional (face-to-face)
UI	Crop Science	01.1102	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Science	01.1102	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Horticulture	01.1103	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Horticulture and Urban Agriculture	01.1103	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Plant Protection	01.1105	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Coeur d'Alene Moscow	Regional	Traditional (face-to-face) Web/video
UI	Rangeland Conservation	01.1106	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Rangeland Ecology and Management	01.1106	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	M.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	Ph.D.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Soil Science	01.1201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Traditional (face-to-face) Web/video
UI	Environmental Soil Science	01.1299	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Veterinary Studies Medicine	01.1302	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Veterinary Medicine	01.1302	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	AAS		Agriculture			Regional	Hybrid Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Biology, Natural Resource emphasis	03.0101	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	Forestry/Wildlife/Range Management	03.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Environmental Education	03.0103	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Environmental Studies	03.0103	B.A.		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
ISU	Environmental Science and Management	03.0104	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Traditional (face-to-face)
NIC	Environmental Sciences	03.0104	AS		Natural Sciences Division	Biology	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	B.S.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	M.S.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	Ph.D.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Natural Resources and Environmental Science	03.0104	P.S.M.	Options: 1) Water Resources Management 2) Environmental Contamination 3) Sustainability Science 4) Climate Change Science 5) Management of Regulated River Systems 6) Ecohydrology Science and Management	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Remote Sensing of Environment	03.0104	Certificate-UG		College of Natural Resources	Natural Resources and Society	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Remote Sensing of the Environment	03.0104	Certificate-GR		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Hybrid
UI	Natural Resource Management	03.0199	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Environmental Communication	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources	03.0201	M.N.R.	Options: 1) Integrated Natural Resources - 03.0201 2) Fire Ecology and Management - 03.0201 3) Environmental Education and Science Communication - 13.1338	College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Online
UI	Natural Resources	03.0201	M.S.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
UI	Natural Resources	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources	03.0201	Ph.D.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
UI	Natural Resources and Conservation	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources and Environmental Law	03.0201	Certificate-GR		College of Law		Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Natural Resource Economics	03.0204	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Fishery Resources	03.0301	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fishery Resources	03.0301	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forestry	03.0501	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Forestry Resources	03.0502	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Fire Ecology and Management	03.0506	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Fire, Ecology & Management	03.0506	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forest and Sustainable Products	03.0509	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Statewide	Traditional (face-to-face)
UI	Renewable Materials	03.0509	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Forest Operations	03.0510	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Parks, Protected Areas and Wilderness Conservation	03.0601	Minor		College of Natural Resources	Natural Resources and Society	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Wildlife Resources	03.0601	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Statewide	Traditional (face-to-face)
UI	Wildlife Resources	03.0601	Minor		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Architecture	04.0201	M.		College of Art and Architecture	Architecture	Boise Moscow	Statewide	Hybrid Online Traditional (face-to-face)
UI	Architecture	04.0201	Minor		College of Art and Architecture	Architecture	Boise Moscow	Regional	Online Traditional (face-to-face) Web/video
UI	Architecture (Region III-First 2 years)	04.0201	B.S.		College of Art and Architecture	Architecture	Boise Moscow	Statewide	Hybrid Online Traditional (face-to-face)
UI	Integrated Architecture and Design	04.0201	M.S.		College of Art and Architecture	Architecture	Moscow	Regional	Traditional (face-to-face)
UI	Bioregional Planning & Community Design (discontinued)	04.0301	Certificate-GR		College of Art and Architecture	Bioregional Planning and Community Design	Boise Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Urban Design (discontinued)	04.0401	Certificate-GR		College of Art and Architecture	Landscape Architecture	Boise	Regional	Traditional (face-to-face)
UI	Interior Architecture and Design	04.0501	B.I.A.D.		College of Art and Architecture	Interior Design	Boise Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	B.S.		College of Art and Architecture	Landscape Architecture	Boise Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	M.L.A.		College of Art and Architecture	Landscape Architecture	Boise Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	Minor		College of Art and Architecture	Landscape Architecture	Moscow	Regional	Traditional (face-to-face)
UI	American Studies	05.0102	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Asian Studies	05.0103	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Basque Cultural Studies	05.0106	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	Latin-American Studies	05.0107	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Africana Studies	05.0201	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	American Indian Studies	05.0202	AA		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	American Indian Studies	05.0202	Undergraduate Certificate		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	American Indian Studies	05.0202	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Hybrid
BSU	Latinx Community Engagement	05.0203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
UI	Women's and Gender Studies	05.0207	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Gender and Sexuality Studies (online)	05.0299	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
BSU	Communication Management	09.0100	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Online
ISU	Communication	09.0100	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid
ISU	Communication	09.0100	MA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Communication (online)	09.0100	MA		Arts and Letters	Communication, Media and Persuasion		Regional	Online Web/video
BSU	Communication	09.0101	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Communication	09.0101	M.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
CSI	Communication	09.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Communication	09.0101	AA		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
NIC	Communication	09.0101	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Communication	09.0101	Undergraduate Certificate		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Communication	09.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Online
UI	Communication	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Online
UI	Communication	09.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
BSU	Media Arts	09.0199	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Media Content Management	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Sport Innovation and Culture	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
CWI	Media Arts	09.0199	AA		School of Business, Communication and Technology	Computer Science and Information Technology	Nampa	Regional	Traditional (face-to-face)
NIC	Journalism	09.0401	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Journalism	09.0401	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Journalism	09.0401	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Journalism	09.0401	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
LCSC	Writing for the Web & Social Media	09.0702	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Hybrid
UI	Broadcasting and Digital Media	09.0702	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Organizational Dynamics	09.0901	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
UI	Organizational Dynamics (discontinued)	09.0901	Certificate-GR		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid
UI	Organizational Sciences	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Public Relations	09.0902	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Online
BSU	Public Relations	09.0902	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
BSU	Conflict Management	09.9999	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management	09.9999	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
LCSC	Graphic Communications	10.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Graphic Communications	10.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Virtual Technologies	10.0304	Certificate-UG		College of Art and Architecture	Virtual Technology and Design	Boise Coeur d'Alene Moscow	Regional	Online
UI	Virtual Technology and Design	10.0304	B.S.		College of Art and Architecture	Virtual Technology and Design	Boise Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
CSI	Computer Science	11.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Computer Science	11.0101	AS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise Nampa	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Computer Science	11.0101	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Computer Science	11.0101	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Online Traditional (face-to-face)
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Information Technology Mgmt	11.0103	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	Traditional (face-to-face)
ISU	Data Analytics Emphasis (BBA) for all BBA majors	11.0104	Emphasis		Business	Informatics	Idaho Falls Pocatello	Regional	Some portion online Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Swift Programming	11.0203	Undergraduate Certificate		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
BSU	Computational Science	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	B.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	M.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering	Computer Science		Regional	
BSU	Computing	11.0701	Ph.D		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Data Science	11.0701	Undergraduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning	11.0701	Graduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning emphasis	11.0701	Emphasis		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
ISU	Computer Science	11.0701	BS		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid
ISU	Computer Science	11.0701	MS		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Online
ISU	Earth and Environmental Systems	11.0701	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Earth and Environmental Systems	11.0701	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
NIC	Computer Science	11.0701	AS		Math, Computer Science and Engineering Division	Computer Science	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Computer Science	11.0701	B.S.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Computer Science	11.0701	M.S.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Online
UI	Computer Science	11.0701	Minor		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Computer Science	11.0701	Ph.D.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Secure & Depend Computing Syst	11.0701	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Online
CEI	Web and Application Development	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web and Application Development	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ATC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Digital Media	11.0801	AAS		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Digital Media	11.0801	ITC		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Software Development	11.0801	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	BTC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ITC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Web Design and Development	11.0801	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Web Design and Development	11.0801	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
CEI	Information Technology Services	11.0901	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.0901	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	MS Computer Networking Technologies	11.0901	AAS			Computer Networking Technologies		Regional	Traditional (face-to-face)
CEI	MS Computer Networking Technologies	11.0901	ITC			Computer Networking Technologies		Regional	Traditional (face-to-face)
CSI	Computer Support Technician	11.0901	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Cybersecurity and Programming	11.0901	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Introduction to Cybersecurity	11.0901	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Network Systems Technician	11.0901	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	BTC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Computer Network Technician	11.0901	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Network Technician	11.0901	BTC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Information Technology Systems	11.0901	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
CWI	Network and System Administration/Cloud Computing	11.0902	Specialized Certificate		School of Business, Communication and Technology	Computer Science and Information Technology		Regional	Online
CWI	Network and Systems Administration	11.1001	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ITC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
BSU	Cryptology Security Analyst	11.1003	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
BSU	Cybersecurity	11.1003	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Some portion online
CEI	Information Assurance and Cybersecurity	11.1003	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	BTC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Cybersecurity	11.1003	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cybersecurity	11.1003	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
NIC	Cybersecurity and Networking	11.1003	BTC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	B.S.		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Certificate-UG		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	M.S		College of Engineering	Computer Science	Coeur d'Alene Idaho Falls Moscow	Regional	Traditional (face-to-face)
CEI	MS Certified Solutions Associate	11.1006	BTC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Computer Support Specialist	11.1006	ITC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
ISU	Cosmetology	12.0401	ATC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Barbering	12.0402	Specialized Certificate		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Culinary Arts	12.0503	AAS		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ATC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ITC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Educational Studies	13.0101	B.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.			Education		Regional	Hybrid
ISU	Teaching (K-12)	13.0101	MA		Education	Teaching and Educational Studies	Pocatello	Regional	Online
NIC	Education	13.0101	AA		Trades and Industry	Education		Regional	Hybrid Online Traditional (face-to-face) Web/video
UI	Education	13.0101	Ed.D		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid Online Traditional (face-to-face)
UI	Education	13.0101	Ph.D.		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid Online Traditional (face-to-face)
BSU	Bilingual Education	13.0201	M.Ed.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Bilingual Education, K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Online
BSU	Bilingual Spanish Education (K-12) Teaching Endorsement	13.0201	Minor		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Elementary Education - TESOL	13.0201	B.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	English Language Development Pre-K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Teaching English to Speakers of Other Languages, K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Online
CSI	Education, Bilingual Elementary	13.0201	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Culturally Responsive Pedagogy and Universal Design for Learning	13.0202	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Curriculum & Instruction	13.0301	Ed.D.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Curriculum & Instruction	13.0301	M.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	English as a New Language (ENL)	13.0301	M.Ed.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English as a Second Language (K-12) Teaching Endorsement	13.0301	Endorsement		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	K-12 Physical Education	13.0301	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education	Literacy, Language and Culture	Boise	Regional	Online Traditional (face-to-face)
CSI	Education Leadership	13.0301	Ed. D.		Education			Regional	
UI	Curriculum and Instruction	13.0301	Ed.S.	Emphasis: 1) Career & Technical Education - 13.1319 2) Teacher certification - 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise	Regional	Traditional (face-to-face)
UI	Curriculum and Instruction	13.0301	M.Ed.	Emphasis: 1) Career & Technical Education - 13.1319 2) Teacher certification - 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Online
BSU	Educational Leadership	13.0401	M.Ed.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Educational Leadership, Executive	13.0401	Ed.S		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
ISU	Educational Leadership	13.0401	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership	13.0401	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	AA		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Educational Leadership (P-12 Ed. School Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Educational Leadership (P-12 Education Administration) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
UI	Educational Leadership	13.0401	Ed.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
UI	Educational Leadership	13.0401	M.Ed.		College of Education, Health and Human Sciences	Leadership and Counseling	Boise Coeur d'Alene Moscow	Regional	Online
ISU	Special Education Director Endorsement	13.0402	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls Meridian Pocatello Twin Falls	Regional	Online
ISU	Idaho K-12 Principal Endorsement Certificate	13.0408	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls Meridian Pocatello Twin Falls	Regional	Online

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Education Administration	13.0499	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	Education Administration (online)	13.0499	Ed S		Education	Education		Regional	Online Some portion online Web/video
BSU	Designing Accessible and Inclusive Online Education	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.D.		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.E.T.		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S.		Education	Educational Technology	Boise	Regional	Online
BSU	Instructional Interventions and Supports	13.0501	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Instructional Technology Coaching	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Instructional Design	13.0501	Ph.D.		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	Ed D		Education	Organizational Learning and Performance		Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	M Ed		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology (online)	13.0501	Ed D Emp.		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
ISU	Instructional Design and Technology (online)	13.0501	M Ed		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
UI	Technology Integration Specialist	13.0501	Certificate-GR		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Program Evaluation, Measurement and Statistics	13.0601	M.S.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Assistive Technology	13.1001	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Online
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Discontinue Special Education Services and Supports	13.1001	Graduate Certificate		Education	Early and Special Education		Regional	Traditional (face-to-face)
BSU	Habilitative Services	13.1001	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	M.I.T.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education Services	13.1001	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education Services and Supports (Discontinued)	13.1001	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
ISU	Special Education	13.1001	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Special Education	13.1001	BS		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Special Education	13.1001	Ed S		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Special Education	13.1001	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
LCSC	Special Education	13.1001	Undergraduate Certificate		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
UI	Special Education	13.1001	M.Ed.		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Online
ISU	Deaf Education	13.1003	MS		Education	Teaching and Educational Studies	Pocatello	Statewide	Online
BSU	Counseling	13.1101	M.A.		Education	Counselor Education	Boise	Regional	Traditional (face-to-face)
BSU	Counselor Education and Supervision	13.1101	Ph.D		Education	Counselor Education	Boise	Regional	Traditional (face-to-face)
ISU	School Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
BSU	Elementary Education	13.1202	B.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Education	13.1202	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	
BSU	Elementary Education (Masters)	13.1202	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
CSI	Education	13.1202	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Education, Elementary	13.1202	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Education-Elementary	13.1202	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Elementary Ed.	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
ISU	Elementary Education	13.1202	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Elementary Education	13.1202	BS		Education	Teaching and Educational Studies	Idaho Falls Pocatello	Regional	Hybrid
ISU	Elementary Education (online)	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Online Some portion online Web/video
LCSC	Elementary Education	13.1202	BA		Professional Studies	Teacher Education	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Elementary Education	13.1202	BS		Professional Studies	Teacher Education	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Elementary Education	13.1202	Undergraduate Certificate		Professional Studies	Teacher Education	Lewiston	Regional	Online Traditional (face-to-face)
UI	Elementary Education	13.1202	B.S.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
BSU	Second Education	13.1205	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Secondary Education	13.1205	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
CSI	Education, Secondary	13.1205	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Education, Special	13.1205	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Education-Secondary	13.1205	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Secondary Education STEM	13.1205	AS		School of Social Sciences and Public Affairs	Mathematics	Nampa	Regional	Traditional (face-to-face)
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.			Education		Regional	Hybrid
ISU	Secondary Education	13.1205	BA		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	BS		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	CERT		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education	13.1205	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education (online)	13.1205	M Ed		Education	Teaching and Educational Studies		Regional	Online Some portion online Web/video
UI	Secondary Education	13.1205	B.S.	Endorsement: Special Education 13.1001	College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Teaching: Secondary Education	13.1205	B.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
UI	Teaching: Secondary Education	13.1205	M.A.T.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
ISU	Teacher Education - Post-baccalaureate Certificate (TE-PbC)	13.1206	PB Cert		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Early and Special Education	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early and Special Education	13.1210	M.Ed.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Intervention	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Intervention Services	13.1210	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Intervention Services and Supports	13.1210	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Inclusive Early Childhood Education	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Some portion online
BSU	Inquiry-Based Early Childhood Education	13.1210	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
ISU	Blended Early Childhood Education	13.1210	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Early Childhood Education	13.1210	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
LCSC	Early Childhood Development	13.1210	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	BTC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	Undergraduate Certificate		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College		Boise	Regional	Traditional (face-to-face)
UI	Agricultural Education	13.1301	B.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Agricultural Education	13.1301	M.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	M.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts and Sciences	Art, Design and Visual Studies		Regional	
BSU	Narrative Arts	13.1302	Undergraduate Certificate		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
NIC	Business Teacher Education	13.1303	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Consulting Literacy Teacher	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Literacy Instruction	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy Partnership	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: English	13.1305	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: English	13.1305	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Kinesiology	13.1307	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Kinesiology	13.1307	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
ISU	Family and Consumer Sciences	13.1308	BS		Education	Organizational Learning and Performance	Pocatello	Regional	Traditional (face-to-face)
BSU	Online Teaching	13.1309	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
UI	Technical Workforce Training	13.1309	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
BSU	Mathematical Thinking for Instruction	13.1311	Graduate Certificate		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Education	13.1311	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Teaching Endorsement	13.1311	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)
ISU	Mathematics for Secondary Teachers	13.1311	MA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music Education	13.1312	BME		Education	Teaching and Educational Studies		Regional	Hybrid

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental 2) Vocal	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Vocal-Instrumental Music Education	13.1312	Minor		College of Letters, Arts and Social Sciences	School of Music	Boise Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	BTC		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	ITC		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education - Athletic Training	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education - Exercise Science	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education K-12	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Business Admin. (Athletic Administration Emph.)	13.1314	MBA Emph.		Business	Business Administration	Idaho Falls Meridian Pocatello Twin Falls	Regional	Hybrid Online Traditional (face-to-face)
ISU	Physical Education	13.1314	BA		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Physical Education	13.1314	BS		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Physical Education/Athletic Administration	13.1314	MPE		Education	Human Performance and Sport Studies	Pocatello Twin Falls	Regional	Hybrid
NIC	Physical Education	13.1314	AS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Physical Education	13.1314	M.Ed.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Online Traditional (face-to-face)
BSU	Digital Literacies Instruction	13.1315	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Some portion online
BSU	Literacy	13.1315	M.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy (K-12) Teaching Endorsement	13.1315	Minor		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Literacy (Weekends Only)	13.1315	M.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Literacy Instruction for Students with Exceptional Needs	13.1315	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Some portion online
BSU	Middle Level (5-9) Science Teaching Endorsement	13.1316	Endorsement		Education	STEM Education	Boise	Regional	Traditional (face-to-face)
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	STEM Education	13.1316	M.S.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Economics, Social Science, Secondary Ed	13.1317	B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Arts and Sciences	Sociology		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	Undergraduate Certificate		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Middle Level (5-9) Social Studies Teaching Endorsement	13.1318	Endorsement		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
ISU	Career and Technical Education	13.1319	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Career and Technical Education	13.1319	B.S.	Options: 1) Business & Marketing Education - 13.1319 2) Workforce Training & Development - 13.1319 3) Engineering & Technology Education - 13.1319 4) Family and Consumer Science Teacher Certification - 13.1308	College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Hybrid Online Traditional (face-to-face)
BSU	Biological Science Teaching Endorsement	13.1322	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Chemistry Teaching Endorsement	13.1323	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	French, Secondary Education	13.1325	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German, Secondary Education	13.1326	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History, Multidisciplinary, Secondary Education	13.1328	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History, Secondary Education	13.1328	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History, Social Studies, Secondary Education	13.1328	B.A.		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Physical Science Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
BSU	Physics Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Psychology Teaching Endorsement	13.1335	Endorsement		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
BSU	Earth Science Teaching Endorsement	13.1337	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		College of Natural Resources	Natural Resources and Society	McCall	Regional	Online
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business and Economics	Economics		Regional	Traditional (face-to-face)
BSU	Engineering Teacher	13.1399	Endorsement		Engineering			Regional	Traditional (face-to-face)
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
UI	Teaching English as a Second Language	13.1401	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Teaching English to Speakers of Other Languages	13.1401	M.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
ISU	Literacy	13.1502	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
CSI	Ed Assistant, Generalist	13.1599	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Ed Assistant, Generalist	13.1599	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Engineering	14.0101	B.S.		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	Engineering Design	14.0101	Undergraduate Certificate		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	General Engineering	14.0101	B.S.		Engineering			Regional	Traditional (face-to-face)
CSI	Engineering	14.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Some portion online
CWI	Engineering	14.0101	AS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
NIC	Engineering	14.0102	AS		Math, Computer Science and Engineering Division	Engineering	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Engineering, Agriculture (Discontinued)	14.0301	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Minor		Engineering	Mechanical and Biomedical Engineering		Regional	Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Ph.D		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Instrumentation	14.0501	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
CSI	Engineering (Discontinued)	14.0701	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Engineering, Chemical (Discontinued)	14.0701	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Chemical Engineering	14.0701	B.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Chemical Engineering	14.0701	M.Engr.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	Ph.D.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Civil Engineering	14.0801	B.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.Engr.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
CSI	Engineering, Civil (Discontinued)	14.0801	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Civil Engineering	14.0801	BS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
UI	Civil Engineering	14.0801	B.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	M.Engr.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Online
UI	Civil Engineering	14.0801	M.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	Ph.D.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Water Resources	14.0805	M.S.		College of Agriculture and Life Sciences		Boise Coeur d'Alene Idaho Falls Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Water Resources	14.0805	Ph.D.		College of Agriculture and Life Sciences		Boise Coeur d'Alene Idaho Falls Moscow	Regional	Hybrid Traditional (face-to-face)
BSU	Computer Systems Engineering	14.0901	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Cyber Operations	14.0901	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Cyber-Physical Systems Security for All	14.0901	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	B.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.Engr.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
CSI	Engineering, Computer (Discontinued)	14.0901	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Computer Engineering	14.0901	BS		Science and Engineering	Electrical Engineering	Idaho Falls Pocatello	Regional	Traditional (face-to-face) Web/video
UI	Computer Engineering	14.0901	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Computer Engineering	14.0901	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Computer Engineering	14.0901	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical & Computer Engineering	14.1001	Ph.D		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.1001	M.Engr.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.1001	M.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Minor		Engineering	Electrical and Computer Engineering		Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Electrical Engineering	14.1001	BS		Science and Engineering	Electrical Engineering	Pocatello	Regional	Hybrid
NIC	Apprenticeship - Electrical	14.1001	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
UI	Electrical Engineering	14.1001	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Electrical Engineering	14.1001	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	Ph.D.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene Moscow	Regional	Online
ISU	Engineering and Applied Science	14.1301	Ph.D.		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS		Science and Engineering	Civil and Environmental Engineering	Idaho Falls Pocatello	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	B.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.Engr.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Minor		Engineering	Micron School of Materials Science and Engineering		Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Ph.D		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
UI	Adv Materials Technology	14.1801	Certificate-GR		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Materials Science and Engineering (discontinued)	14.1801	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Materials Science and Engineering (discontinued)	14.1801	Minor		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Materials Science and Engineering (discontinued)	14.1801	Ph.D.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Energy/Environment certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	HVAC/Building Systems	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Industrial Processes	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Design	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechatronics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Solid Mechanics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Thermal-Fluids certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
CSI	Engineering, Electrical (Discontinued)	14.1901	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Engineering, Mechanical (Discontinued)	14.1901	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Mechanical Engineering	14.1901	BS		Science and Engineering	Mechanical Engineering		Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS		Science and Engineering	Mechanical Engineering		Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	M.Engr.		College of Engineering	Mechanical Engineering	Moscow	Regional	Online
UI	Mechanical Engineering	14.1901	Ph.D.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering (discontinued)	14.1901	M.S.		College of Engineering	Mechanical Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering (discontinued)	14.1901	Minor		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	Minor		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS		Science and Engineering	Nuclear Engineering	Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS		Science and Engineering	Nuclear Engineering	Idaho Falls Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.		Science and Engineering	Nuclear Engineering	Idaho Falls Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering / Applied Nuclear Energy	14.2301	PB Cert		Science and Engineering	Nuclear Engineering	Idaho Falls	Regional	Hybrid
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Nuclear Engineering	14.2301	M.Engr.		College of Engineering	Mechanical Engineering	Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.		College of Engineering	Mechanical Engineering	Coeur d'Alene Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.		College of Engineering	Mechanical Engineering	Coeur d'Alene Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Technology Management	14.2301	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online
ISU	Measurement and Control Engineering	14.2701	MS		Science and Engineering	Mechanical Engineering		Regional	Traditional (face-to-face)
BSU	Industrial Engineering	14.3501	Minor		Business and Economics			Regional	Traditional (face-to-face)
UI	Geological and Mining Engineering	14.3901	Minor		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	
UI	Geological Engineering	14.3901	M.S.		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	Online
UI	Biological Engineering	14.4501	B.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.Engr.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	Ph.D.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Engineering Management	14.9999	M.Engr.		College of Engineering		Moscow	Regional	Online
ISU	Civil Engineering Technician	15.0201	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	BAS			Business and Support Services		Regional	Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specification	15.0201	BTC		Technology	Technical	Pocatello	Regional	Hybrid
CWI	Advanced Mechatronics Engineering Technology	15.0303	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	BTC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	AAS			Engineering		Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	BTC			Engineering		Regional	Traditional (face-to-face)
ISU	Basic Electronics (RCET Robotics)	15.0303	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Electrical Engineering Technology	15.0303	BS		Science and Engineering	Electrical Engineering	Pocatello	Regional	Hybrid
ISU	Energy Systems Technology	15.0303	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering: Laser/Electro-Optics	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS		Technology	Technical	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Laser/Electro-Optics Technology	15.0304	ATC		Technology	Business and Support Services	Pocatello	Regional	Hybrid

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Analog Integrated Circuit Design (discontinued)	15.0306	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene Moscow	Regional	Online
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	BTC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
CSI	Automation Engineering Technology	15.0406	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - HVAC Emphasis	15.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Wastewater Treatment Plant Technician	15.0506	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Environmental Technology	15.0507	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Environmental Technology	15.0507	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Industrial Technology	15.0612	B.S.Tech.		College of Engineering		Idaho Falls	Regional	Traditional (face-to-face)
UI	Technology Management	15.0612	M.S.		College of Engineering		Boise Coeur d'Alene Idaho Falls Moscow	Regional	Online
CSI	Machining and Manufacturing Technology	15.0613	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	15.0613	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	15.0613	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Manufacturing Technology	15.0613	AAS		Trade and Industry			Regional	Some portion online Traditional (face-to-face)
CSI	Manufacturing Technology	15.0613	ITC		Trade and Industry			Regional	Some portion online Traditional (face-to-face)
ISU	Advanced Automation and Manufacturing Technology	15.0613	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
ISU	Advanced Automation and Manufacturing Technology	15.0613	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
UI	Human Safety Performance	15.0703	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	AAS		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BAS		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BTC		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	ITC		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	Aerospace Technology	15.0801	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	ITC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Land Surveying	15.1102	Academic Certificate		Technology	Technical	Boise Caldwell Coeur d'Alene Idaho Falls Lewiston Meridian Moscow Nampa Pocatello Post Falls Twin Falls	Regional	Online
ISU	Surveying and Geomatics Engineering Technology	15.1102	BS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Surveying Technician	15.1102	BTC		Technology	Technical	Pocatello	Regional	Online
ISU	Surveying: Land Surveying	15.1102	Undergraduate Certificate		Technology	Technical	Pocatello	Regional	Online
CSI	Drafting Technology	15.1302	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Drafting Technology	15.1302	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Drafting Technology	15.1302	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ATC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting	15.1302	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	BAS		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech-Architectural Design	15.1303	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
ISU	Drafting, Mechanical Drafting	15.1306	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Mechanical Drafting	15.1306	ITC		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	AAS		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1306	ATC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
CEI	Energy Systems Technology	15.1701	ITC		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Renewable Energy Systems Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Drafting, Architectural Drafting	15.1701	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Energy Systems Electrical Engineering Technology	15.1701	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
BSU	Computer Assisted Language Learning	16.0101	Graduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
CSI	Language, Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Modern Languages	16.0101	AA		English and Humanities Division	Modern Languages	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Modern Language Business	16.0101	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Spanish Interpretation	16.0103	Minor		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Chinese Studies	16.0301	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermedite Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Japanese Studies	16.0302	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Advanced Japanese Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Basic Japanese Language Proficiency	16.0302	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic Japanese Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Japanese (online)	16.0302	Minor		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Japanese Advanced Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Japanese Basic Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
BSU	Elementary Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	German	16.0501	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German	16.0501	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	German for Business	16.0501	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
ISU	Advanced German Language Proficiency	16.0501	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic German Language Proficiency	16.0501	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	German Advanced Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	
ISU	German Basic Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
UI	German	16.0501	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Romance Languages	16.0900	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	French for Business	16.0901	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
ISU	Advanced French Language Proficiency	16.0901	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic French Language Proficiency	16.0901	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	French Advanced Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	French Basic Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
UI	French	16.0901	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
UI	French	16.0901	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Elementary Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	
BSU	Intermediate Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish	16.0905	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Spanish Certificate	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish for Business	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
CWI	Spanish	16.0905	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)
ISU	Advanced Spanish Language Proficiency	16.0905	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Advanced Spanish Language Proficiency (online)	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Basic Spanish Language Proficiency	16.0905	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Spanish	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Hybrid
ISU	Spanish	16.0905	MA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Online
ISU	Spanish (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Spanish Advanced Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish Basic Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Spanish for Health Professions (online)	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
UI	Spanish	16.0905	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Spanish	16.0905	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Shoshoni	16.1001	AA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
BSU	Arabic Studies	16.1101	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary Arabic Studies	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Arabic	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Latin	16.1203	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	American Sign Language	16.1601	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CWI	Sign Language Studies	16.1601	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	American Sign Language	16.1601	AA		English and Humanities Division	Modern Languages	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Sign Language Interpreting	16.1603	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian Pocatello	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Sign Language Studies	16.1603	Minor		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders		Regional	Hybrid
BSU	Basque Studies	16.9999	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
CSI	American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Language, American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Family and Consumer Sciences	19.0101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid Online Traditional (face-to-face)
NIC	Pre-Nutrition	19.0501	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
UI	Food and Nutrition	19.0501	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Early Childhood Development and Education	19.0701	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Family and Consumer Sciences	19.0701	B.S.	Emphasis 1) Child Development and Family Relations 2) Family Development Across the Lifespan 3) Personal and Family Finance	College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
ISU	Healthy Aging	19.0702	Minor		Health Sciences/Health Professions	Community and Public Health	Idaho Falls Meridian Pocatello	Regional	Hybrid Some portion online Traditional (face-to-face) Web/video
UI	Aging Studies	19.0702	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
BSU	Family Studies	19.0704	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
NIC	Child Development	19.0706	AS		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Child Development	19.0706	Associate Cert.		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AAS		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	BTC		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	ITC		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood/Blended	19.0708	BA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	AA		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	AAS		Education			Regional	Online Some portion online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Education, Early Childhood Education	19.0708	BTC		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	ITC		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education - Child Development Associate	19.0708	BTC CDA		Education			Regional	Online Some portion online Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	AAS		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	ATC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	BTC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	ITC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	ITC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Child Development	19.0709	Undergraduate Certificate		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Apparel, Textiles and Design	19.0901	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Law	22.0101	J.D.		College of Law		Boise Coeur d'Alene Moscow	Statewide	Hybrid Traditional (face-to-face)
UI	Law (discontinued)	22.0101	LL.M.		College of Law		Boise Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Office Technology	22.0301	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
CEI	Legal Studies and Paralegal Training	22.0302	AAS		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Legal Studies and Paralegal Training	22.0302	ITC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
ISU	Paralegal Studies	22.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Paralegal Studies	22.0302	BAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Paralegal	22.0302	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Paralegal	22.0302	AAS		Business and Professional Programs	Paralegal	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	English	23.0101	B.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	English	23.0101	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English, Literature: Thesis/Project Option	23.0101	M.A.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Linguistics	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
CSI	English	23.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	English	23.0101	AA		School of Arts and Humanities	English	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	English	23.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	English	23.0101	CERT		Arts and Letters	Anthropology		Regional	Traditional (face-to-face)
ISU	English	23.0101	MA		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
ISU	English and the Teaching of English	23.0101	Ph.D.		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
LCSC	English	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	English: Publishing Arts	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
NIC	English	23.0101	AA		English and Humanities Division	English	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	English	23.0101	B.A.	Emphasis: 1) Literature - 23.0101 2) Creative Writing - 23.1302 3) Professional Writing - 23.1303 4) Teaching - 13.1305 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	M.A.	Emphasis: 1) Literature - 23.0101 2) Creative Writing - 23.1302 3) Professional Writing - 23.1303 4) Teaching - 13.1305 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	English, Technical Communication	23.1301	Undergraduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Graduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Undergraduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Writing for Change	23.1301	Minor		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
LCSC	Creative Writing	23.1302	BFA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Creative Writing	23.1302	M.F.A.		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
UI	Creative Writing	23.1302	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	Principles of Grant Development and Grant Writing	23.1303	Undergraduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
UI	Professional Writing	23.1303	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Communication - Emphasis in Rhetoric, Media, and Social Change	23.1399	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
BSU	Associate of Arts, General	24.0101	A.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Associate of Science, General	24.0101	A.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
CEI	Associate of Science, General	24.0101	AS		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CEI	General Education Academic Certificate	24.0101	Undergraduate Certificate		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Liberal Arts	24.0101	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Liberal Arts	24.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Bachelor of Applied Science	24.0101	BAS		Technology		Idaho Falls	Regional	Traditional (face-to-face)
LCSC	Liberal Arts	24.0101	AA		Professional Studies/Liberal Arts	Humanities/Natural Sciences/Social Sciences	Lewiston	Regional	Online Traditional (face-to-face)
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online Traditional (face-to-face)
CWI	General Education	24.0102	Undergraduate Certificate		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	University Studies	24.0102	AA		Arts and Letters		Idaho Falls	Regional	Hybrid
ISU	University Studies	24.0102	BA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	University Studies (online)	24.0102	AA		Arts and Letters			Regional	Online Web/video
ISU	University Studies (online)	24.0102	BA		Arts and Letters			Regional	Online Web/video
LCSC	Applied Technology	24.0102	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Business	24.0102	BA		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Business	24.0102	BS		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Education	24.0102	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Education	24.0102	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Humanities	24.0102	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Humanities	24.0102	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	24.0102	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	24.0102	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	24.0102	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	24.0102	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	General Studies	24.0102	AA		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	General Studies	24.0102	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	General Studies	24.0102	B.G.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online Traditional (face-to-face)
NIC	Humanities	24.0103	AA		English and Humanities Division	Humanities	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
CEI	Liberal Arts	24.0199	AA		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Library and Information Science	25.0101	AA		Library and Information Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Biology	26.0101	B.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.A.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
CSI	Biology	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Biology - Health Care	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Biology-Natural Resources	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Natural Resources Management	26.0101	AS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Biology - General	26.0101	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Biology	26.0101	BA		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	DA		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Biology	26.0101	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	Ph.D.		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Traditional (face-to-face)
NIC	Biology	26.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Biology	26.0101	B.A.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Molecular Biology and Biochemistry	26.0204	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	Ph.D		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
ISU	Biochemistry	26.0210	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
NIC	Botany	26.0301	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Plant Pathology	26.0305	M.S		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CWI	Biology - Microbiological, Molecular, and Biomedical Sciences emphasis	26.0406	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Microbiology	26.0502	BS		Science and Engineering	Biological Sciences		Regional	Hybrid
ISU	Microbiology	26.0502	MS		Science and Engineering	Biological Sciences		Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.		Science and Engineering	Biological Sciences		Regional	Traditional (face-to-face)
NIC	Pre-Microbiology/Medical Tech	26.0502	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Microbiology	26.0502	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology	26.0502	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
NIC	Zoology	26.0701	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Entomology	26.0702	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online Traditional (face-to-face)
UI	Entomology	26.0702	M.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online Traditional (face-to-face)
UI	Entomology	26.0702	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Entomology	26.0702	Ph.D.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online Traditional (face-to-face)
UI	Animal Physiology	26.0707	Ph.D.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Raptor Biology	26.0799	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Certificate-GR		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biotechnology and Plant Genomics	26.1201	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biotechnology and Plant Genomics	26.1201	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Ecology, Evolution, and Behavior	26.1307	Ph.D		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
UI	Ecology	26.1307	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Ecology and Conservation Biology	26.1307	B.S.	Options: 1) Natural Resources Ecology 2) Conservation Biology	College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Restoration Ecology	26.1307	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online
UI	B.S. in Global Disease Ecology	26.1310	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Traditional (face-to-face)
UI	Neuroscience	26.1501	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Neuroscience	26.1501	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)
CSI	Mathematics	27.0101	AS		Mathematics		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Mathematics	27.0101	AS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	DA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Mathematics	27.0101	MS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
NIC	Mathematics	27.0101	AS		Math, Computer Science and Engineering Division	Mathematics	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Mathematics	27.0101	B.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	M.A.T.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Online
UI	Mathematics	27.0101	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Ph.D.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Applied Mathematics	27.0301	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Applied Mathematics	27.0301	Minor		Arts and Sciences	Mathematics		Regional	
BSU	Cryptography and Cryptanalysis	27.0301	Undergraduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
ISU	Applied Mathematics	27.0301	BS		Science and Engineering	Mathematics and Statistics	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Mathematics, Applied	27.0301	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
BSU	Computational	27.0304	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Statistics	27.0501	BS		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Traditional (face-to-face)
UI	Statistical Science	27.0501	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Statistics	27.0501	B.S.	Emphasis: 1) General Statistics 2) Actuarial Science	College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Statistics	27.0501	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Statistics	27.0501	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Aerospace Studies	28.0101	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Naval Science	28.0401	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Military Science	28.0503	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
BSU	Military Science	29.0101	Minor		School of Public Service	Military Science (ROTC)		Regional	Traditional (face-to-face)
CWI	Unmanned Aerial Systems	29.0402	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
BSU	Community Impact	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Some portion online
CSI	STEM	30.0000	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Interdisciplinary Studies	30.0000	M Ed		Technology		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MS		Science and Engineering		Idaho Falls	Regional	Hybrid
BSU	Computational Science and Engineering	30.1001	Minor		Arts and Sciences			Regional	
BSU	Gerontology	30.1101	Minor		Health Sciences	Community and Environmental Health		Regional	Traditional (face-to-face)
ISU	Interprofessional Geriatric	30.1101	PB Cert		Health Sciences/Health Professions		Pocatello	Regional	Traditional (face-to-face)
LCSC	Behavioral Science	30.1701	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Behavioral Science	30.1701	Minor		Liberal Arts and Sciences	Social Sciences		Regional	Traditional (face-to-face)
BSU	Global Studies	30.2001	B.A.		School of Public Service	Global Studies	Boise	Regional	Traditional (face-to-face)
ISU	Global Studies	30.2001	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Global Studies (online)	30.2001	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Global Studies (online)	30.2001	Minor		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	International Studies	30.2001	BA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
NIC	Diversity	30.2301	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Diversity & Stratification	30.2301	Certificate-UG		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Rhetoric and Advocacy	30.2601	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management (online)	30.2801	Graduate Certificate		School of Public Service		Boise	Regional	Online
BSU	Conflict Management undergraduate certificate (online)	30.2801	Undergraduate Certificate		School of Public Service		Boise	Regional	Online
BSU	Content Production	30.5202	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Creative Influence	30.5202	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Applied Data Science	30.7001	Minor		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Data Science	30.7001	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Data Science for the Sciences	30.7001	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts and Sciences		Boise	Regional	Online Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	B.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	B.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	30.9999	BA		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Interdisciplinary Studies	30.9999	BS		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online Traditional (face-to-face)
NIC	Interdisciplinary Studies	30.9999	AA		English and Humanities Division	Interdisciplinary Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Interdisciplinary Studies	30.9999	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Movement and Leisure Sciences	31.0301	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Outdoor Recreation Leadership	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Tourism and Leisure Enterprises	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Health Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Sport Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
UI	Athletic Leadership	31.0501	Certificate-UG		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
LCSC	Sport Administration	31.0504	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Sport Administration	31.0504	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Online Traditional (face-to-face)
BSU	Kinesiology	31.0505	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Kinesiology	31.0505	M.K.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Kinesiology	31.0505	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Physical Activity and Health	31.0505	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CWI	Exercise Science	31.0505	AA		School of Health	Health Science	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Exercise Science	31.0505	AS		School of Health	Health Science	Nampa	Regional	Hybrid Traditional (face-to-face)
LCSC	Exercise Science	31.0505	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Exercise Science	31.0505	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Exercise, Sport, and Health Sciences	31.0505	B.S.	Program Tracks: 1) Pre-Physical Therapy 26.0908 2) Fitness, Health, and Human Performance 26.0908 3) Pre-Athletic Training 31.0505 4) Physical Education Teacher 13.1314 5) Community	College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Insttit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
				Health Education and Promotion 51.0001					
CSI	Physical Education - Sport Management	31.0601	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to- face)
NIC	Outdoor Recreation Leadership	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to- face)
NIC	Outdoor Recreation Leadership	31.0601	ITC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to- face)
NIC	Outdoor Recreation Management	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to- face)
NIC	Outdoor Recreation Management	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management		Regional	Hybrid Online Traditional (face-to- face) Web/video
NIC	Resort/Recreation Management	31.0601	AAS			Resort/Recreation Management		Regional	Hybrid Online Traditional (face-to- face) Web/video
NIC	Non-Degree Seeking Students	32.0101	N/A					Regional	
BSU	Community and Career Readiness Studies	32.0107	Undergraduate Certificate		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
CSI	Fire Science	33.0106	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Ethics and Argument emphasis	38.0101	Emphasis		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Ethics and Argument minor	38.0101	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	B.A.		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	Minor		Arts and Sciences	Philosophy		Regional	Traditional (face-to-face)
CWI	Philosophy	38.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Online Traditional (face-to- face)
ISU	Philosophy	38.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Philosophy and Religion	38.0101	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid
NIC	Philosophy	38.0101	AA		English and Humanities Division	Philosophy	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to- face)
UI	Bioethics	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	Philosophy	38.0101	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Philosophy	38.0101	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Philosophy	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Religious Studies	38.0201	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Astronomy	40.0201	Minor		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0401	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	B.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	M.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Chemistry	40.0501	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Chemistry	40.0501	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Chemistry	40.0501	BA		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	BS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
LCSC	Chemistry	40.0501	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Chemistry	40.0501	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Chemistry	40.0501	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education- Teacher Education	40.0501	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education: NS and M	40.0501	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
NIC	Chemistry	40.0501	AS		Natural Sciences Division	Chemistry	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Chemistry	40.0501	B.S.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	M.S.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Minor		College of Science	Chemistry	Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Ph.D.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Earth Sciences	40.0601	M.ESci.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	B.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
CSI	Geology	40.0601	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Geology	40.0601	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Geology	40.0601	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geosciences	40.0601	Ph.D.		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
LCSC	Earth Science	40.0601	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science	40.0601	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education- NSandM	40.0601	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education- Teacher	40.0601	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
NIC	Geology	40.0601	AS		Natural Sciences Division	Geology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Geological Sciences	40.0601	B.S.	Options: 1) Physical Geology - 40.0601 2) Environmental Hydrogeology - 40.0605	College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	M.S		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	Minor		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	Ph.D.		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
ISU	Hydrology	40.0603	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
UI	Water Science and Management	40.0605	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geospatial Information Analysis	40.0699	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	Physics	40.0801	B.S.		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Physics	40.0801	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
CSI	Physics	40.0801	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Physics	40.0801	AS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	BA		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	Minor		Science and Engineering	Physics		Regional	Traditional (face-to-face)
ISU	Physics	40.0801	MS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics, Applied	40.0801	Ph.D.		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
NIC	Physics/Astronomy	40.0801	AS		Natural Sciences Division	Physics	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Physics	40.0801	B.A.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	B.S.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	M.S.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	Minor		College of Science	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Physics	40.0801	Ph.D.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
ISU	Health Physics	40.0899	AS		Science and Engineering	Physics	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	MS		Science and Engineering	Physics	Idaho Falls Pocatello	Regional	Hybrid Traditional (face-to-face)
CWI	Science, Technology, Engineering, and Math (STEM)	41.0000	AS		School of Math and Science	Multiple	Boise Nampa	Regional	Traditional (face-to-face)
CWI	Biotechnology Laboratory Assistant	41.0101	Undergraduate Certificate		School of Math and Science	Physical and Agricultural Sciences	Boise Nampa	Regional	Traditional (face-to-face)
BSU	Psychology	42.0101	B.S.		Arts and Sciences	Psychological Science	Boise	Regional	Traditional (face-to-face)
BSU	Psychology	42.0101	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Psychology	42.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Psychology	42.0101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Psychology	42.0101	BA		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	BS		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	Minor		Arts and Letters	Psychology		Regional	Hybrid
ISU	Psychology	42.0101	MS		Arts and Letters	Psychology	Pocatello	Regional	Traditional (face-to-face)
ISU	Psychology (online)	42.0101	BA		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology (online)	42.0101	BS		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology (online)	42.0101	Minor		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology- Clinical Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology- Experimental Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
LCSC	Psychology	42.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Psychology	42.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Psychology	42.0101	AS		Social and Behavioral Sciences Division	Psychology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Addictions	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
UI	Psychology	42.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	M.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid Online
ISU	Experimental Psychology	42.2704	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
UI	Experimental Psychology	42.2704	Ph.D.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid Traditional (face-to-face)
ISU	Clinical Psychology	42.2801	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
ISU	Clinical Psychopharmacology	42.2801	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Ed Admin with Athletic Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Ed Admin with Athletic Admin Emphasis (online)	42.2805	M.Ed.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Ed Admin: P-12 Ed Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Education Administration with P-12 Education Administration emphasis (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	School Psychological Examiner	42.2805	M Ed		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid
ISU	School Psychological Examiner (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	School Psychology	42.2805	Ed S		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid
ISU	School Psychology (online)	42.2805	Ed S		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	School Psychology- Education Administration	42.2805	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Psychology: Applied Behavior Analysis	42.2814	Minor		Arts and Letters	Psychology	Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Psychology: Applied Behavior Analysis (online)	42.2814	Minor		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Sociology: Criminology (online)	43.0100	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
BSU	Criminal Justice	43.0103	A.S.		School of Public Service	Criminal Justice		Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	B.S.		School of Public Service	Criminal Justice	Boise Twin Falls	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	M.A.		School of Public Service	Criminal Justice	Boise	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	Minor		School of Public Service			Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CSI	Criminal Justice Administration	43.0104	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Criminal Justice	43.0104	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Criminology	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Criminology (online)	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
LCSC	Justice Studies	43.0104	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Criminal Justice	43.0104	AA		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Justice Studies	43.0104	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
CSI	Law Enforcement	43.0107	AAS		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Law Enforcement	43.0107	BTC		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Law Enforcement	43.0107	ITC		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Law Enforcement	43.0107	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Law Enforcement	43.0107	BTC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Law Enforcement	43.0107	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Administration of Justice	43.0107	AAS		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Law Enforcement	43.0107	AAS		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Law Enforcement	43.0107	BTC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Law Enforcement	43.0107	ITC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Fire Service Technology	43.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fire Service Technology 1	43.0201	BTC		School of Social Sciences and Public Affairs	Public Safety		Regional	
UI	Fire Safety	43.0201	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
CEI	Fire Service Technology	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Wildland Fire Management	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Fire Science	43.0203	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fire Service Management	43.0203	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Management	43.0203	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Wildland Fire Management	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
ISU	Fire Services Administration	43.0203	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Fire Services Administration	43.0203	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
LCSC	Fire Service Technology	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology	43.0203	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology ATC	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Fire Fighter 1	43.0203	BTC		Business and Professional Programs	Fire Service	Coeur d'Alene Coeur d'Alene Post Falls	Regional	
NIC	Fire Service Technology	43.0203	AAS		Business and Professional Programs	Fire Service	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Homeland Security and Emergency Management	43.0302	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Homeland Security and Emergency Management	43.0302	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
ISU	Computer Science Cybersecurity	43.0303	Certificate		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid Online Some portion online Traditional (face-to-face) Web/video
ISU	Cyber-Physical Systems Engineering Technology	43.0303	BAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid Hybrid
ISU	Industrial Cyber-physical Security	43.0303	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Cyber-physical Security	43.0303	ITC		Technology	Energy Systems Technology and Education Center	Idaho Falls	Regional	Hybrid
ISU	Secure Cyber Operations	43.0303	Graduate Certificate		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid Online Traditional (face-to-face) Web/video
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
LCSC	Cyber Security	43.0403	Undergraduate Certificate		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Hybrid
BSU	Analyst and Threat Intelligence	43.0404	Graduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Bachelor of Science in Cyber Operations and Resilience	43.0404	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Governance Policy Administration	43.0404	Graduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Master of Science in Cyber Operations and Resilience	43.0404	M.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Resilience Engineering	43.0404	Graduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
ISU	Advocacy	44.0201	Minor		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Advocacy (online)	44.0201	Minor		Arts and Letters	Communication, Media and Persuasion		Regional	Online Web/video
BSU	Environmental Governance	44.0401	Graduate Certificate		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
BSU	Public Administration with emphasis in Environmental, Natural Resource, and Energy Policy and Administration	44.0401	M.P.A.		School of Public Service		Boise	Statewide	Traditional (face-to-face)
BSU	Public Administration with emphasis in State and Local Government Policy and Administration	44.0401	M.P.A.		School of Public Service		Boise	Statewide	Traditional (face-to-face)
BSU	Public Policy and Administration	44.0401	Ph.D		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	State, Local and Regional Governance	44.0401	A.A.		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	State, Local and Regional Governance	44.0401	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
UI	Public Administration	44.0401	M.P.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Social Work	44.0701	B.A.		Health Sciences	School of Social Work	Twin Falls	Regional	Traditional (face-to-face)
BSU	Social Work	44.0701	M.S.W.		Health Sciences	School of Social Work	Boise Coeur d'Alene Twin Falls	Statewide	Online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Social Work	44.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Social Work	44.0701	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Social Work	44.0701	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid Traditional (face-to-face)
LCSC	Social Work	44.0701	BSW		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Social Work	44.0701	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Refugee Services	44.0799	Graduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Refugee Services	44.0799	Undergraduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Refugee Studies	44.0799	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Human Rights	44.9999	Undergraduate Certificate		School of Public Service	Human Rights	Boise	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	A.A.		Arts and Sciences	Sociology	Caldwell	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Data Sciece for the Liberal Arts	45.0102	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
UI	Data Analytics	45.0102	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	B.S.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	M.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	Minor		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
CSI	Anthropology	45.0201	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Anthropology	45.0201	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Anthropology	45.0201	BA		Arts and Letters	Anthropology	Pocatello	Regional	Hybrid
ISU	Anthropology	45.0201	MA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology	45.0201	MS		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology (online)	45.0201	BA		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	MA		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	Minor		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	MS		Arts and Letters	Anthropology		Regional	Online Web/video
NIC	Anthropology	45.0201	AA		Social and Behavioral Sciences Division	Anthropology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Anthropology	45.0201	B.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Anthropology	45.0201	M.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
ISU	Medical Anthropology	45.0203	Graduate Certificate		Arts and Letters	Anthropology		Regional	Online
ISU	Medical Anthropology	45.0203	Undergraduate Certificate		Arts and Letters	Anthropology		Regional	Online
BSU	Design Ethnography	45.0299	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online
BSU	User Experience Research: Ethnography + Design	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	User Experience Research: UX Professional Certificate	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	User Research	45.0299	Graduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	UX Design	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Some portion online
UI	Archaeological Technician	45.0301	Certificate-UG		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Criminology	45.0401	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Online Traditional (face-to-face)
BSU	Econometrics	45.0601	Graduate Certificate		Business and Economics	Economics	Boise	Regional	Hybrid
BSU	Economics	45.0601	B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.Ec		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.S.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	Minor		Business and Economics	Economics		Regional	Traditional (face-to-face)
CSI	Economics	45.0601	AA		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Economics	45.0601	BBA		Business	Finance and Economics	Pocatello	Regional	Hybrid
ISU	Economics	45.0601	BS		Business	Finance and Economics	Pocatello	Regional	Hybrid
UI	Economics	45.0601	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
CSI	Geography	45.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Geography	45.0701	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
UI	Climate Change	45.0701	Certificate-GR		College of Science	Geography and Geological Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	B.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	M.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Geography	45.0701	Ph.D.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
CWI	Geographic Information Systems	45.0702	Undergraduate Certificate		School of Social Sciences and Public Affairs	Social Sciences	Boise Nampa	Regional	Traditional (face-to-face)
ISU	Geographic Information Science (GIS)	45.0702	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geotechnology	45.0702	Minor		Science and Engineering	Geosciences		Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert		Science and Engineering	Geosciences	Idaho Falls	Regional	Hybrid
UI	Geographic Information Systems	45.0702	Certificate-UG		College of Science	Geography and Geological Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Comparitive/International Politics	45.0901	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	International Studies	45.0901	B.A.		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid
UI	International Studies	45.0901	Minor		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid
BSU	Political Communication	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	M.A.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
CSI	Political Science	45.1001	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Political Science	45.1001	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Political Science	45.1001	BA		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	BS		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	DA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science	45.1001	MA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science- Public Administration	45.1001	MPA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
NIC	Political Science and Pre-Law	45.1001	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Political Science	45.1001	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	M.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Ph.D.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Philosophy, Politics and Economics	45.1004	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	Minor		Arts and Sciences	Sociology		Regional	Traditional (face-to-face)
CSI	Sociology	45.1101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Sociology	45.1101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Sociology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Hybrid
ISU	Sociology (online)	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
ISU	Sociology (online)	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
ISU	Sociology (online)	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
ISU	Sociology: Criminology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology: Criminology	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
NIC	Sociology	45.1101	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Sociology	45.1101	B.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene Moscow	Regional	Hybrid
UI	Sociology	45.1101	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene Moscow	Regional	Hybrid
UI	Sociology	45.1101	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene Moscow	Regional	Hybrid
BSU	Urban Studies and Community Development	45.1201	B.A.		School of Public Service	Urban Studies and Community Development	Boise	Regional	Traditional (face-to-face)
BSU	Urban Studies and Community Development	45.1201	Minor		School of Public Service	Urban Studies and Community Development		Regional	Traditional (face-to-face)
NIC	Carpentry	46.0201	ITC			Carpentry		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Carpentry and Construction Technology	46.0201	ITC		Trades and Industry	Carpentry	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Electrical Apprentice	46.0302	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Electrical Emphasis	46.0302	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Electrical Apprenticeship	46.0302	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Electrical Apprenticeship	46.0302	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
LCSC	Electrical Apprenticeship	46.0302	BAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
CSI	Applied Technology and Apprenticeship - Electric Lineworker	46.0303	AAS		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Residential Construction	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Woodworking Technology	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Carpentry Management Tech	46.0415	AAS		Trades and Industry	Carpentry	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Plumbing Apprentice	46.0503	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Plumbing Emphasis	46.0503	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Plumbing Apprenticeship	46.0503	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Plumbing Apprenticeship	46.0503	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
LCSC	Plumbing Apprenticeship	46.0503	BAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
NIC	Apprenticeship - Plumbing	46.0503	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
CEI	Heating & Air Conditioning Apprentice	47.0201	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Apprenticeship - HVAC	47.0201	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC		Trades and Industry	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Industrial Systems Maintenance Technology	47.0303	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	AAS		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ATC		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ITC		Trades and Industry	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Mechatronics	47.0303	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ATC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ITC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Heavy Equipment Technician	47.0399	BTC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ITC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Auto Body Technology, Auto Collision Repair	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Auto Body Technology, Auto Refinishing	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Collision Repair Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	
CWI	Auto Body Technology	47.0603	AAS		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Auto Body Technology	47.0603	ATC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Auto Body Technology	47.0603	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Auto Body Technology	47.0603	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ATC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ITC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Refinishing	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Repair and Refinishing	47.0603	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Collision Repair Tech	47.0603	ITC		Trades and Industry	Auto Collision Repair	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	BTC		Trades and Industry	Automotive Technologies		Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Automotive Service Educational Program	47.0604	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Auto Body Technology 2	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology		Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	AAS		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	ATC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Automotive Technology (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology 2 (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	AAS		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	ATC		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Diesel Technology	47.0605	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Diesel Technology	47.0605	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Heavy Equipment/Ag Technology	47.0605	AAS		Trade and Industry	Trade and Industry	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	BTC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	ITC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Diesel Technology	47.0605	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Diesel Technology	47.0605	BTC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology 2	47.0606	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe	47.0607	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe and Powerplant	47.0608	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Powerplant	47.0608	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
CSI	Applied Technology and Apprenticeship	47.9999	AAS		Trade and Industry		Twin Falls	Regional	Hybrid
CEI	Machine Tool Technology	48.0501	AAS		Trades and Industry	Mechanical Trades	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Machine Tool Technology	48.0501	ITC		Trades and Industry	Mechanical Trades	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ITC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology 1	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology 2	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	AAS		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	Machine & CNC Technology	48.0501	ATC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	ITC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Welding Technology	48.0508	AAS		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ATC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ITC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Welding Technology	48.0508	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Heavy Equipment Welding and Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Welding and Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding and Metals Fabrication 2	48.0508	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Nuclear Welding	48.0508	Specialized Certificate		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welding	48.0508	ITC		Technology	Trade and Industrial		Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Welding Technology	48.0508	AAS		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ATC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ITC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Operator	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology	48.0510	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Programmer	48.0510	BTC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology: Machining Technology	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Machining Technology	48.0510	ATC			Business and Support Services		Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Cabinetmaking/Woodworking	48.0703	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
ISU	Digital Media	50.0102	BFA		Arts and Letters	Art	Pocatello	Regional	Some portion online Traditional (face-to-face)
UI	Dance	50.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Dance	50.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Graphic Design	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Illustration	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
NIC	Art	50.0402	AA		Communication, Fine Arts Division	Art	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Interior Architecture and Design	50.0408	Minor		College of Art and Architecture	Interior Design	Boise Coeur d'Alene	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Innovation and Design		Boise	Regional	Traditional (face-to-face)
LCSC	Game Development	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Game Development AAS	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Dance	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Theatre Arts	50.0501	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Theatre Arts	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
CSI	Theatre	50.0501	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Theatre	50.0501	BA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Hybrid
ISU	Theatre	50.0501	MA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Traditional (face-to-face)
NIC	Theatre	50.0501	AA		Communication, Fine Arts Division	Theatre	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.S.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	M.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Online
UI	Theatre Design and Technology	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Performance	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Musical Theater	50.0509	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Film and Television Arts	50.0601	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Film and Television Arts	50.0601	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
UI	Film and Television Studies	50.0601	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Film and Television Studies	50.0601	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
BSU	Cinema and Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
NIC	Photography	50.0605	AA		Communication, Fine Arts Division	Photography	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Arts Metals Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Ceramics Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Drawing and Painting Emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Art Studio Emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Photography Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Printmaking Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Sculpture Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Visual Arts	50.0701	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
CSI	Art, Visual	50.0701	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Art	50.0701	BA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	BFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	MFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
UI	Art	50.0701	B.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	M.F.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	Minor		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
CWI	Studio Art	50.0702	AA		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Traditional (face-to-face)
UI	Studio Art and Design	50.0702	B.F.A.		College of Art and Architecture	Art and Design	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	Minor		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
ISU	Art History (online)	50.0703	Minor		Arts and Letters	Art		Regional	Online Web/video
BSU	Music	50.0901	B.A.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music	50.0901	Minor		Arts and Sciences	Music		Regional	Traditional (face-to-face)
CSI	Music	50.0901	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Music Education K-12	50.0901	MME		Arts and Letters	Music		Regional	Hybrid
ISU	Music General	50.0901	Minor		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BA		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BS		Arts and Letters	Music		Regional	Hybrid
NIC	Music	50.0901	AA		Communication, Fine Arts Division	Music	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Music	50.0901	B.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	B.S.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Music, Performance	50.0903	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music, Performance	50.0903	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music, Performance	50.0903	BM		Arts and Letters	Music		Regional	Traditional (face-to-face)
ISU	Music, Performance (BM): Commercial Music option	50.0903	BM		Arts and Letters	Music	Pocatello	Regional	Traditional (face-to-face)
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard - 50.0903 2) Instrumental - 50.0903 3) Vocal - 50.0908	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Music, Composition	50.0904	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
UI	Music: Composition	50.0904	B.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Jazz Studies	50.0910	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration 2) Entrepreneurship 3) General Business	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Healthcare Simulation	51.0000	Graduate Certificate		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
CSI	Heath Science	51.0000	AS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Heath Science	51.0000	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Health Science	51.0000	AS		School of Health	Health Science	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Health Science	51.0000	BS		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Hybrid
ISU	Audiology (first 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Statewide	Hybrid

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Audiology (second 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinical on-site)	51.0203	MS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian Pocatello	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Undergraduate Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Online
ISU	Communication Sciences and Disorders: Pre-Audiology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Communication Sciences and Disorders: Pre-Speech Language Pathology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Regional	Hybrid
CEI	Dental Assisting	51.0601	ITC		Health Professions	Dental Assisting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Dental Assistant	51.0601	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Dental Assisting	51.0601	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Dental Assisting	51.0601	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CSI	Dental Hygiene	51.0602	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Dental Hygiene	51.0602	BS		Health Sciences/Health Professions	Dental Sciences	Idaho Falls Pocatello	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS		Health Sciences/Health Professions	Dental Sciences	Pocatello	Statewide	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	BS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	MS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
NIC	Dental Hygiene	51.0602	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Data Management	51.0701	Minor		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Data Management	51.0701	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
ISU	Healthcare Administration	51.0701	BS		Business	Marketing and Management	Idaho Falls Meridian Pocatello	Regional	Online
ISU	Healthcare Administration	51.0701	MHA		Business	Marketing and Management	Idaho Falls Meridian Pocatello Twin Falls	Regional	Online
ISU	Health Science	51.0705	AS		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face) Web/video
ISU	Health Information Technology	51.0707	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid
ISU	Health Information Technology: Medical Coding	51.0707	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid
NIC	Health Information Fundamentals	51.0707	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Medical Transcription	51.0708	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
CWI	Medical Administrative Support	51.0710	BTC		School of Health	Health Professions	Nampa	Regional	Online Traditional (face-to-face)
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	ITC		School of Health	Health Science	Boise	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Receptionist	51.0712	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Receptionist	51.0712	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Medical Coding	51.0713	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Medical Biller/Coder	51.0713	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Billing Specialist	51.0714	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Applications & Office Technology/Healthcare Document Management	51.0716	BTC		Business and Professional Programs	Computer Applications & Office Technology		Regional	
NIC	Medical Administrative Assistant	51.0716	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Population and Health Systems Management	51.0722	Master		Health Sciences	School of Allied Health	Boise	Regional	Online
CEI	Medical Assisting	51.0801	AAS		Health Professions	Medical Assistant Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Medical Assistant	51.0801	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Medical Assistant	51.0801	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Medical Assistant	51.0801	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
ISU	Medical Assisting	51.0801	AAS		Technology	Health Occupations		Regional	Traditional (face-to-face)
LCSC	Medical Assistant	51.0801	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Assistant	51.0801	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Assistant	51.0801	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Occupational Therapy Assistant	51.0803	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid Online
ISU	Pharmacy Technology	51.0805	ATC		Technology	Health Occupations	Pocatello	Regional	Hybrid Online
LCSC	Pharmacy Technology	51.0805	ITC		Career and Technical Education		Lewiston	Regional	Traditional (face-to-face)
NIC	Pharmacy Technology	51.0805	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Physical Therapist Assistant	51.0806	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Physical Therapist Assistant	51.0806	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
CWI	Physical Therapist Assistant	51.0809	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face) Web/video
CSI	Emergency Medical Services	51.0904	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	ATC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Emergency Medical Services	51.0904	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Paramedics	51.0904	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Paramedics	51.0904	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Community Paramedic	51.0904	Undergraduate Certificate		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Paramedic Science	51.0904	AS		Health Sciences/Health Professions	Emergency Services	Idaho Falls Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Paramedic Science	51.0904	Undergraduate Certificate		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
BSU	Computed Tomography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Diagnostic Medical Sonography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Magnetic Resonance Imaging	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Radiologic Science	51.0907	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CSI	Radiologic Technology	51.0907	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Radiographic Science	51.0907	BS		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Hybrid
LCSC	Radiographic Science	51.0907	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Hybrid
BSU	Respiratory Care	51.0908	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Respiratory Therapy	51.0908	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Respiratory Therapy	51.0908	AS		Technology	Health Occupations	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
CEI	Surgical Technology	51.0909	AAS		Health Professions	Surgical Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Surgical Technology	51.0909	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
CWI	Surgical Technology	51.0909	ITC		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	Surgical Technology	51.0909	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Diagnostic Medical Sonography	51.0910	Undergraduate Certificate		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Traditional (face-to-face)
LCSC	Medical Diagnostic Imaging	51.0910	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
LCSC	Radiographic Science	51.0911	AS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Radiography Technology	51.0911	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Physician Assistant Studies	51.0912	MPAS		Health Sciences/Health Professions	Physician Assistant Studies	Caldwell Meridian Pocatello	Statewide	Traditional (face-to-face)
ISU	Physician Assistant Studies: Pre-Physician Assistant	51.0912	Minor		Health Sciences/Health Professions	Physician Assistant Studies	Meridian Pocatello Twin Falls	Regional	Hybrid Some portion online
BSU	Athletic Training	51.0913	Master		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Athletic Training	51.0913	MS			Education		Regional	Traditional (face-to-face)
ISU	Athletic Training	51.0913	MSAT		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
UI	Athletic Training	51.0913	D.A.T		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Athletic Training	51.0913	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
CEI	Radiation Safety Technologies	51.0916	ITC		Health Professions	Radiation Safety Technologies	Idaho Falls	Regional	Traditional (face-to-face)
NIC	Medical Laboratory Technology	51.1004	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
CEI	Central Processing Technology	51.1012	BTC		Health Professions		Idaho Falls	Regional	Traditional (face-to-face)
UI	Medical Sciences	51.1099	B.S.		College of Science		Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Dental Studies	51.1101	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Pre-Medical Studies	51.1102	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Medical Related Fields	51.1102	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Pharmacy (pre)	51.1103	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Pre-Health Professionals	51.1199	Minor		College of Science		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI		Moscow	Regional	Traditional (face-to-face)
BSU	Addiction Studies	51.1501	Minor		Health Sciences	School of Social Work		Regional	
ISU	Marital, Couple and Family Counseling	51.1505	M Coun		Health Sciences/Health Professions	Counseling		Regional	Hybrid
ISU	Clinical Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Counseling	51.1508	Ed S		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions			Regional	Hybrid

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Genetic Counseling	51.1509	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph.D.		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA		Business			Statewide	Hybrid
ISU	MBA/PharmD	51.2001	Pharm D		Health Sciences/Pharmacy			Statewide	Hybrid
ISU	Pharmacy (1-4 years)	51.2001	Pharm D		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy (3rd-4th years)	51.2001	Pharm D		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Meridian	Statewide	Hybrid
ISU	Philosophy	51.2001	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS			Natural Science		Regional	Online Traditional (face-to-face) Web/video
ISU	Pharmaceutical Sciences	51.2010	Minor		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph.D.		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy Technology	51.2010	BTC		Technology	Health Occupations	Pocatello	Regional	Hybrid
BSU	Public Health	51.2201	B.A.		Health Sciences	Community and Environmental Health	Boise	Regional	Online
BSU	Public Health	51.2201	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Master		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Online
CWI	Public Health	51.2201	AA		School of Health	Health Science	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Public Health	51.2201	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Traditional (face-to-face)
ISU	Public Health	51.2201	MPH		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Statewide	Hybrid
ISU	Community and Public Health: Addiction Studies	51.2207	Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Traditional (face-to-face)
ISU	Community Health Worker	51.2207	Undergraduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Online
ISU	Health Education	51.2207	BA			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	MHE		Health Sciences/Health Professions	Community and Public Health	Pocatello	Statewide	Hybrid
ISU	Rural Health	51.2207	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Online Web/video
BSU	Health Services Leadership (Discontinued)	51.2299	Graduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Data-Driven Decision Making	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Health Services Leadership, Environmental Health and Social Justice	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Management and Leadership	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Promotion Through the Life Course	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
ISU	Occupational Therapy	51.2306	DPT			Biomedical and Pharmaceutical Sciences		Statewide	Hybrid
ISU	Occupational Therapy	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Pocatello	Statewide	Hybrid
ISU	Occupational Therapy Expansion	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Boise Caldwell Meridian	Statewide	Traditional (face-to-face) Web/video
CSI	Physical Therapist Assistant	51.2308	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Physical Therapy	51.2308	DPT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Meridian Pocatello	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	M Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Traditional (face-to-face) Web/video
UI	Rehabilitation Counseling and Human Services (discontinued)	51.2310	M.Ed.		College of Education, Health and Human Sciences	Leadership and Counseling	Boise Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
ISU	Animal Assisted Therapy	51.2313	Graduate Certificate		Health Sciences/Health Professions	Counseling	Pocatello	Regional	Traditional (face-to-face)
ISU	Rehabilitation and Communication Sciences	51.2314	Ph.D.		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Health Informatics	51.2706	MS		Business	Informatics	Pocatello	Regional	Hybrid Online
ISU	Health Informatics (online)	51.2706	MS		Health Sciences/Health Professions	Community and Public Health	Boise Caldwell Coeur d'Alene Idaho Falls Lewiston Meridian Moscow Nampa Pocatello Post Falls Twin Falls	Regional	Online
ISU	Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Hybrid
ISU	Dietetics Internship	51.3101	PB Cert		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian Pocatello	Regional	Hybrid
ISU	Instructional unit: Department of Nutrition and Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian Pocatello Twin Falls	Regional	
ISU	Nutrition	51.3101	MS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Nutrition/Dietetic Internship	51.3101	MS in Nutrition		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online
ISU	Nutrition/Dietetic Internship	51.3101	MS/DI		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online
UI	Dietetics	51.3101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Biomedical Ethics	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics (online)	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy		Regional	Online Web/video
ISU	Biomedical Ethics (online)	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy		Regional	Online Web/video
BSU	Nursing	51.3801	B.S.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.N.		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.S.N.		Health Sciences	School of Nursing	Boise	Regional	Online
CEI	Practical Nurse to Registered Nurse Bridge	51.3801	AAS		Health Professions	Registered Nursing Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Registered Nursing	51.3801	AAS		Health Professions	Registered Nursing Technology	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Nursing, Registered	51.3801	AS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Nursing (Professional)	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)
CWI	Nursing - Registered	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)
CWI	Professional Nursing	51.3801	AS		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Nursing	51.3801	DNP (Post Master's)		Health Sciences/Nursing	Nursing	Meridian Pocatello	Statewide	Online
ISU	Nursing	51.3801	MS		Health Sciences/Nursing	Nursing	Meridian Pocatello	Statewide	Online
ISU	Nursing	51.3801	Ph.D.		Health Sciences/Nursing	Nursing	Pocatello	Statewide	Online
ISU	Nursing (Accelerated)	51.3801	BS		Health Sciences/Nursing	Nursing	Meridian	Regional	Hybrid
ISU	Nursing (Accelerated) Expansion to Pocatello	51.3801	BS		Health Sciences/Nursing	Nursing	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
ISU	Nursing (BSRN Completion)	51.3801	BS		Health Sciences/Nursing	Nursing	Pocatello Twin Falls	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Nursing (Traditional)	51.3801	BS		Health Sciences/Nursing	Nursing	Idaho Falls Pocatello	Regional	Hybrid
ISU	Nursing: Education Option	51.3801	MS Option		Health Sciences/Nursing	Nursing		Regional	Online
ISU	Nursing: Family Nurse Practitioner Option	51.3801	MS Option		Health Sciences/Nursing	Nursing		Regional	Online
ISU	Registered Nursing	51.3801	AS		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
NIC	Nursing (RN)	51.3801	AS		Nursing	Nursing	Coeur d'Alene	Regional	Traditional (face-to-face) Web/video
LCSC	Nursing Leadership and Management	51.3802	Graduate Certificate		Professional Studies	Nursing and Health Sciences		Regional	Online
ISU	Psychiatric Mental Health Nurse Practitioner from FNP	51.3810	Graduate Certificate		Health Sciences/Nursing	Nursing		Regional	Online
BSU	Adult Gerontology	51.3818	Graduate Certificate		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Adult-Gerontology Nurse Practitioner: Acute Care	51.3818	M.N.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
ISU	Nursing Practice	51.3818	DNP		Health Sciences/Nursing	Nursing	Pocatello	Statewide	Online
CEI	Practical Nursing	51.3901	ITC		Health Professions	Practical Nursing Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Nursing, Practical	51.3901	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Practical Nursing	51.3901	ITC		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Practical Nurse- Veteran to Nurse Option	51.3901	ITC		Technology	Health Occupations		Regional	Hybrid
ISU	Practical Nursing - Traditional Option	51.3901	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Multiple		Lewiston	Regional	Traditional (face-to-face)
NIC	Nursing (PN)	51.3901	ITC		Nursing	Nursing	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Nursing Assistant	51.3902	BTC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Studies	51.9999	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
CSI	Health Promotion	51.9999	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Business Administration	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	General Business	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
ISU	Business	52.0101	AS		Business	General Business	Pocatello	Regional	Online Traditional (face-to-face)
ISU	General Business	52.0101	BBA		Business	General Business	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	General Business (online)	52.0101	BBA		Business	General Business		Regional	Online Web/video
ISU	General Business: Online Degree Completion	52.0101	BS		Business	Marketing and Management		Regional	Online
NIC	Business Leadership	52.0101	BTC		Business and Professional Programs	Business Leadership		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Business Management	52.0101	AAS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Business Management	52.0101	BTC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Business Management	52.0101	ITC		Business and Professional Programs			Regional	Hybrid Online Traditional (face-to-face) Web/video
BSU	Business Administration	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Online Traditional (face-to-face)
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Entrepreneurship Management	52.0201	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Human Resource Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Human Resource Management	52.0201	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Online
CEI	Business Management	52.0201	AAS		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Business Management	52.0201	ITC		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Business, General	52.0201	AA		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Business	52.0201	AA		School of Business, Communication and Technology	Business	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Informatics Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Administration	52.0201	PB Cert		Business	Business Administration		Regional	Hybrid
ISU	Business Administration (for Non-Business Majors only)	52.0201	Minor		Business	Business Administration	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Business Administration: Online	52.0201	MBA		Business	Business Administration		Regional	Online
ISU	Business Administration: Traditional	52.0201	MBA		Business	Business Administration	Idaho Falls Pocatello	Regional	Hybrid
ISU	Business Informatics (online)	52.0201	BBA		Business	Informatics		Regional	Online Web/video
ISU	Management	52.0201	BBA		Business	Marketing and Management		Regional	Traditional (face-to-face)
ISU	Management (online)	52.0201	BBA		Business	Marketing and Management		Regional	Online Web/video
ISU	Nutrition (MS): Management Emphasis	52.0201	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise Caldwell Idaho Falls Meridian Nampa Pocatello Twin Falls	Regional	Hybrid
LCSC	Business Administration	52.0201	AS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Administration	52.0201	BA		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
NIC	Business Administration	52.0201	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Business	52.0201	Minor		College of Business and Economics	Business	Moscow	Regional	Online
UI	Entrepreneurship	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	General Management	52.0201	M.B.A.		College of Business and Economics	Business	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Small Business Management	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	
CEI	Legal Studies and Paralegal Training	52.0202	BTC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
BSU	Supply Chain Management	52.0203	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Supply Chain Management	52.0203	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Supervision	52.0205	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Operations Management	52.0205	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
CWI	Transportation Management	52.0209	AS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CSI	Retail Managment	52.0212	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Business Bridge to Career	52.0213	Undergraduate Certificate		Business and Economics		Boise	Regional	Traditional (face-to-face)
BSU	Leadership and Human Relations	52.0213	Undergraduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	Business Operational Excellence	52.0299	M.B.O.E.		Business and Economics		Boise	Regional	Traditional (face-to-face)
NIC	Business	52.0299	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Accountancy	52.0301	B.B.A.		Business and Economics	Accountancy	Boise Twin Falls	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	Minor		Business and Economics	Accountancy		Regional	Traditional (face-to-face)
BSU	Accountancy (Online Program)	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accountancy Foundations	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online Traditional (face-to-face)
BSU	Accountancy Taxation	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accounting Foundations	52.0301	Graduate Certificate		Business and Economics	Accountancy	Boise	Regional	Online Traditional (face-to-face)
CEI	Accounting Paraprofessional	52.0301	AAS		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Applied Accounting Clerk	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Applied Accounting Clerk Technical Certificate	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Accountancy	52.0301	BBA		Business and Information Systems		Boise	Regional	Hybrid Traditional (face-to-face)
ISU	Accountancy	52.0301	MACC		Business	Accounting	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Accountancy: Taxation Emphasis	52.0301	MACC		Business	Accounting	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Accounting	52.0301	BBA		Business	Accounting	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
UI	Accountancy	52.0301	M.Acct.	Emphasis: 1) Taxation 2) Audit and Fraud Examination	College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
UI	Accounting	52.0301	B.S.		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Accounting	52.0301	Minor		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
UI	Business Analytics	52.0301	Certificate-UG		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
CSI	Accounting/Bookkeeping	52.0302	AAS		Business and Information Systems		Twin Falls	Regional	Some portion online Traditional (face-to-face)
CWI	Applied Accounting	52.0302	AAS		School of Business, Communication and Technology	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Applied Accounting	52.0302	ATC		School of Business, Communication and Technology	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	AAS		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	ATC		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Professional Bookkeeping	52.0302	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Online Traditional (face-to-face)
ISU	Accounting Technology	52.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Accounting Technology	52.0302	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Applied Accounting	52.0302	AAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Applied Accounting	52.0302	ATC		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Applied Accounting	52.0302	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	AAS		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ATC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ITC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Office Professional	52.0401	AAS		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Office Specialist	52.0401	ITC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Professional Development/Business Application	52.0401	BTC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist	52.0401	AAS		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ATC		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ITC		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Administrative Support Technology	52.0401	AAS		School of Business, Communication and Technology	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ATC		School of Business, Communication and Technology	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	BTC		School of Business, Communication and Technology	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ITC		School of Business, Communication and Technology	Business		Regional	Hybrid Traditional (face-to-face)
ISU	Business Technology - Administrative Management	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
LCSC	Administrative Management	52.0401	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Management	52.0401	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Administrative Assistant	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Administrative Office Management Technology	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Administrative Office Management Technology	52.0401	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Business Technology	52.0407	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Online
CWI	Business Writing	52.0407	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Online
CWI	Office Management	52.0407	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Online
ISU	Business Informatics	52.0407	BBA		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Business Technology	52.0407	BTC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Office Technology	52.0408	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Computer Applications and Office Technology	52.0408	BTC			Computer Applications & Office Technology		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Office Specialist/Receptionist	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Office Technology	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Applications	52.0499	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Virtual Administrative Assistant	52.0499	ITC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BA		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BS		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online Traditional (face-to-face)
BSU	Business Economics	52.0601	B.B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
UI	Business Economics	52.0601	B.S.	Options: 1) General 2) Financial Economics 3) PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Entrepreneurship	52.0701	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
CSI	Business Management/Entrepren	52.0701	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Business Management/Entrepren	52.0701	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Entrepreneurship and Small Business Management	52.0701	Undergraduate Certificate		School of Business, Communication and Technology	Business	Nampa	Regional	Hybrid Traditional (face-to-face)
LCSC	Entrepreneurship	52.0701	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Hybrid
NIC	Entrepreneurship	52.0701	Undergraduate Certificate		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Finance	52.0801	B.B.A.		Business and Economics	Finance	Boise	Regional	Traditional (face-to-face)
BSU	Finance	52.0801	Minor		Business and Economics	Finance		Regional	Traditional (face-to-face)
ISU	Finance	52.0801	BBA		Business	Finance and Economics	Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Finance (online)	52.0801	BBA		Business	Finance and Economics		Regional	Online Web/video
ISU	Financial Literacy	52.0801	Certificate		Business	Finance and Economics	Pocatello	Regional	Hybrid Online Some portion online
UI	Finance	52.0801	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Trading and Capital Management	52.0810	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
ISU	Hospitality Management	52.0901	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid Online
ISU	Hospitality Management	52.0901	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid Online
LCSC	Hospitality Management	52.0901	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BA			Accounting		Regional	Online Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Hospitality Management	52.0901	BS			Accounting		Regional	Online Traditional (face-to-face)
NIC	Hospitality Management	52.0901	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ITC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Hospitality Management	52.0904	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Hospitality Management	52.0904	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Front Office Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Rooms Division Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Food & Beverage Management	52.0905	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Human Resource Development	52.1001	Certificate-GR		College of Education, Health and Human Sciences	Leadership and Counseling	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Management and Human Resources	52.1001	B.S.	Emphasis: 1) Management - 52.1001 2) Human Resources Management - 52.1001 3) Entrepreneurship and Small Business Management; 52.0201 3) PGA Golf Management - 52.1001	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Human Resource Development	52.1005	MS		Education	Organizational Learning and Performance	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Human Resource Development (online)	52.1005	MS		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
ISU	Organizational Leadership	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Training and Development	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
ISU	Workplace Training and Leadership	52.1005	BS		Education	Organizational Learning and Performance	Idaho Falls Pocatello Twin Falls	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	International Business	52.1101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	International Business	52.1101	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
UI	International Business	52.1101	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Mangement Information Systems	52.1201	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
BSU	Business and Economic Analytics	52.1301	B.S.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Business Management	52.1301	BA		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Business Management	52.1301	BS		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BA			Accounting		Regional	Online Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BS			Accounting		Regional	Online Traditional (face-to-face)
CWI	Business Analytics	52.1302	Undergraduate Certificate		School of Business, Communication and Technology	Business	Nampa	Regional	Online Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	B.B.A.		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	Minor		Business and Economics	Marketing		Regional	Traditional (face-to-face)
BSU	Marketing Communications emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
CEI	Marketing and Management (Discontinued)	52.1401	ATC			Business Technologies		Regional	Traditional (face-to-face)
CWI	Digital Marketing	52.1401	BTC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Boise Nampa	Regional	Online
CWI	Marketing Communications	52.1401	AAS		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ATC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ITC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	AAS		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ATC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ITC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid Traditional (face-to-face)
ISU	Marketing	52.1401	BBA		Business	Marketing and Management		Regional	Hybrid
ISU	Marketing (online)	52.1401	BBA		Business	Marketing and Management		Regional	Online Web/video
ISU	Nutrition (MS): Marketing Emphasis	52.1401	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise Caldwell Idaho Falls Meridian Nampa Pocatello Twin Falls	Regional	Hybrid
ISU	Professional Sales	52.1401	Certificate		Business	Marketing and Management	Idaho Falls Pocatello	Regional	Hybrid Online Traditional (face-to-face)
UI	Marketing	52.1401	B.S.	Emphasis: 1) General Marketing 2) Entrepreneurship 3) PGA	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
				Golf Management 4) Marketing Analytics 5) Sales Management					
UI	Marketing	52.1401	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Business Analytics	52.1402	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Innovation and Design: Emerging Applications	52.1499	Undergraduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
ISU	Taxation	52.1601	MTax		Business	Accounting	Pocatello	Regional	Traditional (face-to-face)
LCSC	Retailing	52.1803	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Sales Management	52.1804	Minor		College of Business and Economics	Business	Moscow	Regional	Online Traditional (face-to-face)
BSU	Construction Management	52.2001	B.S.		Engineering	Construction Management	Boise	Regional	Traditional (face-to-face)
BSU	Construction Management	52.2001	Minor		Engineering	Construction Management		Regional	Traditional (face-to-face)
LCSC	Bachelor of Applied Science	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bachelor of Applied Science: Business	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Hybrid Online
LCSC	Business Management and Marketing	52.9999	AAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Management and Marketing	52.9999	ATC		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Management and Marketing	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
BSU	Environmental History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	Gender/Women's History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	General History with Geographic Focus	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	M.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History for Secondary Educators	54.0101	Graduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of Faith and Ideology	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of Law, Justice, and Power	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of War, Conflict and Society	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
CSI	History	54.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	History	54.0101	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	History	54.0101	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	History (online)	54.0101	BA		Arts and Letters	History		Regional	Online Web/video
ISU	History (online)	54.0101	MA		Arts and Letters	History		Regional	Online Web/video
ISU	History (online)	54.0101	Minor		Arts and Letters	History		Regional	Online Web/video
LCSC	History	54.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	History	54.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	History	54.0101	AA		Social and Behavioral Sciences Division	History	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	History	54.0101	B.A.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	B.S.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	M.A. Ph.D.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
UI	History	54.0101	Minor		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
ISU	History	54.0105	MA		Arts and Letters	History	Pocatello	Regional	Hybrid
ISU	Dentistry, Advanced General	60.0199	Cert of Completion		Health Sciences/Health Professions	Dental Sciences	Meridian	Regional	Traditional (face-to-face)
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert		Health Sciences/Health Professions	Dental Sciences	Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.		Health Sciences/Health Professions	Dental Sciences	Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Family Medicine Residency	61.0701	Cert of Completion		Health Sciences/Health Professions	Family Medicine Residency	Pocatello	Regional	Hybrid

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

SUBJECT

Board Policy III.N., Statewide General Education – First Reading

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. clarifying oral communication competencies.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. amending the makeup of the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.
August 2018	The Board approved the first reading of proposed amendments to Board Policy III.N. establishing a common course indexing system within the General Education Matriculation (GEM) framework to assist with transfer.
October 2018	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2019	The Board approved the first reading of proposed amendments to Board Policy III.N. clarifying process for changes to common course index.
October 2019	The Board approved the second reading of proposed amendments to Board Policy III.N.
October 2020	The Board approved the first reading of proposed amendments to Board Policy III.N. designating the Executive Director or designee as chair of the GEM Committee.
December 2020	The Board approved the second reading of proposed amendments to Board Policy III.N.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. and III.V.
Section 33-3729, Idaho Code

BACKGROUND/DISCUSSION

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. In addition to Board Policy III.V. Articulation and Transfer, which governs the articulation of students and transfer of credits between Idaho's public postsecondary institutions, Section 33-

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

3729, Idaho Code, states students who “completed the general education framework as defined by the state board of education, without an associate of arts or associate of science degree, and transfers from a postsecondary institution in Idaho accredited by a regional accrediting body recognized by the state board of education will not be required to complete additional general education requirements at the receiving Idaho public postsecondary institution.” This would be inclusive of any institutionally designated general education courses. Board policy III.N. defines that general education framework.

Consistent with Board Policy III.N., faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas. At the October 2020 General Education Summit, the GEM Committee and Board staff facilitated a process with faculty discipline groups to conduct a thorough review and revision of the six GEM competencies.

Proposed amendments primarily clarify and streamline competency language in policy and shared rubrics for all GEM areas. Scientific Ways of Knowing amendments include updating lab course requirements. Throughout the pandemic, delivery of lab classes proved challenging under physical distancing requirements and other restrictions. As a result, this discipline group recommended updating the language to maintain quality delivery and ensure that students meet learning outcomes. Amendments were also made to Social and Behavioral Ways of Knowing, which updates the number of required competencies from four to five.

Other amendments include expanding the membership of the General Education Committee to include members representing digital learning, dual credit, and open education.

IMPACT

Approval of the proposed amendments will conclude the inaugural three-year review cycle for the Idaho GEM framework and improve alignment between institution, state, and national outcomes for discipline areas.

ATTACHMENTS

Attachment 1 - Board Policy III.N., Statewide General Education – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The GEM Committee divided into work groups for each GEM competency area and facilitated several work sessions ahead of the annual general education summit. The main purpose of the work session was to review and update, if necessary, GEM competencies as part of a formal three-year review cycle. This process provided more opportunities for faculty to engage in discussion and validation of competencies than in previous years. The resulting changes will streamline and clarify GEM competency requirements and intended outcomes for

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

students.

Amendments were presented to the GEM Committee on January 22, 2021 and March 17, 2021; to the Council on Academic Affairs and Programs on February 4, 2021; and to the Board's Instruction, Research and Student Affairs Committee at their August 13, 2021 meeting.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: N. Statewide General Education

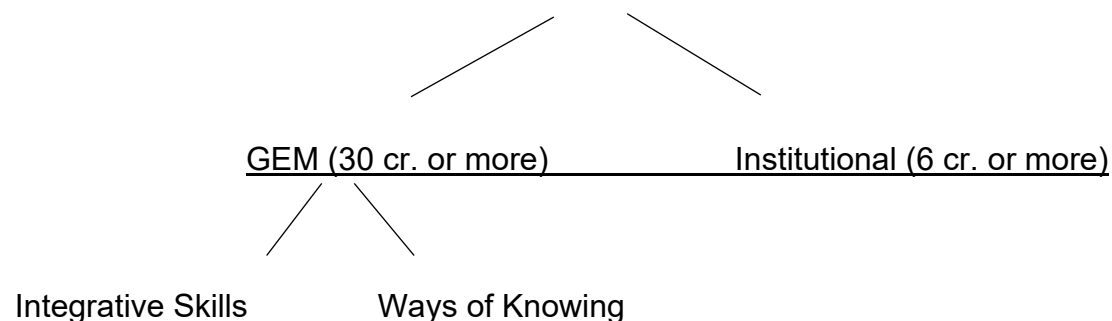
~~December 2020~~October 2021

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new opportunities as they arise as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with major coursework, general education curriculum prepares students to use multiple strategies in an integrative manner to explore, critically analyze, and creatively address real-world issues and challenges. General education coursework provides students with an understanding of self, the physical world, and human society—its cultural and artistic endeavors as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship, and prepares them to be adaptive, life-long learners.

This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. The state of Idaho’s general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:
 - a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy, and
 - b. Six (6) or more credits of the general education curricula, which are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General education framework reflecting AAC&U Essential Learning Outcomes



2. The intent of the general education framework is to:
 - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses
 - b. Establish shared rubrics that guide course/general education program assessment; and
 - c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. The GEM competency areas are as listed:
 - a. Written Communication
 - b. Oral Communication
 - c. Mathematical Ways of Knowing
 - d. Scientific Ways of Knowing
 - e. Humanistic and Artistic Ways of Knowing
 - f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies:
 - a. Written Communication
Upon completion of a course in this category, students are able to demonstrate the following competencies:
 - i. Use flexible writing process strategies to generate, develop, revise, ~~edit, and~~ proofread, ~~and edit~~ texts.
 - ii. Adopt strategies and genre appropriate to the rhetorical situation.
 - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
 - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
 - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
 - vi. Use appropriate conventions for integrating, citing, and documenting source material ~~as well as for surface-level language and style.~~
 - vii. Read, interpret, and communicate key concepts in writing and rhetoric.

 - b. Oral Communication
Upon completion of a course in this category, students are able to demonstrate the following competencies:

- i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
 - ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
 - iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
 - iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
 - v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
 - vi. Understand-Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. Mathematical Ways of Knowing
Upon completion of a course in this category, a student is able to demonstrate the following competencies:
- i. Read, interpret, and communicate mathematical concepts.
 - ii. Represent and interpret information/data.
 - iii. Select, execute and explain-Use appropriate strategies/procedures when solving mathematical problems.
 - iv. Apply quantitative reasoning to dDraw reasonable conclusions based on quantitative information and support appropriate conclusions.
- d. Scientific Ways of Knowing
Upon completion of a non-lab course in this category, a student is able to demonstrate at least four (4) of the following competencies i-iv: A student is able to demonstrate all five competencies, i-v, upon completion of a lab course.
- i. Apply foundational knowledge and models of a discipline in the natural or physical or natural sciences to analyze and/or predict phenomena.
 - ii. Understand the scientific method and aApply scientific reasoning to critically evaluate arguments assertions.
 - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
 - iv. Describe the relevance of specific scientific principles to the human experience.
 - v. Form and tTest a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and/or analysis to form a defensible conclusion.
- e. Humanistic and Artistic Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

- i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply ~~terminologies~~, methodologies, approaches, or traditions~~processes, epistemologies, and traditions~~ specific to the discipline(s).
 - iii. ~~Perceive and understand~~ Differentiate formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
 - v. Interpret artistic ~~and~~/or humanistic works through the creation of art, language, or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, ~~intellectual elasticity~~, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate at least four (4) all five (5) of the following competencies.
- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. ~~Develop an understanding of~~ Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
 - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
 - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
 - v. ~~Understand and appreciate~~ Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirements

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by course prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
 - ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science (AAS) degrees.

The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

- c. GEM courses and institutionally designated courses shall transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.
- 6. Governance of the General Education Program and Review of Courses
 - a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.
 - b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common-indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x####).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Matriculation Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Matriculation Committee prior to Board approval. The request to remove a common-indexed course from an institution's academic catalog must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall be submitted no less than a year in advance and provide rationale for the inability to offer the course.

- c. The General Education Matriculation (GEM) Committee shall consist of a Board-appointed representative from each of the institutions; a representative from the Division of Career Technical Education; a representative from the Idaho Registrars Council, ~~as an ex-officio member~~; [a representative from the digital learning community](#); [a representative from the dual credit community](#), [a representative from open education community](#); and the Executive Director of the Board, or designee, who shall serve as the chair of the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The GEM Committee reports to the Council on Academic Affairs and Programs.
- d. The institutions shall identify all general education courses in their curricula and identify them in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

SUBJECT

Board Policy III.G., Postsecondary Program Approval and Discontinuance and
Board Policy III.H. Program Review – Second Reading

REFERENCE

February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.
April 18, 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy, which was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.
October 17, 2019	The Board approved the first reading of proposed amendments, which adds baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consist of new state appropriations.
December 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
June 10, 2020	The Board approved a one year, partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved an extension of the partial waiver of the requirement for full proposals in Board Policy III.G.3.d. and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved the first reading of proposed amendments to Board Policy III.G, which reorganizes and streamlines proposal requirements and provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.
and III.H.
Section 33-2107A, Idaho Code

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

BACKGROUND/DISCUSSION

Proposed amendments reorganize the structure of Board Policy III.G and streamline the proposal requirements into three main routes for review and/or approval. This includes a full proposal process, short proposal process, and notification letter process. The most notable change provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes. Amendments were shared with the Technical College Leadership Council on August 12, 2021, which resulted in modifications for the submission of non-substantial changes.

The amendments to Board Policy III.G renders Board Policy III.H duplicative and unnecessary. Due to the reorganization of Board Policy III.G. and number of amendments the existing policy is being replaced in its entirety by the version provided in Attachment 1.

IMPACT

Approval of proposed amendments will create efficiencies and streamline review and approval requirements for staff at institutions and at the Board office. These new efficiencies will enable institutions to notify accrediting bodies in a timelier manner and meet their respective catalog timelines. Board action will also repeal Board Policy III.H.

ATTACHMENTS

- Attachment 1 – Board Policy III.G. Postsecondary Program Approval and Discontinuance – Second Reading
- Attachment 2 – Board Policy III.G. Postsecondary Program Approval and Discontinuance – Current Version
- Attachment 3 – Board Policy III.H. Program Review – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments will create efficiencies and improve procedures related to the review and approval of postsecondary programs. The following changes were made between the first and second reading of these policy amendments:

- Removal of microcertification requests from the Career Technical Short Proposal subsection (4.b).
- Creation of a new subsection (4.d) requiring requests for microcertifications to be submitted via a template developed by the Division of Career Technical Education
- Addition of “State” to the title of “Administrator” throughout the policy and clarification that the Executive Director or designee, in addition to the State Administrator, shall approve requests related to career technical programs.
- Addition of modifications to academic instructional or administrative units to the Short Proposal section.
- Removal of the deviation from program credit definitions from the Career Technical Short Proposal subsection (4.b.)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021

- Removal of three actions related to online format and delivery from the Career Technical Letter of Notification subsection (4.c.) to the Career Technical Short Proposal subsection (4.b.)
- One or two minor technical corrections.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move approve the second reading of Board Policy III.H. Program Review, repealing the policy in its entirety, as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: G. Postsecondary Program Review Approval

August 2021

This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

1. Classifications and Definitions

- a. Academic Program shall mean a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential as defined in Board Policy Section III.E.
- b. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution. For the purposes of this policy, a certificate is not an academic program component.
- c. Administrative Unit shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- d. Career Technical Program shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring a career technical certificate or degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills.
- e. Career Technical Program Component shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course.
- f. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. This includes the impact of moving resources from existing programs to proposed programs.
- g. Full Proposal shall mean a document submitted to the Board Office that contains details about substantive changes to academic or career technical education programming or administration that require review and approval by the full Board or the Executive Director of the Board or designee, as specified in this policy. The

Full Proposal template is developed and maintained by the Executive Director or designee.

- h. Instructional Unit shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- i. Letter of Notification shall mean a letter from the institution to the Executive Director or designee, notifying the Board Office of changes to academic or career technical education programming or administration that do not require advanced approval by the Board or the Executive Director or designee, as specified in this policy.
- j. Major shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject matter major serves to distinguish one program from others leading to the same or a similar degree.
- k. Short Proposal shall mean a document submitted to the Board Office that contains details about non-substantive changes to academic or career technical education programming or administration that require review and approval by the Executive Director or designee, as specified in this policy. The Short Proposal template is developed and maintained by the Executive Director or designee.

2. Roles and Responsibilities

Program planning, review, and approval shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy III.Z.

- a. Each institution shall establish and maintain policies and procedures for evaluating existing programs and developing new program proposals. This evaluation process should be an integral component of the institution's academic and career technical education planning and budgeting processes.
- b. New program proposals and discontinuation requests shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator [of the Idaho Division of Career Technical](#)

Education is authorized to approve academic microcertifications developed by the institutions in addition to career technical microcertifications.

- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs for educator certification purposes. Educator preparation program approval for state certification purposes is governed by Administrative Code through a separate process. The processes for earning approval for certification should be conducted concurrently with the program approval process when practicable.

3. Academic Programming and Administration Proposal Submission and Approval

a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, actions related to academic programs or units identified in this subsection require approval by the Board or the Executive Director or designee as indicated, and shall be submitted by the institution ~~to the Executive Director or designee~~ as a Full Proposal.

i. The following actions require approval by the Board:

- 1) Establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. A location of an institution that is geographically apart and independent of the main campus is permanent in nature; offers at least 50% of the courses of an educational program leading to a degree, certificate, or other educational credential; has its own faculty and administrative organization; and has its own budgetary and hiring authority as defined by 34 CFR 600.2. Subsection 3.a.i.1 excluding the community colleges.
- 2) Establishment of any new academic undergraduate or graduate program with a financial impact of \$250,000 or more per fiscal year.
 - a) All doctoral program proposals shall require an external peer review, regardless of financial impact. The external peer-review panel shall consist of at least two (2) members and will be selected by the Executive Director or designee and the requesting institution's Chief Academic Officer. Board staff shall notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the

Executive Director or designee. The peer reviewer report and recommendations shall be a significant factor in the Board's evaluation of the program.

- b) New educator preparation programs require concurrent submission of a Full Proposal to the Executive Director or designee and the Professional Standards Commission (PSC), regardless of financial impact. The PSC ensures programs meet the Idaho standards for educator certification. The Executive Director or designee ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established by rule in Administrative Code. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.
 - 3) Establishment by a community college of any new applied baccalaureate program, pursuant to Section 33-2107A Idaho Code.
 - 4) Establishment of any new program with academic program fees as defined in Board Policy Section V.R.
 - 5) Adding program fees to existing programs requires full Board approval consistent with Board Policy Section V.R; however, such changes do not require submission of a Full Proposal.
- ii. The following actions require approval by the Executive Director or designee:
- 1) Establishment of any new academic undergraduate or graduate program with a financial impact of less than \$250,000 per fiscal year.
 - 2) Discontinuation of an academic undergraduate or graduate program or instructional or administrative unit.
 - 3) Establishment of any new instructional or administrative unit.
 - 4) Establishment of any new academic undergraduate and graduate certificates consisting of more than 30 credits and with a financial impact of \$250,000 or more per fiscal year.
 - 5) Expansion of an existing program outside an institution's Designated Service Region as defined in Board Policy III.Z.
 - 6) Conversion of a program option into a stand-alone program with a financial impact of \$250,000 or more per fiscal year.
 - 7) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of \$250,000 or more per fiscal year.
 - 8) Consolidation of two or more graduate programs into one program.
 - 9) Splitting of a graduate program into two or more programs.
 - 10) Addition of existing certificates or degrees to existing programs with a financial impact of \$250,000 or more per fiscal year.

Each Full Proposal shall be reviewed by the Council on Academic and Affairs and Programs within 30 days of receipt. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the full Board for review and approval. Requests requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, the following actions related to academic programs or units require approval by the Executive Director or designee and shall be submitted by the institution ~~to the Executive Director or designee~~ as a Short Proposal:

- i. Establishment of a new academic undergraduate or graduate certificate consisting of more than 30 credits with a financial impact of less than \$250,000 per fiscal year.
- ii. Addition of a certificate or degree to an existing program with a financial impact of less than \$250,000 per fiscal year.
- iii. Splitting of an undergraduate program into two or more undergraduate programs.
- iv. Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of less than \$250,000 per fiscal year.
- v. Conversion of one program option into a stand-alone program with a financial impact of less than \$250,000 per fiscal year.
- vi. Conversion or transition of a degree type (e.g. Bachelor of Arts to Bachelor of Science).
- vii. Conversion or transition of a certificate type (e.g. Technical Certificate of Completion to Basic Technical Certificate).
- viii. Deviation from program credit definitions.
- ix. Changes to program names or degree titles related to Statewide Program Responsibilities as defined in Policy III.Z (requires full board approval).
- x. Establishment of new programs consisting of multiple certificates with similar coursework.
- xi. Establishment of a dual degree from existing programs with a financial impact of less than \$250,000 per fiscal year.
- ~~xi.~~xii. Modification to existing academic instructional or administrative units

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days after implementation, institutions shall notify the Executive Director

or designee of the following actions related to academic programs or units via a Letter of Notification:

- i. Establishment of a new, modification to, or discontinuation of an academic program component.
- ii. Establishment of a new academic undergraduate or graduate certificate consisting of fewer than thirty (30) credits.
- iii. Program expansion within an institution's Service Region as defined in Board Policy III.Z.
- iv. Establishment of a dual degree from existing undergraduate or graduate programs with a financial impact of less than \$250,000 per fiscal year.
- v. A change from clock hours to credit hours for an academic program.
- vi. Addition of an online option to an existing academic program.
- vii. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
- viii. Transition of an academic program to an exclusively online format.
- ix. Addition or removal of courses that represent a significant departure from existing academic program offerings or method of delivery.
- x. A change in name or title of any academic program or instructional or administrative unit.
- xi. A change of Classification of Instructional Program (CIP) code for any academic program.
- xii. A credit change to an existing academic program.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

- d. Minor changes to curriculum, descriptions of individual courses, or catalog listings do not require notification to or approval by the Board or the Executive Director or designee.

4. Career Technical Program Proposal Submission and Approval

a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes to career technical programs or units identified in this subsection require approval by the State Administrator of the Idaho Division of Career Technical Education or designee (unless otherwise indicated) and the Executive Director or designee and shall be submitted by the institution ~~to the Administrator or designee~~ as a Full Proposal.

- i. Establishment of a new career technical education program or certificate. New career technical programs or certificates with a financial impact of \$250,000 or more per fiscal year require approval by the full Board.
- ii. Discontinuation of career technical programs and components.
- iii. Establishment of new career technical administrative or instructional units.
- iv. Expansion of a career technical program outside an institution's Designated Service Region as defined in Board Policy III.Z.
- v. Consolidation of two or more career technical programs into one career technical program with a financial impact of \$250,000 or more per fiscal year.
- vi. Conversion of one career technical program option into a stand-alone career technical program with a financial impact of \$250,000 or more per fiscal year.
- vii. Addition of career technical certificates or degrees to existing career technical programs with a financial impact of \$250,000 or more per fiscal year.

For new or modified career technical programs or certificates, a Program Profile Attachment B is required. Each Full Proposal shall be reviewed by the Council on Academic and Affairs and Programs within 30 days of receipt. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the Board for review and approval.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes in career technical programs or units identified in this subsection require approval by the State Administrator ~~or designee~~ and Executive Director or designee and shall be submitted by the institution ~~to the Administrator or designee~~ as a Short Proposal.

- i. Splitting of a career technical program into two or more career technical programs.
- ii. Consolidation of two or more career technical programs into one career technical program with a financial impact of less than \$250,000 per fiscal year.
- iii. Conversion of one career technical program option into a stand-alone career technical program with a financial impact of less than \$250,000 per fiscal year.
- iv. Addition of career technical certificates or degrees to existing career technical programs with a financial impact of less than \$250,000 per fiscal year.
- v. Inactivation of a career technical program. Inactivation allows program re-evaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does not resume within three years following approved inactivation, the program shall be discontinued pursuant to paragraph 78 of this policy.
- ~~vi. Establishment of a new, modification to, or discontinuation of a microcertification, as defined in Board Policy III.E.~~
- ~~vii-vi.~~ Addition or removal of courses that represent a significant departure from existing career technical program offerings or method of delivery.

- ~~viii.vii.~~ Modification to existing career technical instructional or administrative units.
- ~~viii.~~ Conversion or transition of one career technical program degree or certificate level to another degree or certificate level.
- ~~ix.~~ Transition of a career technical program to an exclusively online format.
- ~~x.~~ Addition of an online option to an existing career technical program.
- ~~xi.~~ Transition of a career technical program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
- ~~ix.~~ Deviation from program credit definitions.
- ~~x.xii.~~ Minor changes to career technical courses. Requires a program profile Attachment B and letter.

For the addition or modification of career technical programs or certificates, a Program Profile Attachment B is required. ~~At the sole discretion~~ Upon the recommendation of the State Administrator and at the discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days after implementation, institutions shall notify the State Administrator and the Executive Director or designee of the following changes to career technical programs or units via a Letter of Notification:

- i. Establishment of a new, modification to, or discontinuation of a career technical program component.
- ii. Career technical program expansion within an institution's Designated Service Region as defined in Board policy III.Z.
- iii. A change from clock hours to credit hours for a career technical program.
- ~~iv.~~ Addition of an online option to an existing career technical program.
- ~~v.iv.~~ Transition of an academic career technical program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
- ~~vi.~~ Transition of a career technical program to an exclusively online format.
- ~~vii.v.~~ A change in the name or title of any career technical program or instructional or administrative unit.
- ~~viii.vi.~~ A change of Classification of Instructional Program (CIP) code for any career technical program.
- ~~vii.~~ A credit change to an existing career technical program.
- ~~ix.viii.~~ Minor changes to career technical courses. Requires a program profile Attachment B and letter.

~~At the sole discretion~~ Upon the recommendation of the State Administrator ~~or and~~ at the discretion of the Executive Director or designee, institutions may be required

to submit a Short Proposal or Full Proposal for any action identified in this subsection.

- d. Requests to establish, modify, or discontinue a microcertification, as defined in Board Policy III.E, require approval by the State Administrator and shall be submitted by the institution in accordance with a template developed by the Division of Career Technical Education.
- e. Requests requiring new state appropriations shall be included in the annual budget request of the Idaho Division of Career Technical Education for Board approval.

5. Sunset Clause for Academic and Career Technical Program Approval

Academic and career technical programs approved by the Board or Executive Director ~~or Division Administrator or designee~~ must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Executive Director or designee in writing when an approved program has not been officially implemented within the sunset timeframe. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed.

6. Academic and Career Technical Program Proposal Denial Procedures

- a. The Executive Director or designee shall act on any Full Proposal or Short Proposal within thirty (30) days.
- b. If the Executive Director or designee denies a proposal, he/she shall provide specific reasons in writing to the institution. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director or designee shall have ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director or designee denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for program discontinuance are whether the program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant allocation of resources. This policy does not apply to programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

- a. Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions

to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

- b. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Career Technical Program Reduction or Termination

For the reduction or termination of career technical programs, institutions shall adhere to criteria set forth by Idaho Division of Career Technical Education.

a. Conditions for Reduction or Termination

A program is subject to reduction or termination when one or more of the following conditions exist. Standards for the metrics listed below will be predetermined at the local level according to the institution's program health metrics for each category.

- i. Inadequate Job Opportunities
- ii. Inadequate Student Enrollment
- iii. Inadequate Positive Placement
- iv. Inadequate Completion Rate
- v. Inadequate Finances

b. Notice to Employees

The institution must give notice in writing to employees who are affected by a program reduction or termination in accordance with Board and institutional policies.

9. Reporting

- a. The Executive Director ~~and Division Administrator~~ or designee shall report semi-annually to the Board regarding all program proposals approved by the Executive Director or designee.
- b. All baccalaureate and graduate level programs approved by the Board require a report on the program's progress in accordance with a timeframe and template developed by the Executive Director or designee.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, microcertifications, or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Career Technical Program Components including microcertifications shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.

2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.
- b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs
 - i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.
 - 1) Any program leading to a master's, specialist, or doctoral degree must be approved by the Board prior to implementation. The Instruction, Research and Student Affairs Committee will be notified of baccalaureate degree proposals prior to implementation and may refer them to the Board for review and approval for those it determines appropriate.
 - 2) Prior to implementation, an institution shall obtain Board approval of any new, modification of and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
 - 3) Prior to implementation, an institution shall obtain Executive Director approval of the modification of and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any career technical program; and instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
 - 3) Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.
 - 4) Prior to implementation, an institution shall obtain Board approval of any modification and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
 - 5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- ii. Modifications to existing programs shall include, but not limited to, the following:
 - 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a degree program not already approved by the Board.
 - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 6) Transitioning of existing programs to an online format.
 - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- ii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.
 - 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
 - 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- iv. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- v. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of less than thirty (30) credits may require a proposal. For academic program components or certificates requiring a proposal, subsection 3.c.i. of this policy applies.

- i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of less than thirty (30) credits and credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. New academic certificates that require the creation of any new course(s) or resources must provide information in the letter of notification explaining how personnel and fiscal resources will be allocated or reallocated to support the delivery of the new course(s). All letters of notification for new academic certificates must provide the certificate's cost to students, and evidence of the certificate's value to students and workforce needs.
- ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.
- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- iv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.
- v. Minor curriculum changes in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Program Proposal Submission and Approval Procedures

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval.

a. Learning Outcomes

All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

b. Career Technical Programs and Components

- i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.
 - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.
 - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- 3) The Executive Director may refer any proposal to the Board for review and action.
- ii. Modifications to existing programs shall include, but not be limited to, the following:
 - 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a certificate or degree program not already approved by the Board.
 - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 6) Transitioning of existing programs to an online format.
 - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.
 - 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
 - 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- c. Career Technical Program Notification Procedures

Program changes to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i. of this policy applies.

 - i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

require a formal letter notifying the State Administrator prior to implementation of such changes.

- ii. If the change is judged to be consistent with program changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
- iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.

d. Career Technical Program Inactivation

- i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued.
- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
 - 1) Description and rationale for the modification
 - 2) Implementation date
 - 3) Arrangement for enrolled students to complete the program in a timely manner
 - 4) Impact of accreditation, if any
 - 5) Impact to current employees of the program
 - 6) Impact on current budget
- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.
- iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.

6. Academic and Career Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
- ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
- iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
- iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report biannually to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All baccalaureate and graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: H. Program Review

August 2007August 2021

~~1. Coverage~~

~~Academic and career technical programs, administrative units, research centers/institutes, and public service components at University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College are included in this subsection.~~

~~2. Program Review~~

~~Program review is the method by which the Board and the institutions evaluate proposed and existing postsecondary programs. The goals of program review are: (a) maintenance and enhancement of the quality of instruction, research, and public service efforts, (b) assurance of the postsecondary education system's responsiveness to changing societal and state needs, (c) promotion of effective and efficient management of the state's resources, and (d) assist the institutions in defining how effective their programs are.~~

~~In the context of program review for and by the Board, a program is a curriculum or course of study in a discipline specialty that leads to a certificate or degree. It is often but not always the same as a "major." Administrative units of research and public service are those that are: (a) essential to student training, (b) an integral part of an academic/career technical program, (c) related to institutional role and mission, or (d) serve the consumer/state interests.~~

~~3. Purposes~~

~~Categories of academic and career technical programs reviewed at the institutional and state levels as directed by the Board include:~~

~~a. State-Level Review~~

- ~~1) New, expanded, and cooperative programs. (See also "Instructional Program Approval," Section III, Subsection G.)~~
- ~~2) Programs proposed for consolidation, relocation, or discontinuance.~~
- ~~3) Administrative units of research and public service.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: H. Program Review

~~August 2007~~ August 2021

~~4) Existing programs by audit procedures and special topic reviews.~~

~~5) Distance learning/technology program delivery.~~

~~The Board will establish procedures and criteria for each audit and special topics review, which are germane to each audit and special topics review.~~

~~b. Institutional Review~~

~~The institutional reviews include all categories identified above for state-level review with the exception that the review of existing programs and administrative units of research and public service is carried out as part of the systematic evaluation of all programs within a period of time established by the Board.~~

~~4. Institutional Policies and Procedures~~

~~Each institution will establish and maintain policies and procedures, following the guidelines of the Board and subject to Board approval, for evaluating existing programs and new program proposals, as well as programs proposed for (a) expansion, (b) delivery at an off-campus site by various distance learning methods or in cooperation with another institution, a business, or an industry; (c) consolidation; (d) relocation, or (e) discontinuance. The evaluation process should be an integral component of the institution's academic and vocational education planning and budgeting processes.~~

~~5. Statewide Policies and Procedures~~

~~State-level review of new and existing programs will be integrated with the state-level academic and career technical planning and budgetary processes and where possible in concert with accreditation self-study and on site review by the accrediting body.~~

~~6. Official Vehicle for the Approval of Teacher Education Programs~~

~~The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Teacher Certification Office will provide each institution with any revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Teacher education programs must ensure their pre-service teachers meet the components~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: H. Program Review

August 2007August 2021

~~(knowledge, disposition, and performance) of the Core Teacher Education Standards and the standards of the level and/or content area(s) in which they plan to be endorsed. (Effective Sept. 1, 2001.)~~

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

BOISE STATE UNIVERSITY

SUBJECT

Institute for Advancing American Values

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University proposes the creation of a new Institute for Advancing American Values. The Institute will encourage conversation between opposing viewpoints to spur engagement, understanding, and human connection. Institute activities will include: public events to encourage dialogue about central issues facing Idaho and the nation, research and projects that approach complex and contested issues through the prism of American values and evidenced-based research, and education programming supporting the development of new courses across the disciplines that chart how the values of freedom and opportunity have shaped the triumphs and challenges of American life and history. Through these commitments, the Institute will inspire people to talk and listen to each other respectfully about the issues and values that have shaped America and Americans from all walks of life.

Specifically, The Institute for Advancing American Values will provide three levels of programming and output:

Dialogue: Public lectures, panel discussions, and storytelling aimed at the free expression of a variety of ideas and orientations toward the world.

- Idaho Listens and Community Fellows: signature events each year featuring nothing more and nothing less than uninterrupted listening to the stories of people who live the realities of today's central economic, political, racial, and cultural issues.
- Distinguished Lecture Series: the premier Boise State lecture series, which has brought speakers representing various perspectives and ideas.
- Annual Summit: gathers the Institute's fellows, grantees, alumni, and keynote speakers to present research and perspective on the best of conservative, libertarian, and liberal perspectives and thought on issues of political, economic, and social importance.
- Conviction and Conversation Series: this presidential initiative features forums where challenging issues can be discussed and where differing viewpoints are welcome.

Research: supports scholars and projects that approach complex and contested issues through the prism of American values and evidenced-based research.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

- Anchors this work by supporting Boise State faculty whose work is steeped in enduring political, economic, and social ideas and their relevance for contemporary life.
- Post-Doctoral Fellows program brings newly graduated scholars for two-year appointments to energize the institute with fresh, cutting-edge research likewise steeped in enduring values and their relevance for contemporary life.
- Grants: Supports Boise State, national, and international scholars with mini-grants to support projects advancing the mission of the institute.
- Undergraduate Fellows (3-6): mentored by institute scholars, these undergraduate students participate in institute activities and seminars and undertake a thesis or project tied to the institute's mission.

Education:

- Boise State University curriculum initiative: supports courses in history, political science, economics, and others that chart how different schools of thought and the values of freedom and opportunity have impacted American life.
- Collaborations with local and national foundations representing conservative, libertarian, and liberal thought and programming.
- Summer high school programming: to create a summer study experience for high school students to engage an intensive curriculum focused on classical American political philosophy.

IMPACT

Owing to the division of our contemporary moment, there are growing calls both internally and externally for universities to renew their commitment to balanced, fair learning environments that respect different viewpoints. This inflection point calls for urgent action to bring Americans together through honoring difference, encouraging dialogue, and promoting mutual understanding even if disagreement continues. Boise State has heard those calls from its students, faculty, alumni, donors, and from leaders in the state and thus wishes to launch the new institute to address these issues in a fair and balanced way.

The financial impact is \$228,550 - \$773,709 over a four-year period. Initial funding for launching the Institute will come from university funds in the amount of \$130,000 (this amount includes \$50,000 new university investment and \$80,000 of dedicated funds for the ongoing support of the Distinguished Lecture Series). The Idaho Listens initiative within the Institute is intended to be funded by an annual \$100,000 gift for up to ten years. President Tromp and University Advancement have identified this as a top fundraising goal for the university.

The Institute will be led by an executive director and eventually supported by an administrative assistant. The budget also scales over time to include course buyouts for Boise State faculty fellows, funds for post-doctoral appointments, and

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021

eventually support for two joint faculty appointments. Initially, the executive director position will report to both the president and provost of Boise State University.

ATTACHMENTS

Attachment 1 – Institute for Advancing American Values Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

As provided in the program proposal, the proposed institute aims to support and encourage conversation between opposing viewpoints and honor differences and promote mutual understanding. The new institute will be under the Office of the President and report to the president and the provost of Boise State University. While the institute is not intending to offer degree programs or courses, it is intended to serve as a resource and support for the development of new courses across disciplines. The institute plans to establish an external advisory council that will focus on university-community relations and an internal faculty-staff advisory council to support its research and curriculum development programs.

Per Boise State's proposal, there are no plans for a stand-alone facility at this time. The institute will gradually scale operations in the first two-years to provide time for fundraising. Should those not materialize, Boise State indicates that the \$100,000 annual gift provides sufficient funding to maintain the Institute's work as a university initiative focused on the Idaho Listens project. The university also indicates there are plans to scale the institute in the future; however, those will be contingent upon successful fundraising initiatives.

The proposal was presented to the Council on Academic Affairs and Programs on June 10, 2021 and to the Instruction, Research, and Student Affairs committee on August 13, 2021. Staff notes that the fiscal impact for the proposed institute surpasses the threshold for executive director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an Institute for Advancing American Values.

Moved by _____ Seconded by _____ Carried Yes _____ No _____


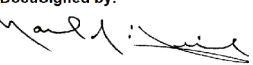
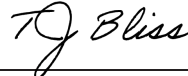



Idaho State Board of Education
Proposal for Instructional and Administrative Units

Date of Proposal Submission:	May 2021
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	President's Office
Name of Department(s) or Area(s):	President's Office

Title of Proposed Unit	Institute for the Advancement of American Values
Proposed Implementation Date:	September 1, 2021 or as approved

Indicate whether this request is either of the following:

<input type="checkbox"/> New Administrative Unit	<input type="checkbox"/> New Instructional Unit
<input checked="" type="checkbox"/> New Research Institute/Institute	

College Dean (Institution)	Date	Vice President for Research (as applicable)	Date
			5/14/21
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
DocuSigned by:  5BCB8035ED1D44C...	5/11/2021 3:39 PM MDT		5/21/21
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
DocuSigned by:  A835A6C51CCE432...	5/3/2021 1:47 PM PDT		05/24/2021
Provost/VP for Instruction (Institution)	Date	Chief Financial Officer	Date
DocuSigned by:  AFFACAFF49FD495...	5/11/2021 8:47 PM PDT		
President	Date	SBOE/Executive Director Approval	Date

1. What are the goals and objectives for the new unit?

The Institute for the Advancement of American Values encourages conversation between opposing viewpoints to spur engagement, understanding, and human connection. Institute activities will include: public events to encourage **dialogue** about central issues facing Idaho and the nation, **research** and projects that approach complex and contested issues through the prism of American values and evidenced-based research, and **education** programming supporting the development of new courses across the disciplines that chart how the values of freedom and opportunity have shaped the triumphs and challenges of American life and history. Through these commitments, the Institute inspires us to talk and listen to each other respectfully about the issues and values that have shaped America and Americans from all walks of life.

At the outset, the Institute will be focused on the “dialogue” portion of its mission through a signature, privately funded program called “Idaho Listens” and by leveraging the existing Distinguished Lecture Series at Boise State. Idaho Listens aims to bring to together speakers representing different values and perspectives for uninterrupted speaking to a university and community audiences. Its objective, in short, is to talk openly about differences of viewpoint. It provides dedicated “airtime” to the balanced and fair exploration of the variety of political, economic, and social ideas that shape American life. The Distinguished Lecture Series, a longtime public service to the Treasure Valley, will be redeployed through the Institute. It will continue its tradition of bringing eminent speakers to campus to address a range of issues from different perspectives.

2. What is the relationship of the unit to the university’s mission and priorities? Is the unit involved in instruction and if so, to what extent?

The Institute’s mission drives to the heart of Boise State’s mission to educate students and serve the community through thoughtful, balanced instruction and research dedicated to improving the critical thinking skills and breadth of knowledge of our students. It also supports Boise State’s next strategic plan, including the goal “Foster Thriving Community.” The Institute is not a degree-granting entity and consequently courses will not be taught through the institute. Rather the institute may sponsor course development for faculty who nevertheless teach courses in their home departments.

3. What is the demand for the unit’s services? What population will the unit serve?

Owing to the division of our contemporary moment, there are growing calls both internally and externally for universities to renew their commitment to balanced, fair learning environments that respect different viewpoints. This inflection point calls for urgent action to bring Americans together through honoring difference, encouraging dialogue, and promoting mutual understanding even if disagreement continues. Boise State has heard those calls from its students, faculty, alumni, donors, and from leaders in the state. In fact, a donor has pledged \$100,000 per year funding (up to ten years) to launch a cornerstone program of the Institute called “Idaho Listens,” a project to encourage listening across different viewpoints. The Institute will serve each of those constituencies through the activities outlined in question #1—dialogue, research, and education.

4. Describe the proposed unit’s organizational structure.

The Institute will be led by an Executive Director and eventually supported by an administrative assistant. The budget also scales over time to include course buyouts for Boise State faculty fellows, funds for post-doctoral appointments, and eventually support for two joint faculty appointments. Initially, the Executive Director position will report to both the president and provost of Boise State University.

5. What targets have been set to assess the proposed unit's success in achieving objectives?

To ensure success, the institute will form both an external advisory council focused on university-community relations and an internal faculty-staff advisory council to support its research and curriculum development programs.

Targets:

- Course enrollment and student satisfaction in institute-sponsored classes
- Attendance and participant satisfaction at public events
- Number of institute-sponsored faculty presentations and publications
- Partnerships with external agencies that promote balanced discussion and activities of enduring ideas and their relevance to contemporary life
- Recognized as a leader within the Treasure Valley and the state for listening respectfully to voices from a cross-section of Idaho.

6. Briefly describe the processes that will demonstrate the quality of the unit.

Quality measures are indicated in question #5. The quality of the institute will be a function of the clarity of its mission and the transparency of its interest in cultivating communities dedicated to the balanced discussion of values both on and off campus. That cultural quality will depend on the excellence of the people—their integrity, convictions, and openness—it gathers for its advisory committees. At this writing, there has been a groundswell of interest from business, political, and community leaders alongside the interest of faculty and staff. We are thus confident in our ability to form this institute with support from people of good will who want to honor differences, listening, and a balanced “marketplace of ideas.”

7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

The Institute would engage any number of students, community members, and possible business sponsors. At minimum, the institute would serve hundreds of students through its public events and curriculum development—not curriculum delivery—efforts. Public lectures and dialogues would reach hundreds from the Treasure Valley, especially through the existing Distinguished Lecture Speaker series, which will be folded into the Institute. Faculty fellows and research grants would support research and projects designed to reach both a public and scholarly audience.

Specifically, The Institute for the Advancement of American Values provides three levels of programming and output:

- 1) **Dialogue:** Public lectures, panel discussions, and storytelling aimed at the free expression of a variety of ideas and orientations toward the world.
 - Idaho Listens and Community Fellows: signature events each year featuring nothing more and nothing less than uninterrupted listening to the stories of people who live the realities of today's central economic, political, racial, and cultural issues. The events

will gather speakers of good will from a cross-section of occupations, experiences, and perspectives who offer a chance for humane listening to very human stories.

- Distinguished Lecture Series: the premier Boise State lecture series, which has brought speakers representing various perspectives and ideas.
- Annual summit: gathers the Institute's fellows, grantees, alumni, and keynote speakers to present research and perspective on the best of conservative, libertarian, and liberal perspectives and thought on issues of political, economic, and social importance.
- Conviction and Conversation Series: this presidential initiative features forums where challenging issues can be discussed and where differing viewpoints are welcome.

2) **Research:** supports scholars and projects that approach complex and contested issues through the prism of American values and evidenced-based research.

- Anchors this work by supporting Boise State faculty whose work is steeped in enduring political, economic, and social ideas and their relevance for contemporary life.
- Post-Doctoral Fellows program brings newly graduated scholars for two-year appointments to energize the institute with fresh, cutting-edge research likewise steeped in enduring values and their relevance for contemporary life.
- Grants: Supports Boise State, national, and international scholars with mini-grants to support projects advancing the mission of the institute.
- Idaho Policy Institute (IPI) Partnership: leverages the expertise of IPI to co-sponsor non-partisan research in service of state and local government leaders.
- Undergraduate Fellows (3-6): mentored by institute scholars, these undergraduate students participate in institute activities and seminars and undertake a thesis or project tied to the institute's mission.

3) **Education:**

- Boise State University curriculum initiative: supports courses in history, political science, economics, and others that chart how different schools of thought and the values of freedom and opportunity have impacted American life.
- Collaborations with local and national foundations representing conservative, libertarian, and liberal thought and programming.
- Summer high school programming: to create a summer study experience for high school students to engage an intensive curriculum focused on classical American political philosophy.

8. **Fiscal Impact:** Using the budget template, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

Initial funding for launching the Institute will come from university funds in the amount of \$130,000 (this amount includes \$50,000 new university investment and \$80,000 of dedicated funds for the ongoing support of the Distinguished Lecture Series). The Idaho Listens initiative within the Institute is intended to be funded by an annual \$100,000 gift for up to ten years. President Tromp and University Advancement have identified this as a top fundraising goal for the university.

That initial funding will successfully launch the Institute owing to the fact that it will incur few costs. In the first two years, the Institute will have the benefit of utilizing an internal inaugural executive director focused on the Idaho Listens initiative while also leveraging existing administrative and professional staff support, which will keep salary and benefits costs low. Initial programming costs will be covered by the Idaho Listens grant of \$1 million over ten years and the new and existing institutional funding of at least \$130,000 per year. There are no plans for a stand-alone facility. In sum, the Institute slowly scales operations in the first two-years to ensure time to raise funds for its more mature expression and programming. Should those funds not materialize, the annual gift of

\$100,000 provides sufficient funding to maintain the Institute's work as a university initiative focused on the Idaho Listens project.

Still, there are plans to scale the Institute, but they are contingent upon successful fundraising initiatives. For example, on April 23, 2021, university officials met with the leadership of the Micron Foundation, and there is interest for continuing that conversation.

I. PLANNED STUDENT ENROLLMENT				FY 22		FY 23		FY 24		FY 25	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments											
B. Shifting enrollments											
	Total Enrollment	0	0	0	0	0	0	0	0	0	0
II. REVENUE											
		FY 22		FY 23		FY 24		FY 25			
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request											
2. Institution Funds			130,000		130,000		150,000		180,000		
3. Federal											
4. New Tuition Revenues from Increased Enrollments											
5. Student Fees											
6. Other (i.e., Gifts)			100,000		200,000		400,000		600,000		
	Total Revenue	\$0	\$230,000	\$0	\$330,000	\$0	\$550,000	\$0	\$780,000		
Ongoing is defined as ongoing operating budget for the program which will become part of the base.											
One-time is defined as one-time funding in a fiscal year and not part of the base.											

III. EXPENDITURES		FY 22		FY 23		FY 24		FY 25	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE									
2. Faculty									160,000
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants			15,000						
5. Research Personnel - Post Doc					50,000		100,000		100,000
6. Directors/Administrators: <u>Idaho Listens</u>			30,000		30,000		30,000		30,000
Institutional Director							100,000		100,000
7. Administrative Support Personnel: <u>Idaho Listens</u>			10,000		10,000		10,000		10,000
Institutional Admin/Support Personnel							34,000		34,000
8. Fringe Benefits			11,550		56,610		100,649		159,709
9. Other: <u>Idaho Listens</u> programming			50,000		50,000		50,000		50,000
Faculty Fellows			10,000		20,000		20,000		20,000
Student Fellows-Idaho Listens			5,000		5,000		5,000		5,000
Community Fellows-Idaho Listens			5,000		5,000		5,000		5,000
Total Personnel and Costs			\$136,550	\$0	\$226,610	\$0	\$454,649	\$0	\$673,709

ATTACHMENT 1

IRSA

AUGUST 26, 2021

ATTACHMENT 1

		FY 22	FY 23	FY 24	FY 25
	D. Capital Facilities Construction or Major Renovation				
	E. Other Costs				
	Utilities				
	Maintenance & Repairs				
	Other				
	Total Other Costs	\$0	\$0	\$0	\$0
	TOTAL EXPENDITURES:	\$0	\$318,610	\$549,649	\$773,702
	Net Income (Deficit)	\$0	\$11,390	\$351	\$6,297
	Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):				
II.2	Includes \$80,000 per year of funds for the Distinguished Lecture Series				
II.A.6	Gifts of at least \$100,000 per year (for 10 years) is already committed and more will be sought.				
III.A.2	Two faculty lines added year four				
III.A.4	One GA line in year one				
III.A.5	One post-doc year two, two post-docs subsequent years				
III.A.6	Faculty fellows provided \$5k course buyout each semester; student fellows and community fellows provided stipend each year				
III.B.8	Faculty fellows provided research funds				

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

SUBJECT

Program Prioritization Five-Year Reports

REFERENCE

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Robert Dickeson's prioritization principles ¹ .
June 2013	The Board approved the program prioritization proposals for Idaho State University (ISU), Boise State University (BSU) and University of Idaho (UI) as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the results of program prioritization and reminded institutions that program prioritization needed to be integrated into their budgeting and planning practices.
June 2015	The Board was presented with an update on the implementation of program prioritization.
August 2016	The Board was presented with an update on the implementation of program prioritization.
December 2018	The Board was presented with an update on the implementation of program prioritization.
October 2019	The Board approved a second reading of a new policy, Board Policy III.F., governing the Program Prioritization process.
October 2020	Board received an update on LCSC's Program Prioritization efforts as part of the LCSC's annual report.
December 2020	The Board approved the first reading of Board Policy III.F., Program Prioritization, removing requirement for non-instructional programs to be placed in quintiles.
February 2021	The Board approved a second reading of amendments to Board Policy III.F. Program Prioritization clarifying that only instructional programs must be included in the quintile prioritization approach.
April 2021	Board received an update on UI's Program Prioritization efforts as part of the UI's annual report

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.F.

¹ Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance (Jossey-Bass, 2nd ed; 2010).

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

Program Prioritization

BACKGROUND/DISCUSSION

At the Board's May 2013 retreat Dr. Robert Dickeson, author of *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*, facilitated a discussion on setting priorities for the Idaho higher education system. Dr. Dickeson walked the Board through the process of planning and structuring a program prioritization effort. As a result, the Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles.

The Board, with input from several institution presidents and provosts, agreed to a framework for initiating program prioritization on each of the campuses to include proposed outcomes and targets for each outcome. Institutions subsequently developed proposed criteria to be used to evaluate programs and the weighting for their criteria. Institutions presented their proposals for initiating a program prioritization process to the Board in June and August of 2013.

Board Policy III.F., adopted in 2019, requires institutions to conduct Program Prioritization every five years and present final results of these evaluations to the Board. The Policy also requires institutions to provide annual program prioritization updates describing progress achieved toward implementing findings and recommendations.

IMPACT

Program prioritization requires the institutions to conduct an evaluation of programs and services with specific and tangible objectives, and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. Implementation of program prioritization based on Dickeson's framework provides the Board with assurances of consistency and presents the institutions with a unique opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans.

ATTACHMENTS

Attachment 1 – Boise State University 2021 Program Prioritization Report
Attachment 2 – Idaho State University 2021 Program Prioritization Report
Attachment 3 – Lewis-Clark State College 2021 Program Prioritization Report
Attachment 4 – University of Idaho 2021 Program Prioritization Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Following initial submission of Program Prioritization reports in 2014, the institutions provided updates to the Board at regular intervals. Institutions conducted their second Program Prioritization evaluations during Academic Year 2020-2021 and submitted final written reports to the Board ahead of the August 2021 Board meeting. Each president will provide an oral report of their institution's Program Prioritization reports during their respective annual reports to the Board

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 26, 2021**

in August (ISU), October (LCSC), February (BSU), and April (UI).

BOARD ACTION

This item is for informational purposes only.



BOISE STATE UNIVERSITY

**Final Report to the
Idaho State Board of Education
on**

Program Prioritization

Submitted June 30, 2021

Table of Contents

Executive Summary	3
Introduction	
Objectives of the Process	6
Administration of and Participation in the Process	7
Methodology	
Delineation of “Programs”	8
Exclusions from the Process	8
Criteria Used to Guide Evaluation of Programs	9
Data, Metrics, and Evaluation of Academic (Instructional) Programs	10
Evaluation of Administrative and Support Programs	13
Key Milestones and Dates	16
Results and Discussion for Academic (Instructional) Programs	
Minors, Emphases, and Undergraduate Certificate Programs	17
Instructional Degree Programs and Graduate Certificates	17
Results and Discussion by Division	
Division of Finance and Administration	23
Office of the President	27
Division of Research and Economic Development	31
Division of Student Affairs	34
Division of University Advancement	37
Division of University Affairs	39
Division of Academic Affairs Instructional (Academic) Programs	42
Division of Academic Affairs Administrative and Support Programs	44
Division of Academic Affairs Centers, Institutes, and Other College-based Programs	49
Sustaining the Process, Lessons Learned, and Next Steps	52
Integration of Program Prioritization with Strategic Planning and Budget Planning	53
Follow-up on Implementation of Program Prioritization Action Plans (Academic Prog.)	54
Refine and Align Metrics	54
Enhance Organizational Structures to Support Future Academic Programming	55
Appendices: Links to Key Process Documents	57
I. Instructional Program Metrics	
II. Intake Survey for Minors, Emphases, and Undergraduate Certificates	
III. Intake Survey for Instructional Degree Programs	
IV. Program Assessment Report and Rubric	
V. Intake form for Report from Administrative and Support Units	
VI. Executive Summary Template for Administrative and Support Units	

Executive Summary:

Between July 2020 and June 2021, under the direction and guidance of Idaho State Board of Education Policy III.F: Program Prioritization, Boise State University engaged in a program prioritization using methodology modified from that of the primary proponent of the process, Robert Dickeson, and following steps similar to the 2013-14 Program Prioritization process conducted at Boise State University. The primary goal of Program Prioritization, as outlined by Dickeson, is to increase alignment of resources with institutional priorities. In addition, the University and the Board Policy established the additional goal of campus-wide program improvement, and plan to incorporate the prioritization activities into a sustainable continuous improvement process on campus.

With Program Prioritization, all programs were evaluated at the same time. We identified a total of 604 programs at the university: 204 degree and graduate certificate programs, 236 minors, emphases (also known as options or subplans) and undergraduate certificates, and 164 administrative and support programs. Nine degree programs and 19 minors or emphases in secondary education areas were excluded from evaluation. Unlike the 2013-14 Program Prioritization process, we did not exclude the new instructional programs from the analysis. Of the 440 total number of instructional programs evaluated, 74 (19%) were placed in the fifth quintile and 79 (20%) were placed in the fourth quintile. All fourth and fifth quintile programs that are not new were required to submit an action plan and to describe substantive changes they plan to make.

Our process was open and participatory. However, it is important to note that our process was situated in the context of the global pandemic, with concerns about health and safety at the forefront, during a year that was active in planning and nimbleness, and without compromising quality of learning or the centrality of students and their experiences. A Coordinating Committee facilitated the process and communicated regularly with academic and divisional leaders. Each division oversaw and carried out the process in the programs within that division, under the guidance of the principles and framework established by the Coordinating Committee. Academic departments, academic leaders, and the faculty senate were involved in the development and determination of metrics used to evaluate instructional programs. Numerous presentations were made to keep the campus community informed during the process; a Google drive with all program prioritization related communication and materials was maintained for the use of academic leaders.

Our process was logical and sensible. When evaluating and making decisions about programs, we paid attention to the context of the university. We incorporated initiatives already underway to ensure alignment of those initiatives with any new actions. We utilized the same criteria established in 2013-14 Program Prioritization for continuity and consistency. The criteria — relevance, quality, productivity, efficiency, and opportunity analysis — guided the evaluation of programs in a relatively simple and straightforward way, and provided substantial utility in their application. The metrics under each criterion were updated and changed as appropriate, based on feedback received. We were careful in our interpretation and the

application to decision-making of the metrics used in the process. Finally, although programs assigned to the lowest two quintiles are required to make substantial changes, it was often the programs themselves that had the responsibility to determine the best way to meet outcomes.

Our process was comprehensive. Every effort was made to ensure that all university programs were evaluated.

Our process was rigorous and impactful. Underlying that rigor was the understanding that without it, the process would have little external or internal credibility.

Our process is sustainable. We are integrating Program Prioritization with our new strategic plan, *Blueprint for Success*, and with regional accreditation, which requires that we create an ongoing, systematic structure for measurement of institutional and unit-level effectiveness.

Results of the 2020-21 Program Prioritization pertaining to instructional programs and academic departments can be summarized as follows:

- Of the 440 evaluated instructional programs, 153 received assignments in the fourth or fifth quintile (79 in the fourth and 74 in the fifth quintile). Forty-four instructional programs were not assigned to a quintile because of missing or insufficient data; all of these programs are new.
- Placement in the fourth or fifth quintile triggered a requirement for the program to submit an action plan, for those programs that are not new. Ninety-four of the 153 instructional programs in the fourth and fifth quintiles are not new and, thus, were required to submit the Action Plan report.
- Among the criteria responsible for an *instructional degree program* being assigned to the fifth or fourth quintile, the most common deficiency was productivity, typically resulting from a low number of graduates.
- Twenty of the programs assigned to the fifth quintile are degree programs and graduate certificates; these programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation. All such programs, if they are not new, were required to submit an action plan.
- Fifty-four of the programs assigned to the fifth quintile are undergraduate minors, emphases, and certificates; these programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation. All such programs, if they are not new, were required to submit an action plan.
- By June 1, 2021, 22 instructional programs were either discontinued in academic year 2020-21 or are identified for discontinuation in fall 2021.

The following is a selection of notable outcomes from the evaluation of administrative and support programs:

- There has been significant structural and organizational changes in the University since the 2013-14 Program Prioritization process. Notable examples include:

- creation of a new Division, initially known as Division of Compliance, Legal, Public Health and Audit, which became the Division of University Affairs in March 2021.
- Campus Operations, which previously was a standalone division, was merged with the Division of Finance and Administration to simplify structure, better align functional priorities, and create greater synergy among operations, facilities, finance and administrative teams. As part of this change, the Office of Public Safety, including Campus Security, Transportation and Parking, Emergency Management and Integrated Security Technology, moved to the newly named Division of University Affairs.
- The Office of the President and programs that report to it were substantially revised and reconfigured since the last program prioritization. These changes include:
 - Moving Morrison Center and Extra Mile Arena to the Division of Finance and Administration.
 - Moving Boise State Public Radio to Extended Studies.
 - Transfer of university policy management from the President's Office to the General Counsel's office to create synergy with functions already assigned to the General Counsel's office related to policy interpretation and compliance.
- Restructure and redesign the Office of Communications and Marketing to enhance the quality and productivity.
- Moved University Health Services from the Division of Student Affairs and Enrollment Management to the College of Health Sciences, in order to align with the college's academic programs and create teaching and research opportunities.
- Added Advancement Services Department to provide strategic leadership for University Advancement and the Boise State University Foundation's infrastructure.
- Creation of the Office of Academic Leadership and Faculty Development in the Provost's Office to support Department Chairs and other academic leaders.
- Many programs have strong interdependence with programs in other divisions/colleges/departments. Cross-college or cross-divisional initiatives and processes are challenging and require substantial collaboration among individuals that do not share reporting lines.
- A number of very strong cross-dependencies exist between programs in the Division of Student Affairs and Enrollment Management and those in the Division of Academic Affairs. In a number of cases, effectiveness of programs will depend on the strength of collaborative relationships.
- The most critical improvements needed in retention are with our Idaho, underrepresented, first-generation commuter students. Restructuring and expanding a first-year experience program will accomplish part of this.
- The most critical improvements needed related to post-graduate outcomes include

stronger data support infrastructure, coordinated and aligned experiential education opportunities, and embedded career education into the classroom. All these areas are included in and aligned with the new university strategic plan.

- Continued focus on modernizing systems and process improvements is needed.

Introduction

Objectives of the Process

At the onset of Program Prioritization, we established these objectives to guide our work. These objectives largely follow those objectives that were established during the 2013-14 Program Prioritization process, and were rethought/revised/updated in 20-21 based on the discussions with academic leaders and the work of the Program Prioritization Coordinating Committee.

Objective #1: Engage in a process of sufficient rigor and impact to help academic leaders make informed decisions and create meaningful changes at the University. The University does not want Program Prioritization to be a flurry of activity with no measurable impact. Instead, it is important that we achieve meaningful changes that include: (i) reallocation of resources to better align them with institutional priorities; (ii) substantial improvements and continuous improvement processes / plans in academic and administrative/support programs; and (iii) satisfy the requirements of Idaho State Board of Education Policy III.F Program Prioritization.

Objective #2: Use a process that is consistent, fair, open and well-communicated. It is important that the process involves the campus community, be applied in a fair and consistent manner, and be well-understood / transparent to stakeholders.

Objective #3: Pay attention to the context of the university. Boise State is a relatively young institution that provides the bulk of university programming to a growing metropolitan area. Several mission-central and high-demand programs are in start-up or early-growth mode. The University has recently adopted a new strategic plan, and program prioritization objectives need to align well with the goals of the new strategic plan.

Objective #4: Look beyond changes to individual programs. Program Prioritization is by its nature focused on individual “programs” and not on the University as a whole. That said, we were fully aware that evaluation of individual programs would lead to a number of broad-scale changes that impact multiple programs and require changes to organizational structure. As we continue our analysis and planning on a university-wide scale, we will make use of our newly acquired knowledge of individual programs as a foundation for future change.

Objective #5: Pay attention to initiatives already underway. Initiatives from the new strategic plan and other major initiatives that are already underway, such as the HCM Project and the shift to Canvas from Blackboard as the new Learning Management System, have major impacts on campus community, and are making substantial changes to system infrastructure. Any actions resulting from Program Prioritization must be aligned with such initiatives.

Objective #6: Sustain the value of Program Prioritization. To gain the most value from Program Prioritization it is important that the process is integrated into several ongoing planning and continuous improvement activities as well as the new strategic planning reporting and budget request processes. The process will: (i) provide an opportunity to refine, and in some cases newly identify, enduring metrics that meaningfully evaluate unit-level effectiveness; (ii) strengthen already-existing improvement processes and identify where new processes are

necessary; (iii) align and be incorporated into our strategic plan's new initiatives and reporting processes; and (iv) mesh well with regional accreditation, NWCCU, 2020 standards.

Administration of and Participation in the Process

The Executive Team provided oversight to the process. They convened a central committee, Program Prioritization Coordinating Committee, with representatives from most divisions to provide coordination and alignment of processes across the university. Two resultant subcommittees coordinated the processes for prioritization of academic programs and administrative and support programs. In both cases, existing structures were leveraged as much as possible to ensure widespread participation.

For academic program prioritization, regular discussions and dissemination of information occurred at weekly Dean's Council meetings and biweekly meetings of academic leaders (department chairs, program directors, deans). Additional presentations and discussions were held with the executive committee, at college-level meetings, with faculty governance, and by request. The subcommittee also hosted regular office hours that were open to academic leaders and faculty.

The subcommittee for administrative and support programs developed an overarching structure and standardized materials that were used across the divisions. Each division, however, was responsible for identifying programs and determining division-specific implementation.

Both subcommittees drew from and improved upon the processes used for the 2013-14 program prioritization. The Methodology section that follows provides additional details about both facets of the process.

Methodology

Delineation of “Programs”

“Programs” to be evaluated were first delineated within each division, excluding any that had been already discontinued or suspended. A total of **604 programs** were identified.

Academic programs were delineated at two levels: (a) minors, emphases (also known as options or subplans), and undergraduate certificates and (b) instructional degree programs, including graduate certificate programs. To define degree programs, we applied the core principle that a program is defined by the existence of a distinct curriculum. Academic programs that share 85% or more of the same curriculum were rolled together for analysis; most of these are programs that offer more than one type of degree (e.g., BA and BS, MA and MS, etc.) of the same core program or that have an associated pre-professional program. Programs offered both face-to-face and online were treated as separate programs. Table I summarizes the numbers of various types of instructional programs.

Table I. Instructional Programs	Minors, emphases, and undergraduate certificates	236 programs
	Instructional degree programs (bachelor’s and above, including graduate certificate programs)	204 programs

Administrative and Support Programs consist of all programs at the university that are not instructional programs. Delineation was done within each division and typically involved substantial discussion to achieve the appropriate scale of analysis for each program. The Program Prioritization Coordinating Committee provided the following principle to each Division: “Programs” within administrative and support areas need to be defined minimally at the level of a department or unit. Divisions could further divide large or complex administrative units into functional subunits at the level of granularity that is most useful to the Vice President of the respective division. Table II summarizes the numbers of programs in each division.

Table II. Administrative and Support Programs	Division of Academic Affairs	24 programs
	- Centers/Institutes/College-based Administrative & Support	33 programs
	Division of Finance and Administration	31 programs
	Division of Research and Economic Development	7 programs
	Division of Student Affairs and Enrollment Management	28 programs
	Division of University Advancement	10 programs
	Division of University Affairs	16 programs
	President’s Office	15 programs

Exclusions from the Process

The following programs were either excluded from Program Prioritization or were evaluated using a modified process.

- Nine degree programs and 19 minors or emphases in secondary education areas were excluded from the analysis. These programs generally do not require separately dedicated resources and will be evaluated jointly by the subject area departments and the College of Education. Evaluation of these programs will be completed and action plans developed by May 15, 2022.
- Associates degree programs were not evaluated because their discontinuance would have no effect on resources.
- Unlike the 2013-14 prioritization, new instructional programs were not excluded from the review process so the data could be reviewed concurrently with all other programs. New programs that fell into lower quintiles were, however, excluded from the action plan requirement because they will be subject to the five-year review on the appropriate cycle.
- We used a “combination approach” to evaluate Centers and Institutes: Centers and Institutes are evaluated within the academic colleges with which they are associated during the 2020-21 Program Prioritization process, and through the regular, three-year cycle review as required by the University Policy 5000, Centers and Institutes. The Council of University Centers and Institutes reviewed the existing Centers and Institutes at Boise State University and submitted a report in January 2020. “New” Centers and Institutes (those that were created during 2019- 21) were excluded from the process since they did not yet have the necessary data to be evaluated at this time.

Criteria Used to Guide Evaluation of Programs

Consistent with our 2013-14 program prioritization process, we used five criteria (distilled from the ten presented in Dickeson’s model) to guide a robust evaluation of academic and administrative and support programs. These criteria -- relevance, quality, productivity, efficiency, and opportunity analysis -- were applied using quantitative and qualitative data as described in the subsequent sections.

- **Relevance:** Alignment with university mission and strategic plan; essentiality to core functions of the university; demand for program or service; alignment of service with needs.
- **Quality:** Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.
- **Productivity:** Output or production per investment of time or resources.
- **Efficiency:** The operational effectiveness of the program. For example, a key component of efficiency for an instructional program is the ability of students to progress toward a degree in a timely manner.

- **Opportunity Analysis:** A description of enhancements that can be made to address unmet needs and/or advance the goals and mission as articulated in University's new strategic plan.

Data, Metrics, and Evaluation of Academic (Instructional) Programs

Minors, emphases, and undergraduate certificates

Minors, emphases, and undergraduate certificates were evaluated based primarily on the criterion of productivity and secondarily on relevance since metrics at these subplan levels were mostly limited to these two criteria. Data on the numbers of graduates were provided centrally, additional information was collected from the individual programs through an intake survey, and overall percentiles were determined from a productivity metric calculated from a combination of data from the two. Each of these is described below.

Metric. The three-year average of distinct graduates was calculated first, and programs with low numbers of graduates were **flagged** if they did not meet established thresholds. The thresholds were three for graduate level emphases and five for undergraduate minors, emphases, and certificates. (These were consistent with the 2013-14 methodology.) Flagged programs were required to respond to additional questions in the intake survey described below.

Intake Survey. The Intake Survey for minors, emphases, and undergraduate certificates was used to gather the following information.

- Specific curricular requirements that fall outside required courses for the major(s) in the department.
- Additional resources requirements from the department: additional sections of required courses, additional or specialized advising, additional faculty/instructional resources, or other resources or costs (e.g., administrative resources, staff time or stipends, materials, etc.).
- Context or description of any additional curricular or resource requirements.
- Information about program relevance in meeting the needs of students, the community, industry, discipline, etc. (required if additional resources were stipulated).
- Recommended next steps for New or Flagged programs (discontinue/phase out; restructure, reinvent, or revise significantly; keep as is or make minor changes) along with the rationale for the recommendation.
- Comments or additional information about the program (optional response).

Information from the Intake Survey was provided to the responsible dean and the provost to inform their decision making efforts regarding final quintile placement.

Calculating Quintiles. A resources score was calculated based on information from the intake survey. The score ranged from 0 to 7 points and was based on the number of courses required that fall outside of regular course offerings (0 to 3) plus one point for every additional required resource (0 to 4 points). A score of zero means that no additional resources are

required (i.e., the program exists as a subset of existing offerings) whereas a score of 7 indicates that substantial resources outside of normal activities are required to offer the program. Finally, a ratio of graduates to resources was calculated by dividing the average number of graduates by the resource score, and this score was used to calculate percentiles across all minors, emphases, options, and undergraduate certificates.

Instructional Degree and Graduate Certificate Programs

Instructional degree programs were also evaluated using a combination of quantitative data provided centrally and qualitative data gathered through an intake survey. Descriptions of the metrics, quintile calculations, and intake survey are provided below.

Metrics. A majority of the metrics used are routinely tracked and reported on, such that substantial revision to the 2013-14 program prioritization metrics was not needed. However, a few updates to the metrics were made based on improvements to underlying data or methodology and input from academic leaders received during the process. The set of metrics used to evaluate degree programs and graduate certificates is summarized in Table III and detailed descriptions are provided in the Appendix.

Table III. Metrics for Instructional Degree Programs (degrees and graduate certificates)	
Criterion	Metric
Relevance	3-year average junior-senior headcount enrollment (for undergraduate programs) ^a
	3-year average graduate headcount enrollment (for graduate programs) ^a
	Graduating Student Survey - preparation for work ^b
	3-year average student credit hours (by subject) per total instructional FTE ^{b,c}
Quality	Program Learning Outcomes and Actions Taken/Planned (programmatic, curricular, pedagogical) rubric scores ^a
	Graduating Student Survey – perceptions of faculty ^b
	Graduating Student Survey - satisfaction with major ^b
Productivity	3-year average number of graduates ^a
	Flagged # of graduates ^a (not used in the calculations but provided as an indicator)
	Graduates per occupied benefitted instructional FTE (for undergraduate programs) ^{c,d}
	Graduates per tenured or tenure track faculty FTE (for graduate programs) ^a
	Weighted degree graduates per \$100k instructional cost ^b
Efficiency	3-year average baccalaureate graduates per junior-senior FTE ^a
	3-year average graduate degree or certificate completers per graduate FTE ^a
	3-year average credits at graduation (baccalaureate non-transfer students only) ^a
	3-year average graduate student success rate ^{c,d}
	Direct instructional cost per student credit hour (SCH) as a % of peers (using Delaware Cost Study peer data; see description below) ^b

^aProgram-level measure; ^bDepartment-level measure; ^cNew measure for '20-21; ^dCombination program/department-level

Quantitative and student survey data for instructional programs was analyzed and provided centrally by the University's Office of Institutional Research. Direct instructional cost per student credit hour was benchmarked through [The Cost Study](#) at the University of Delaware using a data-informed approach to discipline peer analysis, the description for which can be found in the detailed definitions in the Appendix. While a majority of the metrics were calculated at the level of the individual program, some of them (e.g., survey data, Cost Study data) were calculated at the department level. In those instances, all programs within a department and within a given level where available received the same score for those metrics.

Additionally, instructional degree programs were flagged if their three-year average number of graduates was below a specified threshold: fewer than 10 for baccalaureate degrees; fewer than five for master's degrees, graduate certificates, and education specialist programs; and fewer than two for doctoral programs.

Calculating Quintiles. Using the data for each metric, percentiles were calculated within the degree program level (e.g., bachelor's against bachelor's, master's against other master's program, etc.). For metrics at the department level, the percentiles were calculated against all other departments at the university.

Percentiles for each metric within each criterion were averaged to obtain the average criterion score. The four criterion scores were then used to compute a single weighted average score with the following weights applied: relevance 25%; quality 20%; productivity 27.5%; and efficiency 27.5%. The weighted average score was used to calculate first-pass percentiles and quintiles within each of the colleges; which provided a rough-cut of quintiles for consideration by the dean, with the lowest 20% being in the lowest (or 5th) quintile, the next 20% being in the fourth quintile, and so on.

Intake Survey. The Intake Survey for instructional degree programs was used to gather the following information.

- Programmatic context: recent changes that may impact outcomes but not yet have measurable results.
- Contributions to the goals and mission as articulated in the University's new strategic plan.
- Changes that could be made to increase the impact of the program (optional response).

Information from the Intake Survey was provided to the dean and provost to inform their decision-making efforts regarding final quintile placement.

Establishing Final Prioritization / Quintiles

In addition to the initial categorization (quintiles) of programs within the two categories of academic programs (minors, emphases, and undergraduate certificates and instructional degree programs), a combined (or full) results percentile was calculated using the raw scores across programs of all types. A "full results" percentile was calculated for the programs within each college. Deans and the provost were then provided with the results of the three analyses

— within instructional program; within minors, emphases, and undergraduate certificates; and across all program types (i.e., “full results”).

Further, the following guidelines and principles were applied across all colleges in determining final prioritization / quintiles.

- Deans were asked to start with the “first-pass” quintiles; they had the latitude to use either ‘within program’ or ‘across program’ data as their primary starting point.
- Deans could consider the above information as well as qualitative information gleaned from the intake surveys and other relevant data (such as trends as presented in the biannual Department Analytics Report).
- Programs could be moved to the adjacent quintile only (e.g., a 5th quintile program could be moved to 4th quintile only, and similarly a 3rd quintile program could be moved to either the 2nd or 4th quintile).
- Balance across the quintiles was required (i.e., if a program was moved from the 5th quintile to the 4th quintile, another program in the 4th quintile needed to be moved to the 5th quintile). This did not require that a certain percentage of a particular type of program needed to fall into any given quintile.
- Deans were required to articulate the global rationale / approach used to determine their final quintile recommendations (i.e., how various information was considered).

Upon final recommendation from the dean and with approval from the provost, final quintile assignments were made and communicated within each of the colleges. Programs placed in either the 4th or 5th quintiles (lowest 40%) were required to complete an Action Plan report; new programs were exempted from this requirement.

In the Action Plan, programs are asked to: (a) analyze and identify specific challenges based on the criteria and/or metrics of program prioritization; (b) identify and outline specifics of the action plan, and (c) consider external support that may be needed or helpful from the college or university. A copy of the Action Plan template can be found in the Appendix.

Evaluation of Administrative and Support Programs

For Administrative and Support programs, each program developed a written report (intake form) in response to the question prompts listed in the second column of Table V. These responses were reviewed by division leadership to ensure that they would provide adequate information for the identified program prioritization criteria. Additionally, and as appropriate and available, programs provided data and information on national benchmark data, for example, comparing resources or performance of the program with national averages, as evidence to demonstrate the volume, quality and productivity of work performed.

Table V. Questionnaire (Intake Form) Used for Evaluation of Administrative and Support Programs	
Criterion	Aspects evaluated and reviewed based on written responses

Relevance	Mission: What is the mission or purpose of your program?
Relevance	Major functions: What are the major functions of your program and total staff FTE?
Quality	Ongoing assessment / evaluation: How do you assess progress or achievement on your mission, goals or performance (quality, effectiveness, impact)? Briefly describe the measures used, the process, and frequency.
Quality	Findings: Given your ongoing assessment / evaluation, on the whole, what have you found about your program's quality, effectiveness, and impact? What's working well? What could be improved? OR, Please list your program's goals and progress you made towards meeting those goals.
Quality and Opportunity Analysis	Improvement: How have or will the findings be used by the unit/program to make changes? May include (1) actions already taken, and/or (2) actions planned for the future.
Productivity and Efficiency	Resources: How are you able to meet your service needs with the current staffing level? Are there areas of your operation in which you would recommend investment or divestment?
Relevance and Opportunity Analysis	Strategic connection: Describe the ways in which this program <i>may</i> contribute to the newly drafted strategic planning goals and University mission (Strategic Planning - University Strategic Plan). (Optional, as applicable)

The report for each program was then reviewed, typically by a divisional leadership committee. After reviewing and evaluating all programs' submitted intake forms, the vice president of each division, working with their leadership group, summarized the significant findings in a 2-page executive summary. In each executive summary, the following information was highlighted at the divisional level:

- Organization and context: The mission statement of the Division and an organizational chart.
- Major accomplishments in the past 1 - 2 years focusing on high-level information and division-wide themes.
- Forward focus / opportunity analysis: Based on program prioritization, each division was asked to provide 3 to 5 examples of improvements and actions that will likely contribute to advancement in quality, productivity, efficiency, and/or focus in their division. Divisions were encouraged to include examples of areas for improvement from: improvements to organizational structure and function; collaboration within or among

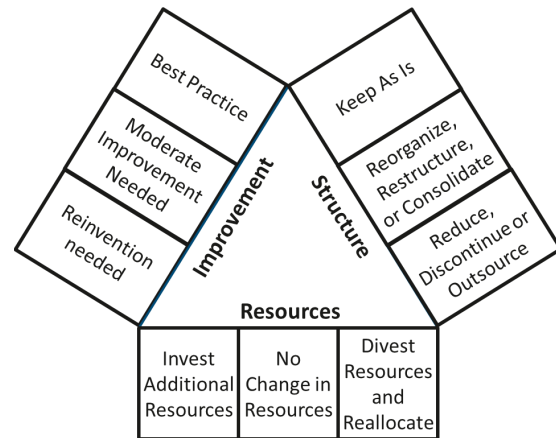
divisions and restructuring; cross-training and sharing skill-sets / resources; technological improvements; process improvements to streamline operations; etc.

- Discussion of resource implications (e.g. investment, reallocations, consolidations, discontinuations, etc.).

Divisional leadership teams reviewed intake forms from all programs, and discussed main findings, in particular focusing on opportunities and areas of improvement that were found through the program prioritization process as well as program context and potential actions. As per the revised SBOE Policy III.F, administrative and support units were not quintiled. Instead, the focus of the analysis was on continuous improvement of programs based on identified criteria and resource implications (e.g. investment, reallocations, consolidations, program discontinuations etc.) as appropriate and relevant.

Each proposed improvement / action can be categorized into one of three dimensions, as illustrated in the adjacent figure:

- Changes to organizational structure
- Improvement to processes and procedures
- Investment or divestment of resources



Each vice president then prepared a summary report discussing the results of the Program Prioritization for their division and highlighted important actions. These results are described in some detail in the following section, including proposed changes to organizational structure, proposed improvements and associated resource implications. These summary reports will next be reviewed by the President. Once reviewed / revised (as needed) and approved, each vice president will be overseeing the implementation of actions identified during Program Prioritization.

Key Milestones and Dates

Table VI. Academic Instructional Programs

November 10, 2020	Data on Minors, Emphases, and Undergraduate Certificates distributed
December 1, 2020	Deadline for Minors, Emphases, and Undergraduate Certificates Intake Survey
December 18, 2020	Data from Intake Survey (minors, emphases, etc.) sent to deans
December 23, 2020	Data and metrics for Instructional degree programs delivered to deans
January 5, 2021	First-pass prioritization sent to deans
January 10, 2021	Deadline for Instructional Degree Program Intake Survey
January 12, 2021	Data from Intake Survey (degree programs) delivered to the deans
January 31, 2021	Deadline for reports from the deans
Early February	Deans distribute master data file and results of quintile placement to chairs/directors in their colleges
May 31, 2021	Deadline for draft Action Plans to be submitted to deans
Summer 2021	Deans review Action Plans and clarify with department leaders as needed
August 31, 2021	Deans sign off on final Action Plans

Table VII. Administrative and Support Programs

January 19, 2021	Templates and instructions distributed to the Divisions
February 1, 2021	Divisional leadership submit the list of programs to be evaluated
March 31, 2021	Divisions determine specific timelines for internal deadlines and customize an instruction document for each of their programs. Programs complete intake forms by March 31st.

April 30, 2021 Executive Summary report from each division plus a compendium of all final individual program intake forms are completed.

Results and Discussion for Academic (Instructional) Programs

Minors, Emphases, and Undergraduate Certificates

For minors, emphases, and undergraduate certificates, 236 programs were evaluated. Of these, 94 (or 40%) were identified as new since the fall of 2017. Table VIII provides an overview of the programs evaluated by type and their initial evaluation based on the three-year average number of students graduating with that minor, emphasis, or undergraduate certificate.

Table VIII. Results of Evaluation of Minors, Emphases, and Undergraduate Certificates				
		Above the threshold number of graduates?		
Type of Program	Total # programs evaluated	# Above threshold	# Without graduates data yet	# Below threshold
Minors	94	37 (39%)	7 (7%)	50 (53%)
New	28	0	7 (25%)	21 (75%)
Not New	66	37 (56%)	0	29 (44%)
Emphases	67	24 (36%)	11 (16%)	32 (48%)
New	20	2 (10%)	11 (55%)	7 (35%)
Not New	47	22 (47%)	0	25 (53%)
Undergrad Certificates	75	20 (27%)	27 (36%)	28 (37%)
New	46	9 (50%)	27 (59%)	10 (22%)
Not New	29	11 (38%)	0	18 (62%)
Totals	236 (100%)	81 (34%)	45 (19%)	110 (47%)
New	94 (100%)	11 (12%)	45 (48%)	38 (40%)
Not New	142 (100%)	70 (49%)	0	72 (51%)

* Thresholds: undergraduate minors, emphases, or certificates <5; graduate level emphases <3

Eighty-one programs met the threshold for the annual number of graduates, and 45 were too new to have graduates data. The remaining 110 programs (or 47%) were flagged for not having met the threshold for annual number of graduates, 38 of which were new programs since the fall 2017. Notably, of the 72 programs that were flagged as below the threshold and were not new, 78% of them require minimal or no additional resources, meaning that they are able to provide opportunities for students without adding direct or indirect resource costs to the home departments or programs. The remaining 22% of not-new programs that were below the threshold formulated initial action steps to revise and enhance the programs, including new or revised recruitment efforts, changes to curricular offerings, and programmatic changes.

Instructional Degree Programs

A total of 204 instructional degree programs were evaluated; these included all bachelor's degree programs and above plus graduate certificate programs. Of these, 51 (or 25%) were identified as new since fall 2017. Table IX provides an overview of the programs evaluated by award level and their initial evaluation based on the three-year average number of students graduating with those degree awards.

Table IX. Results of Evaluation of Instructional Degree Programs				
Type of Program	Total # programs evaluated	Above the threshold number of graduates?		
		# Above threshold	# Without graduates data yet	# Below threshold
Bachelor's	87	59 (68%)	3 (3%)	25 (29%)
New	15	4 (27%)	3 (20%)	8 (53%)
Not New	72	55 (76%)	0	17 (24%)
Graduate Cert.	40	12 (30%)	19 (48%)	9 (23%)
New	23	1 (4%)	19 (83%)	3 (13%)
Not New	17	11 (65%)	0	6 (35%)
Master's	62	41 (66%)	6 (10%)	15 (24%)
New	9	2 (22%)	6 (67%)	1 (11%)
Not New	53	39 (74%)	0	14 (26%)
Education Specialist	2	2 (100%)	0	0
New	0	0	0	0
Not New	2	2 (100%)	0	0
Doctorate	13	10 (77%)	2 (15%)	1 (8%)
New	4	1 (25%)	2 (50%)	1 (25%)
Not New	9	9 (100%)	0	0
Totals	204 (100%)	124 (61%)	30 (15%)	50 (25%)
New	51 (100%)	8 (16%)	30 (59%)	13 (25%)
Not New	153 (100%)	116 (76%)	0	37 (24%)

*Thresholds: bachelor's <10; master's, graduate certificates, and education specialist degrees <5; doctorate <2

One hundred twenty-four (or 61%) of the programs met the threshold for the annual number of graduates for the given award level. An additional 30 were too new to have graduates data. The remaining 50 programs (or 25%) were flagged for not having met the threshold for annual number of graduates at their respective award level, however 13 of them were new since '17-18.

Combined Results

Table X depicts the assignment of all programs by program type to quintiles, based on the entire aforementioned analyses.

Table X. Quintile Assignments Across All Programs							
Program Type	Total Programs Evaluated	Quintile assignments					
		First	Second	Third	Fourth	Fifth	NQ*
Minors	94	15	11	18	15	28	7
Emphases	67	17	10	13	6	10	11
Undergraduate Cert.	75	8	11	8	6	16	26
Bachelor's	87	22	22	17	22	4	0
Graduate Cert.	40	4	7	8	11	10	0
Master's	62	10	16	12	18	6	0
Education Specialist	2	1	0	0	1	0	0
Doctorate	13	5	2	6	0	0	0
Totals	440	82	79	82	79	74	44

% of total per quintile	100%	20.7%	19.9%	20.7%	19.9%	18.7%	
-------------------------	------	-------	-------	-------	-------	-------	--

*NQ denotes no quintile assignment was made due to missing or insufficient data. The NQ programs were excluded from the calculation of the total percentages for each quintile.

Of the 440 evaluated programs, 153 received assignments in the fourth or fifth quintile. Forty-four programs were not assigned to a quintile because of missing or insufficient data; all 44 of these were new. Table XI depicts the distribution of programs across all quintiles for programs that were new and not new.

Table XI. Quintile Assignments Across All Programs Based on New Status							
Program Type	Total Programs Evaluated	Quintile assignments					
		First	Second	Third	Fourth	Fifth	NQ
Not New	294	77	58	65	58	36	0
New	146	5	21	17	21	38	44
Total.	440	82	79	82	79	74	44

Placement in the fourth or fifth quintile triggered a requirement for the program to submit an action plan; however, this applied only to programs that are not new. As shown in Table XI, 94 of the 153 programs in the fourth and fifth quintiles were not new and, thus, these programs were required to submit the Action Plan report.

Table XII summarizes the primary criteria responsible for an *instructional degree program* being assigned to the fifth or fourth quintiles. The most common deficiency was productivity, typically resulting from a low number of graduates. This is somewhat expected, since the analysis included new instructional degree programs, which are still scaling up and may not have many graduates. The second most common deficiency was quality for the fifth-quintile programs and was relevance for the fourth-quintile programs. Low scores for quality were caused by low student satisfaction with quality and/or a poor program assessment report, and low scores for relevance were caused by low enrollment (an indicator of demand), and low relative student satisfaction with their degree program. Finally, low scores for efficiency were caused by relatively difficult progression through the degree. Notably, all but three of the fifth-quintile instructional degree programs had at least two deficient criteria, and six fifth-quintile instructional degree programs had deficiencies in all four criteria. Approximately 25 percent of the fourth-quintile programs had deficiencies in three or more of the criteria.

Table XII. Causes of Placement into the Fifth Quintile				
	Criterion			
	Relevance	Quality	Productivity	Efficiency
Number of Fifth-Quintile Instructional Degree Programs with relatively low scores in Criterion (out of 20 programs)	11	17	20	12
Number of Fourth-Quintile Instructional Degree Programs with relatively low scores in Criterion (out of 52 programs)	29	24	30	24

All fifth- and fourth-quintile programs that are *not new* submitted action plans to their deans on May 31, 2021. College deans are in the process of reviewing action plans, will request revisions (if needed), and approve final action plans by August 31, 2021. All programs in the fourth and fifth quintile will be re-evaluated by fall 2022. Examples of actions that may be planned to remedy the challenges identified by Program Prioritization include but not limited to: program discontinuations (and reallocation of resources to other programs); improvement of their assessment of learning outcomes in order to evaluate and ensure quality; restructuring by, for example, adding an emphasis to attract more students or by consolidating programs, in order to streamline the options for students; revitalization of their curriculum to make it more efficient for students to progress through the program; or focusing on recruitment in order to increase enrollments and production of graduates, with specific targets established.

Table XIII depicts the program types that were flagged for not meeting the determined thresholds for numbers of graduates. The two columns on the right show that 160 programs did not meet the thresholds for numbers of graduates; a strong majority of these programs were placed in the fourth or fifth quintiles. Of the 56 that did not meet the threshold for graduates and were not placed in the fourth or fifth quintiles, 14 (or 25%) of them were new.

Table XIII. Programs Flagged for Low Number of Graduates					
Program Type	Total programs evaluated	Programs meeting graduates threshold	Programs without available data	Programs not meeting graduates threshold	
				In fourth or fifth quintile	Not in fourth or fifth quintile
Minors	94	37	7	38	12
Emphases	67	24	11	14	18
Undergrad Certificate	75	20	27	17	11
Bachelor's	87	59	3	16	9
Graduate Certificate	40	12	19	7	2
Master's	62	41	6	12	3
Education Specialist	2	2	0	0	0
Doctorate	13	10	2	0	1
Totals	440	205	75	104	56
Percent of Total	100%	46.6%	17.0%	23.6%	12.7%

Initial Changes in Academic Programs

Although the Action Plans will become final at the end of summer 2021, several initial changes have already been made:

- The transition of the Department of Community and Environmental Health to the Department of Public Health and Population Science in the College of Health Sciences.
- The move of the LEAD program from the College of Innovation and Design to the School of Public Service.

- The separation of the current Department of Communication and Media into two separate entities, the Department of Communication and the Department of Media.
- **Eight** instructional programs were discontinued by May 2021 as a result of program prioritization. These include two bachelor's degree programs, two master's degree programs, one graduate certificate, one undergraduate certificate, and two emphases.
- Planned discontinuations of **14** additional programs will be initiated during the fall semester of 2021. These include one bachelor's degree program, two graduate certificates, two master's degree programs, five minors, and four emphases.

Results and Discussion by Division

Administrative and Support Programs

Administrative and support programs provide services that support the academic mission and carrying out the operations of the University. These programs are distributed across all Divisions of the University.

As discussed under the Methodology section above, programs within each Division completed their self-assessment using a uniform intake form, and leadership within each Division then reviewed to identify major accomplishments, areas for improvement, recommendations, and resource needs / re-allocations. Highlights of these Division-level reviews are discussed and summarized in Executive Summary reports from each Division. Below, we describe the results and analysis of the program prioritization process completed in all Administrative and Support programs on campus.

In addition to and as part of the program prioritization efforts and following recommendations of an outside consultant, important organizational and structural changes were announced by President Marlene Tromp in her March 12, 2021 email to campus. Several areas / units were touched by these organizational changes, including Campus Operations, Public Safety and Transportation, Finance and Administration, and University Affairs. These changes became effective immediately after the announcement and are reflected in the division-level discussions below.

Division of Finance and Administration

Programs within the Division of Finance and Administration are organized as depicted in the following table. This table reflects the organizational changes in the University that were announced in March 2021. This major organizational change was partially the result of the program prioritization efforts and was effective immediately. In particular, campus operations, which previously was a standalone division, was merged with finance and administration to simplify structure, better align functional priorities, and create greater synergy among operations, facilities, finance and administrative teams. This change was an important result of the commitment to operating efficiently and maximizing university resources, particularly in financially challenging times. As part of this change, the Office of Public Safety, including Campus Security, Transportation and Parking, Emergency Management and Integrated Security Technology, moved to the newly named Division of University Affairs (previously named the Division of Compliance, Legal, Public Health, and Audit).

Division of Finance and Administration						
Office of Budget and Planning (1 program)	University Financial Services (5 programs)	Morrison Center (1 program)	Extra Mile Arena (1 program)	Human Resource Services (1 program)	Office of Information Technology (11 programs)	Campus Operations (11 programs)

Major accomplishments

- The Sustainability Governance Council was created as a presidential initiative, with oversight provided through Campus Operations.
- Completed construction and opened the Micron Center for Materials Research - a \$50 million, multi-year project.
- The Division pivoted to providing significant support as well as new services during COVID-19, including technology enhancements to 201 classrooms and creating 21 "new" classrooms, federal stimulus grant administration, and financial services and student refund management. Actions undertaken include reconfiguring Extra Mile Arena to host large classrooms, the Morrison Center offering performing arts experiences online to engage the community, and IT upgrading capabilities for online instruction and testing as well as improving infrastructure to enable faculty and staff to work from home. The Division also provided software app development and data to support contact tracing, classroom attendance and seating location tracking.
- Campus Operations personnel were integral to the opening of campus to best serve students and staff during this challenging year. There was no evidence of viral spread in campus buildings. In addition, taking advantage of reduced people on campus, completed a variety of preventative maintenance projects - significant painting, lighting, flooring, plumbing and landscape projects across campus.

- Human Resources reinvented the onboarding process to better acclimate new employees to Boise State and initiate employee engagement in order to improve performance and increase the likelihood of long-term employee retention.
- Boise State University's Research Computing Department, which is a part of OIT, rolled out the Borah computer cluster. Located at the Idaho National Laboratory's Collaborative Computing Center and built through a partnership between Boise State, the Idaho National Laboratory and Idaho Power, Borah is four times as powerful as Boise State's previous high performance computing (HPC) architecture and will support the growing compute-intensive research and education mission at the university.
- University Financial Services focused on innovation in 2020. The unit combined accounts payable and purchasing into a single procure-to-pay unit, redesigning all services to focus on the customers needs throughout the lifecycle of the activity. In addition, nearly 100 process improvement projects were completed along with implementing four patch bundles, and managing production support for Bronco Hub and Student Financials.
- The Office of Budget and Planning focused on providing better information for decision-making. Two key initiatives to support this effort include completion of an administrative benchmarking study with ABC Insights and acquiring and initiating implementation of a new budget and planning system.

Overarching themes

Following major themes emerged from the analysis of divisional programs within Finance and Administration:

- Presently, the business operations offices in the division are decentralized; substantial opportunity exists for increased coordination, consistency, and efficiency. Taking a cross-divisional view of business processes and administrative systems will likely produce improvements and efficiencies of a magnitude not otherwise attainable.
- Program Prioritization identified a number of opportunities for cross-divisional consolidation of operations, such as moving Campus Operations under the Division of Finance and Administration.
- Maintaining up-to-date facilities and equipment is a costly challenge for several programs.
- Compliance with federal and state regulations remains an area of growing focus and necessary investment at institutions of higher education. Note that many of the divisional compliance functions share responsibilities with the Office of Institutional Compliance and General Counsel in the Division of University Affairs.

Forward Focus / Opportunity Analysis

Based on program prioritization, following examples of improvements and actions are identified as contributing to advancement in quality, productivity, efficiency, and/or focus in the division.

- Program prioritization reaffirmed the need to combine the space management policy/process with the capital needs policy/process to make it more user friendly and efficient.
- Campus wide Space Study was initiated. Once the report is received, we will work to implement recommendations for more efficient and effective space usage across campus and especially in the interest of supporting our new strategic plan goals and objectives and to take advantage of potential adjustments to increased remote work.
- Work is underway with the Office of the State Board of Education to develop an enterprise risk management system for higher education. Boise State will contribute to this effort and share an employee for the first year to get the program underway.
- Work is underway on a Smartsheet database tool for project management, which will streamline project tracking and set the stage for tracking project data to assist with decision-making and program assessment into the future.
- Work is underway to create a dedicated floor crew, which will greatly improve the overall appearance and preventative maintenance of our facilities. Developing a specialized crew eliminates the inconsistency of 70 different staff doing floor work inconsistently or poorly. This move will also free up custodians to concentrate on more cleaning specific tasks, which will improve the cleanliness of classrooms, common areas and restrooms.
- Implementation of a shared services procure-to-pay model across campus in order improve business operations and reduce the staffing levels required for these activities freeing up resources to be dedicated to other activities.
- Implementing Salesforce campus-wide with a focus on streamlining communications and marketing efforts from the University to the campus community as well as providing a data-driven 360-degree student view, personalized multi-channel engagement at scale, and a modern, unified and holistic advising experience.
- The Canvas LMS implementation project to replace BlackBoard is on track for the Fall semester. This is an enterprise transformational project that will impact students, faculty, and staff.
- Executing people strategies to reduce employee attrition and improve institutional effectiveness. There are multiple strategies in the people plan including market-based employee compensation, upgrading the university's HR system, and expanding opportunities for employee development.

Challenges Identified and Resource Implications

- The completion of the AASHE STARS report provides the data and information needed to focus goals and objectives in a campus Sustainability Plan. Additional university investment in infrastructure, staffing and especially student positions to support this effort will be integral to our success.
- A new process to identify, vet, and prioritize renovations projects is now fully implemented. While providing better information and campus review for decision-making, the number of projects submitted and approved is not decreasing.

- We are currently meeting minimum environmental compliance requirements, but opportunities to collaborate with local government, better address environmental issues and education as well as add to our sustainability goals necessitate likely investment in this area.
- Lab safety compliance rates differ greatly between colleges. It is clear that having dedicated staff assigned by college to this task makes a tremendous difference in compliance and safety measures. A possibility is to consider a model where F&A increases are shared with Campus Operations as their work increases as research activity increases.
- To use university resources most efficiently, it is important that we invest in software to manage and measure university utilities. Currently, high-level staff are putting in many hours to manage utility data.
- Additional resources will be necessary to effectively implement many of the Division's long-term strategies. In particular, the people strategy will require a significant investment of resources. In addition, implementation of shared services will require the reallocation of resources from campus units to shared service centers.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- The business operations of Facilities, Operations, and Maintenance (FOAM) were integrated into a single business operations unit at the division level, producing substantial increases in effectiveness and efficiency. The new divisional unit provides coordination among business operations across the division.
- An Office of Public Safety was created to lower the University's overall safety risk by consolidating University Security, Transportation and Parking Services, and Environmental Health, Safety and Sustainability (EHSS).
- Extra Mile Arena (previously Taco Bell Arena), the Morrison Center, and Athletics outsourced ticketing and now manage their own operations and customer service activities.
- Research Computing centralized services for support of cyber infrastructure for research to maximize support to researchers. A central model of support was identified as an emerging trend in higher education research-intensive institutions.

Office of the President

The programs reporting to the Office of the President are organized as depicted in the following table.

Office of the President		
Athletics (6 programs)	Communications, Marketing & Creative Strategy (5 programs)	College of Innovation & Design* (7 total programs: 3 instructional and 4 administrative & support programs)

*Note: The following administrative and support programs from the College of Innovation and Design are evaluated and reviewed in this section: eSports, Venture College, and the Onramp program. Boise State X (BSX), a program designed to build partnerships that enable non-traditional students facing roadblocks to graduate was disbanded in Fall 2020 since other / better solutions were found to support this group of students, and was not included in the program prioritization review.

Major accomplishments

- Hired a new Athletic Director, Head Football coach and currently hiring Head Women's Golf Coach and Head Softball Coach.
- Prior to the pandemic, we finished as the top Group of Five athletic program in the country in the Learfield Cup Standings, and in the top five each of the previous five seasons.
- Concluded the 2021 spring semester with an all-sport cumulative GPA of 3.37, a department record, and 140 student-athletes were named to their respective college's Dean's List. The all-department GPA has been at or above 3.0 for 28-consecutive semesters, and at or above 3.30 for nine-straight semesters.
- Boasted the Mountain West Athlete of the Year in 2016-17, 2017-18 and 2018-19. Boasted the Mountain West Scholar-Athlete of the Year in 2017-18, 2018-19 and 2019-20.
- Launched the Lyle Smith Society, a philanthropic giving option, in December of 2020, which has since generated more than \$6 million over the course of the next five years.
- In the past three years, the Office of Communication and Marketing led efforts to bring university units to a single web design and content marketing system.
- The Office of Communication and Marketing is in the process of launching the Boise State brand platform and enterprise-level campaign: **This is Blue Turf Thinking**.
- The Office of Communication and Marketing is in the process of launching our first ever enterprise-level communications and marketing plan.
- The Office of Communication and Marketing is leading the Salesforce implementation for the University with Salesforce Marketing Cloud.
- ESports has been able to spotlight individuals and the Boise State community through multiple contributions to national and local news pieces, keynote and invited speaking opportunities, and numerous awards, including 5 Collegiate eSports All-Americans, Broadcast Team of the Year, Overwatch Coach of the Year, and numerous other nominations to our students and staff.
- ESports served our Boise State community and partners by organizing and broadcasting more

than 10 events in 2020 including the State High School Esports Championships, The Idaho Entrepreneur Challenge, On-Ramp Showcase, Free summer camp for Idaho teens, Missouri High School Esports season and state championships, and many more.

- ESports demonstrated that we can Inspire the collegiate and scholastic community with excellence in broadcast production, tournament, and competitive play. With more than 10M minutes watched and 2M unique viewers in the first semester, Boise State esports and program are considered the high mark for production. Regularly, Boise State is mentioned as a Top 5 collegiate esports Program. This inspiration can be measured by the esteem in the program garnering both the Collegiate Esports Coach of the Year (NAECAD) and Director of the Year (NACE) in 2020.
- The Onramp Program works with schools in need (60%+ Free/Reduced Lunch eligibility) to provide educators the tools, training, and resources to create coding experiences for K-12 students. The number of districts, schools, and educators engaged has increased in year two, including twice as many educators in our current cohort and we are on track to engage more than 1000 students in coding experiences, a ~20% increase over year one.
- Venture College is currently exceeding the goals for the program, serving more than 4,000 students in 2020 and generating more than \$12 million in revenue since 2013. Our program has reached students across BSU's campus and across Idaho, with room to still grow.

Overarching Themes

The following theme emerged from the analysis of programs that report to the Office of the President:

- The majority of programs in this umbrella have strong customer service functions and ties to the brand and image of the University. Therefore, reallocations, investments, and structural realignments will help increase the quality in several areas.

Forward Focus / Opportunity Analysis

- With new leadership, Bronco Athletics is currently conducting a department-wide SWOT analysis. The goal is to create a sustainable revenue model with an emphasis on becoming an outbound department. The department has begun building out its external units to help with improving revenue generation, branding, and storytelling.
- Currently in the process of hiring a senior associate director of athletics for external, in addition to creating an internal outbound ticket sales team with the hiring of an associate athletic director for ticket sales and operations.
- Conducting a facility assessment to prioritize future projects as we prepare to launch an athletics capital campaign.
- Working on elevating our support for BroncoBOLD, which focuses on mental health, as well as BroncoLife, which focuses on the whole person and emphasizes the transition to college, personal development, and career planning.

- For the first time at the university, the Office of Communication and Marketing will be implementing an annual communications and marketing plan, as well as the segmented communications model. This university/enterprise-level approach will bring more visibility and alignment to our communications and marketing efforts, which aims to strengthen the brand, as well as identify opportunities to improve productivity and efficiency. The plan's framework is structured around the strategic plan goals. Every division and college is represented in the plan.
- The Office of Communication and Marketing will collaborate with working groups across the university to build a content strategy around each segment and build an annual content strategy.
- ESports is now coordinating with residence halls to build out experiences.
- ESports is now in the process of development of co-curricular offerings.
- Venture College is in the planning stages of a 'go-to-market' workshop that would be focused on assisting faculty and graduate students. This program would give faculty researchers a process and understanding of how to successfully commercialize their work.
- Venture College is planning on launching new programs focused on engaging students who may not have their own idea for a venture but want to gain the experience of the entrepreneurial process through our 'Hacking for X' framework. This will expand to new industries in an effort to reach students of different disciplines.

Challenges Identified and Resource Implications

- Current challenges in Athletics primarily revolve around financial resources. In FY20 we ranked 5th in the Mountain West in operating budget and spent \$9M less than San Diego State. Although we are at the top end of our conference and group of 5 peers with regard to fundraising, we are at the lower end when it comes to operational funding from the institution and state. Through a zero-based budget analysis, we identified several key areas where additional resources are necessary in order to remain competitive at a very high level and to meet the expectations of campus and our community. Additional investments in these areas will not only have a positive impact on our athletic competitiveness and academic successes, but the University as a whole.
- Office of the Marketing and Communication: investment has been requested to fund the enterprise-level campaign: **This is Blue Turf Thinking**. This campaign is built upon the updated brand platform and personas of our stakeholders. Analysis following the first year rollout will be needed to identify any staffing reorganization considerations.
- Esports: investment in staff to pursue and secure sponsorship and partnership is an important area of need. Additional space for a broadcast studio would open additional revenue streams.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- The Office of the President and programs that report to it were substantially revised and reconfigured since the last program prioritization. These changes include:
 - Moving Morrison Center and Extra Mile Arena to the Division of Finance and Administration.
 - New initiatives and programs under the College of Innovation and Design, which was created as part of the 2013-14 Program Prioritization.
 - Moving Boise State Public Radio to Extended Studies.
 - Transfer of university policy management from the President's Office to the General Counsel's office to create synergy with functions already assigned to the General Counsel's office related to policy interpretation and compliance.
 - Transfer of two programs – the sign shop and the print shop – to the division of Communications and Marketing to enhance their ability to manage and service the brand expectations of the university and needs of divisions across campus.
- The associate director for government relations position was redefined to serve more critical needs in community relations.
- Restructure and redesign the Office of Communications and Marketing to enhance the quality and productivity.

Division of Research and Economic Development

The programs of the Division of Research and Economic Development are organized as depicted in the following table.

Division of Research and Economic Development				
Office of Technology Transfer (1 program)	Office of Sponsored Programs (4 programs)	Office of Research Compliance (1 program)	Office of Research Development (1 program)	Institutes and Centers* (4** programs)

*Note: *Institutes and Centers are reviewed every three years using the program prioritization criteria of relevance, quality, productivity, and efficiency under University Policy 5500. This review was completed in 2019, and during this cycle of program prioritization co-operated institutes and centers are reviewed and evaluated within academic colleges. The CAES Energy Efficiency Research Initiative and the CAES Technical Assistance Program were assessed in 2019 and not included in the 20-21 program prioritization. The Energy Policy Institute is reviewed as part of the evaluation of Centers and Institutes by the academic colleges. The Institute for Pervasive Cybersecurity is too new to have sufficient data to provide a robust evaluation. ** This number does not include many other institutes and centers run in collaboration with academic colleges.*

Major accomplishments

The Division has continued to foster and grow research at Boise State University at an astonishing rate of 86% since 2013, and a 10% growth since 2019. This growth is fueling our graduate programs, bringing more talented students and faculty to Boise State University and to Idaho. In addition, there are more opportunities for our undergraduate students to experience research firsthand and to understand creative activity at its core, and to become highly valued employees in today's competitive workplace. Specifically:

- The VPRED Office has focused on building Grand Challenges, reviewing all policies, building federal initiatives, and restructuring the Division to better support both strategically and operationally the continued rapid growth in research year after year.
- The Research Development unit has developed tools and templates for proposals, and fostered connections among faculty across campus, with external universities, laboratories, and federal/state agencies.
- The Office of Sponsored Programs has modernized systems within the constraints of the larger system adoptions on campus (Oracle Financials and now HCM) as there was insufficient funding to fully adapt the system to support research.
- The Office of Technology Transfer has reorganized with an additional staff member to put forth a concerted effort to focus on increased visibility and marketing of IP to grow licensing activity. In addition, we simplified our forms and processes to make interactions with our office more efficient and transparent.
- The Office of Research Compliance is in the midst of implementing electronic protocol management modules to drastically improve each committee's forms, streamline review processes, and improve communication around committee reviews.

Overarching Themes

Following themes emerged from the analysis of divisional programs in Research and Economic Development:

- Each office in the division is understaffed in comparison to peer institutions. The mission and the new strategic plan of the University emphasizes continued growth in research. Our continued success in that realm (as evidenced by data shown above) will require new resources as well as a more efficient use of existing resources. High workloads of current staff and turnover of staff is a major challenge.
- Continued focus on interoffice coordination and communication to increase divisional effectiveness and efficiency.
- Continued focus on modernizing systems and process improvements is needed.

Forward Focus / Opportunity Analysis

Based on program prioritization, following examples of improvements and actions are identified as contributing to advancement in quality, productivity, efficiency, and/or focus in the division.

- Reorganization has occurred across the Division to improve our productivity and use resources most efficiently. This has resulted in new processes and also, in some cases, strong cross campus collaborations.
- Working on slowly modernizing systems, including Info-Ed, and have added staff in Research Development, Technology Transfer and Sponsored Programs to meet growing needs and increase satisfaction. Results from program prioritization efforts are used to modify processes whenever appropriate as a true continuous improvement process.
- The major focus for the Division is to complete the development of the Grand Challenges, in concert with strategic planning, and to attempt to keep pace with our growth.

Challenges Identified and Resource Implications

- With the massive growth of research and reductions in appropriated funding it is difficult to keep pace. Through benchmarking we know that our staff do far more work than colleagues in similar positions throughout the country. Turnover resulting from high workloads is an ongoing concern.
- By eliminating the AVP for Research we were able to make some additions in key areas, but that had a significant impact in the workload for both the division Vice President and the AVP for Sponsored Programs. In the Office of Research Compliance, position responsibilities were shifted and an administrative position was eliminated to support programs. All of these changes provided better support to programs but at a cost to overall workload. This will not be sustainable as research continues to grow.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- Reorganization has occurred across the Division to improve productivity and use resources most efficiently.
- The Office of Technology Transfer has improved efficiencies, enabling reallocation of one FTE to serve as a project coordinator in research development and grant writing.

Division of Student Affairs and Enrollment Management

The administrative and support programs of the Division of Student Affairs are organized as depicted in the following table.

Division of Student Affairs and Enrollment Management								
Dean of Students (5 prog.)	Campus Recreation (3 prog.)	New Student Programs (1 prog.)	Career Services (1 prog.)	Campus Services (5 prog.)	Enrollment Services (4 prog.)	Housing & Residence Life (4 prog.)	Student Equity (1 prog.)	Student Involvement & Leadership (4 prog.)

Major accomplishments

- Recruitment: With improved reporting, new software platforms, finding efficiencies in processing, constant innovation within recruitment strategies, and a focus on personalized service, Admissions has been able to absorb an 44% increase in applications and 38% increase in admits over the past 3 years while maintaining a high level of service. Enrollment goals have been met or exceeded in the past 5 years for the overall freshman class.
- Retention: The following details accomplishments in student success and retention.
 - Designed and implemented a targeted mentoring program for first year students with a focus on those not being retained from first to second year.
 - Updated and Implemented Academic Policy changes to better serve students.
 - Continued to advance programs, processes and services via technology-converted paper forms to Perceptive Content, implemented Quali curriculum and catalog management system.
 - Created parameters and delivered \$5.4 million in additional aid to students.
 - Offered numerous in-person, hybrid and online student engagement and programming opportunities for students - from clubs and organizations to stress relief activities to community service and alternative breaks.
- Career Readiness, Employability, and Post-graduate Outcomes: Over the past year, Career Services supported 1,694 students in individual coaching appointments and provided career information via classroom presentation and workshops to an additional 1,750+ students. About 1,200 students participated in experiential learning opportunities including internships, Work U, and the summer Hometown Challenge.

Overarching themes

Following major themes emerged from the analysis of divisional programs within Student Affairs and Enrollment Management:

- Many of the units in the division have direct interactions with students and, consequently, have substantial influence on how students perceive the university. Therefore, it is important that units of the division pay particular attention to the quality of service provided to students.
- A number of very strong cross-dependencies exist between programs in the division and those in the Division of Academic Affairs. In a number of cases, effectiveness of programs will depend on the strength of collaborative relationships.
- Many of the programs in the division have a strong history in assessing program effectiveness. Program Prioritization provided the opportunity to build on that foundation and to develop assessment structures where they did not yet exist.

Forward Focus / Opportunity Analysis

Based on program prioritization, following examples of improvements and actions are identified as contributing to advancement in quality, productivity, efficiency, and/or focus in the division.

- The most critical improvements needed in recruitment are with the Idaho resident population (both freshmen and transfers).
- The most critical improvements needed in retention are with our Idaho, underrepresented, first-generation commuter students. Restructuring and expanding a first-year experience program will accomplish part of this.
- The most critical improvements needed related to post-graduate outcomes include stronger data support infrastructure, coordinated and aligned experiential education opportunities, and embedded career education into the classroom. All these areas are included in and aligned with the new university strategic plan.
- We are in need of at least 550 additional beds to accommodate the rising student demand for on-campus housing.

Challenges Identified and Resource Implications

- Recruitment - the division is under-resourced in both the communication and recruitment team infrastructure.
- Retention - the division is under-resourced in multiple areas. Priorities include:
 - Student success coach positions that address student retention gaps
 - Financial aid counselors and customer service staff
 - Technology advances including housing assignment and data systems, campus wifi infrastructure, and cross-departmental systems.
 - Student auxiliary funding model restructuring
 - Expanding orientation to a first-year experience
- Career Readiness, Employability, and Post graduate outcomes - areas of resource attention include college embedded career coaches, a Data Specialist, and a significant investment in experiential education (to increase access to opportunities such as WorkU).

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- Moved University Health Services from the Division of Student Affairs and Enrollment Management to the College of Health Sciences, in order to align with the college's academic programs and create teaching and research clinic opportunities. This restructuring enabled students to gain additional exposure to real world instructional situations, and faculty members to augment their instruction and research through actual practice within their professions.
- Reorganized and repurposed the IT support unit previously entitled "Campus Community" by moving PeopleSoft support functions to the Office of Information Technology and data support and analysis to the Office of Enrollment Services.
- Strategically assigned and located facilities and office space to co-locate student service units as much as possible, e.g., Disability Resource Center with Veteran's Service, in order to increase administrative efficiencies, improve access, and enhance opportunities for training to meet the changing needs of students.

Division of University Advancement

The programs of the Division of University Advancement are organized as depicted in the following table. Note that the University Foundation and the Division of University Advancement are connected via a Memorandum of Agreement and a shared mission, but not by formal reporting lines.

Division of University Advancement						
Communications (1 program)	Alumni Relations (1 program)	Development (3 programs)	Advancement Services (2 programs)	Operations (1 program)	Corporate & Fondation Relations (1 program)	*University Foundation (1 program)

Major Accomplishments

- Our fundraising efforts have exceeded expectations, and the endowment portfolio is holding strong, despite market upsets and challenges posed by COVID.
- People/Restructure - University Advancement and the Boise State University Foundation are undergoing substantial restructuring to better position the division and improve the way we serve our alumni, donors, and campus partners. This has increased efficiencies, improved the team culture and made progress towards building an integrated, university-wide, advancement structure.
- Organization - we are viewed as a better campus partner, and our Foundation Board leadership is becoming more engaged.
- Campaign - we are shifting our lens to campaign readiness and preparing the campus to successfully launch the university's next comprehensive fundraising campaign.

Overarching themes

Following major themes emerged from the analysis of divisional programs within the Division of University of Advancement:

- Benchmarking against national studies consistently shows that fundraising and related donor and alumni functions at Boise State are under-budgeted, under-staffed, and have a higher return on investment than similar universities.
- University Advancement and the Boise State University Foundation are undergoing substantial restructuring to better position the division and improve the way we serve our alumni, donors, and campus partners.
- The results of Program Prioritization and the ongoing SWOT analysis results will inform the proposed philanthropy growth plan.

Forward Focus / Opportunity Analysis

- Adding Advancement Services Department to provide strategic leadership for University Advancement and the Boise State University Foundation's infrastructure, utilize data-driven analytics to drive fundraising success and to strategically design, develop and implement operational functions that support Advancement goals in fundraising and constituent engagement. Prospect Management and Research and Donor Relations units / programs moved under the Advancement Services Department and an AVP for Advancement Services has been hired to start in summer 2021.
- Undergoing a SWOT analysis in summer 2021 to better inform a new growth plan.
- Working with the Foundation to improve data processing and reporting so that we can benchmark our efforts with industry standards and continue to improve fundraising efforts.
- Leveraging tools, technologies, and partnerships to accurately measure progress against metrics, as well as gaging preparedness for the campaign. (Examples: DXO program with Evertrue, FPM via Blackbaud, and a campaign readiness tool of the "Dove Preparedness Index" to name a few.)
- Working on appropriate hiring. For example, a full-time Director of Development for COAS and a Senior Director of Development for COBE will bring our college-based fundraising team to an optimal level for the current state. We also need three fully-trained and productive Development Directors for Athletics to meet performance standards and productivity.
- Continue leveraging Board engagement, utilizing an integrated model with more interaction between the Foundation, Alumni, and BAA boards.

Challenges Identified and Resource Implications

- University Advancement is an extremely lean division for a university of our size and fundraising expectations. The outcome of the SWOT analysis will inform the growth plan (budget and staffing) required to complete the university's next comprehensive campaign.

Division of University Affairs

The programs of the Division of University Affairs are organized as depicted in the following table. Note that the Division of University Affairs is a newly-renamed division: prior to March 2021, it was the Division of Compliance, Legal, Public Health and Audit. In March 2021, President Tromp announced a major organizational change to the University structures, including the renaming of this Division. In addition, the Department of Public Safety, including Campus Security, Transportation and Parking, Emergency Management and Integrated Security Technology moved to the Division of University Affairs. This Division did not exist during the 2013-14 Program Prioritization process, and various departments and programs under it previously reported directly either to the Office of the President or to Campus Operations.

Division of University Affairs						
Department of Public Safety (10 programs)	Office of the General Counsel (1 program)	Institutional Compliance (1 program)	Internal Audit (1 program)	Title IX (1 program)	University Policies (1 program)	Office of Public Health (1 program)

Major Accomplishments

- In the last 1-2 years, University Affairs programs led the campus response to the pandemic while gaining improved efficiencies in continued service delivery from business process improvements and intentional alignment of staff.
- During this time, Emergency Management maintained an active, daily virtual Emergency Operations Center and weekly Incident Command Team meetings / situation reports, as well as developed the campus All-Hazards Mitigation Plan.
- In 2020, the Public Health Office (PHO) was created to develop and guide the university's safe and timely response to the COVID-19 pandemic. PHO developed a robust contact tracing program; isolation housing and nursing care programs; sample collection center and on-campus, CLIA-certified PCR COVID testing lab; and vaccination clinic serving campus and the community. These efforts impacted all university departments and allowed campus to safely resume limited, in-person operations and remain open during the 2020-2021 academic year.
- In response to unprecedented levels of pandemic-related event and service contract cancellations, the Office of General Counsel provided increased consultation and contract support to university departments.
- Also during this time, Institutional Compliance and Ethics increased the number of investigators assigned per Title IX case from one to two individuals, thereby increasing efficiencies in interviews and report writing, and ensuring timely closure of cases. Additionally, the Title IX Coordinator role, which previously supported additional institutional duties, was reimagined to focus solely on Title IX compliance.

Overarching themes

Following major themes emerged from the analysis of divisional programs within the Division of University of Affairs:

- Partially informed by Program Prioritization, the Division of University Affairs recently underwent a substantial restructuring to position the division to better serve campus partners and increase divisional efficiencies. Focusing on efficiencies and better alignment of services, the Department of Public Safety has begun operating under the Division of University Affairs.
- University Affairs programs led the campus response to the pandemic, including maintaining an active, daily virtual Emergency Operations Center and weekly Incident Command Team meetings / situation reports, and creating the Public Health office to develop and guide the university's safe and timely response to the COVID-19 pandemic.

Forward Focus / Opportunity Analysis

- In the next 1-2 years, University Affairs, as an expanded and newly-renamed division (since March 2021), will focus on improving departmental and intra divisional business processes, partnerships, and intentional alignment of human and financial resources.
- To ensure intra divisional efficiencies, University Affairs will engage administrative and business operations staff in review of critical divisional business processes. This review will lead to identification and implementation of best practices, reduction of redundancies, and identification of opportunities for cross-training and intra divisional support.
- The Department of Public Safety will conduct a focused staffing and financial analysis, and will review opportunities to right size and realign staffing and reporting lines, resulting in phased and/or long-term strategies for employee recruitment, compensation and retention. It will also look to new and improved partnerships following negotiation with the Office of General Counsel of a new university law enforcement services contract, with the expectation to create a joint campus safety advisory group between the university and contractor.
- Among other programs, both the Policy Office and the Office of General Counsel will leverage university partnerships alongside improved business processes. The Policy Office will implement a rotating review process for all university department policies, prioritizing faculty-related policies in conjunction with the Office of the Provost and Faculty Senate. In a more direct approach, the Office of General Counsel will designate and train subsidiary contract officers within the academic colleges, ensuring accurate and detailed preparation of contracts prior to first review and thereby increasing efficiency and collaboration with those colleges engaged in frequent contract generation.

Challenges Identified and Resource Implications

- Review of University Affairs business processes will require investment of time and energy from divisional staff for meetings and coordination. This may lead to discontinuation of redundant processes, and reallocation of staff and/or responsibilities to best meet divisional needs.

- A new law enforcement services contract may require increased financial university investment to meet negotiated contract terms and conditions, as well as time and energy from those university community members participating in the joint advisory group. Likewise, changes to the Department of Public Safety staffing model and organizational structure may lead to increased financial investment to ensure equitable recruitment and retention practices.
- The Policy Office and Office of General Counsel process changes will require mutual investments of time and energy from university stakeholders charged with timely, coordinated review of departmental policies and preliminary preparation of contracts in cooperation with these programs.
- The Public Health Office's employee, program, and service resources may be reallocated or discontinued in the coming year depending upon university needs and the availability of funds.

Division of Academic Affairs

Instructional (Academic) Programs

The instructional programs of the Division of Academic Affairs that were evaluated during Program Prioritization are organized as depicted in the following table. The evaluation of these programs are discussed in detail in earlier sections of this report.

Division of Academic Affairs (Instructional Programs)						
College of Arts and Sciences (202 programs)	College of Business and Economics (43 programs)	College of Education (47 programs)	College of Engineering (65 programs)	College of Innovation and Design (3 programs)	College of Health Sciences (56 programs)	School of Public Service (34 programs)

*Note: Co-owned programs are counted under each college, hence, the total number of instructional programs in this table are more than what was reported in sections above (there we reported unduplicated numbers).

Major Accomplishments

- First-year retention rate increased from 67% to 78% from 2009 to 2019.
- Six-year graduation rate increased from 28% to 54% from 2004 (2010 graduating class) to 2014 (2020 graduating class).
- Four-year graduation rate increased from 7% to 38% from 2006 (2010 graduating class) to 2016 (2020 graduating class).
- College of Education marked the highest one-year number of doctoral graduates (21) in 2020-2021 in its 28 years of granting doctoral degrees.
- College of Engineering secured SBOE approval of BS and MS Cybersecurity Operations and Resilience (CORE) degrees, and students are signing up for both programs.
- College of Health Sciences expanded the undergraduate nursing prelicensure program by 33% (from 60 to 80 cohorts size) to meet Idaho's nursing shortages.
- The College of Innovation and Design graduated its first program since its founding five years ago: the Leadership Certificate will transfer to the School of Public Service.
- The College of Engineering opened the Micron Center for Materials Research Building.
- The new 2021 U.S. News and World Report rankings placed Boise State Online's bachelor degree programs in the near top 10% of online bachelor's degree programs in the country — **#39 out of 337 higher education institutions**. Boise State also ranked at **#26 for best online bachelor's programs for veterans**.
- Boise State University's College of Education is among the top 40 public universities in the U.S. News & World Report 2021 Best Education Schools list out of nearly 400 graduate schools that were eligible to be ranked; and regionally, it is in the top 3 in Intermountain West and Northwest.

- The new 2021 U.S. News and World Report rankings placed the Boise State Master of Science in Accountancy (MSA) program #43 in the nation out of 164 higher education institutions surveyed — up 44 spots from last years' #87 ranking.
- Boise State University's undergraduate computer science offerings debuted at No. 171 out of 481 national universities — the highest in Idaho — in the U.S. News and World Report's new ranking of computer science programs that offer doctoral degrees. This ranking highlights Boise State's capacity to advance the governor's new commitment to cybersecurity in the state. Boise State also was ranked No. 132 on the Best Undergraduate Engineering Programs list — also top in the state.

Overarching themes

Following theme emerged from the analysis of divisional programs:

- Many programs have strong interdependence with programs in other divisions/colleges/departments. Cross-college or cross-divisional initiatives and processes are challenging and require substantial collaboration among individuals that do not share reporting lines.

Forward Focus / Opportunity Analysis

- Academic colleges have demonstrated their ability to develop and deliver complex, multi-college transdisciplinary programs, at both the undergraduate and graduate level; these capabilities can be leveraged to bring greater value to the state and region.
- Colleges have begun building stackable certificates as stand-alone credentials and building blocks for degree programs; expanding such offerings will serve the needs of students and employers efficiently.
- Colleges are exploring a variety of restructuring opportunities such as schools to enhance quality, productivity, and efficiency.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- Creation of the School of Public service with four founding departments from the former College of Social Sciences and Public Affairs (SSPA).
- Expansion of the College of Arts and Sciences from 11 to 16 departments with the dissolution of SSPA.
- Build-out of eCampus Center in Extended Studies, which has facilitated the creation of 59 new fully online academic programs and certificates.
- Build-out of the College of Innovation and Design as home to high-demand programs and incubator for campus-wide innovations.

- Implementation of Bronco Budget 2.0, a responsibility-centered management (RCM) style budgeting model that institutionalizes the productivity metrics used in Program Prioritization.

Division of Academic Affairs

Administrative and Support Programs

The administrative and support programs of the Division of Academic Affairs that were evaluated during Program Prioritization are organized as depicted in the following table. Programs listed in this table do not include instructional programs or Centers and Institutes and college-based support units (e.g., college advising programs). Those programs are discussed in the next section.

Division of Academic Affairs (Administrative and Support Programs only)								
Undergrad Studies (6 prog.)	Academic Planning (2 prog.)	Academic Leadership & Faculty Development (1 program)	Center for Global Education (1 prog.)	Honors College (1 prog.)	Graduate College (1 prog.)	Extended Studies (9 prog.)	University Libraries (2 prog.)	IFITS (1 prog.)

Major Accomplishments

- The Academic Planning Office facilitated the development of the university's strategic plan framework and will continue to facilitate its build-out and implementation
- The Academic Leadership and Faculty Affairs Office within the Office of the Provost was created with the mission to foster an inclusive environment that supports the ongoing career development of faculty and the growth of effective academic leaders. This office works with partners across the university to provide leadership development programs and to establish best practices, policies, procedures, and development programs that help faculty members of all ranks reach their full potential as teachers, scholars and university leaders.
- Extended Studies played a key role in US News and World Report's ranking of Boise State's online bachelor degree programs in the top 12% nationally, ranked 39 out of 337 institutions.
- Honors College received \$500,000 in new scholarship monies, including a \$300,000 addition to an existing endowment, and exceeded its \$500k-\$1M fundraising goal by securing ~\$1.25M, including a \$1M planned gift. From fall '16 to fall '19, Honors College raised more than \$2.5 million in pledges and gifts toward scholarships.
- Honors College graduated 192 students in 2020-2021, the highest number in the history of the Honors College and a 20% increase from last year's total of 160 graduates. From fall '16 to fall '19, Honors College grew enrollment by 62% (from 654 to 1063). First-year retention rate for 2020-2021 is 94%, whereas, the first-year retention rate five years ago was 89%. From fall '16 to fall '19, we increased overall student satisfaction by 10%.
- True to its mission of extending access, Extended Studies positively impacts a growing number of people each year, annually serving over 4,000 fully online students, 7,000 concurrent enrollment students, 15,000 campus-based students taking at least one online course, and 2,000 Osher members. Over the course of the 2020 academic year, Extended Studies facilitated

enrollments of 31,803 credit and noncredit students, a 26% increase over 2015. Utilizing entrepreneurial funding models, Extended Studies has been able to add staff to scale with the size of its growing programs. This model and the activity it supports is a major contributor to the University's enrollment growth over the past 5 years.

- The Institute for Inclusive and Transformative Scholarship (IFITS) was established to accomplish its mission of creating and nurturing a vibrant, inclusive research community. IFITS serves as the home of the Office of Undergraduate Research at Boise State; facilitates the Aligning Stakeholders and Structures to Enable Research Transformation (ASSERT) faculty cohort program offering tailored support to established and developing scholars; and acting as a change agent to ensure that the university's structures, policies, and practices enable and facilitate inclusive transformative scholarship that can lead to impact in the state, region, and beyond.
- Graduate education at Boise State has grown rapidly over the past decade, and exponentially over the past five years (the number of doctoral degrees granted tripled between 2015 and 2020). In particular, Graduate College drove a 6% year-to-year growth in PhD program enrollments in AY19-20, with a strong focus on multi-college, transdisciplinary programs. Because of this growth, the Graduate College has needed to develop processes and support structures, such as a new application tool. Many initiatives, for example, the Graduate Student Success Center, GradWell, and Mentoring/Advising are aimed at retaining graduate students, and helping them to complete their degrees.
- The University Foundations program established an active General Education Committee to increase faculty participation and oversight of course review, assessment, and faculty development. In last few years, the program has redesigned keystone freshman course, UF 100, by decreasing class size and increasing disciplinary content and number of experienced faculty participating from across campus; transitioned over 50 Communication in the Discipline courses to Foundations of Oral Communication courses in line with the State Board of Education GEM requirement; established a Finishing Foundations Subcommittee that created an integrated career readiness assignment across capstone courses for every degree; and completed the re-design of UF assessment process, the first cycle of which began in Fall of 2020.
- Enhancement of academic program assessment within the Office of Institutional Research's development of the Program Assessment Report and associated process.
- Robust faculty development support in summer 2020 preparing for remote learning; nearly 700 faculty invested approximately 16,000 person-hours in course design institutes and workshops.

Overarching themes

Following themes emerged from the analysis of divisional programs:

- Many programs have strong interdependence with programs in other divisions. Cross-divisional or cross-college / cross-department initiatives and processes are challenging and require substantial collaboration among individuals that do not share reporting lines.
- Several programs have a strong connection to students, and will therefore influence student perceptions of the university and affect student success. Several such programs seem to be substantially under-resourced compared to peer institutions.

Forward Focus / Opportunity Analysis

- Extended Studies is working with the Provost's Office, Deans, and departments to develop guidelines regarding quality, strategy, and logistics in connection with stackable credential degrees.
- Extended Studies has demonstrated its virtually unlimited capacity to facilitate the development of online programming and to assist in scaling; as an in-house asset, this group can advance the online success of Boise State.
- Honors College has demonstrated its value as a recruitment tool for high-performing students and as a vehicle for national and international scholarship awards (Boren, Fulbright, Goldwater, Rhodes, Truman, etc.); Honors can bring greater visibility and prestige to the university.
- Honors College will be collaborating with the Idaho Listens initiative and other partnership opportunities with the Carr Foundation.
- Programs such as Bronco Gap Year and Community Impact Program are reaching students who might otherwise not pursue a college degree.
- The Center for Teaching and Learning (CTL) recently completed a reorganization that integrated the IDEA Shop staff into the CTL, in an effort to better 1) integrate support for technology across the CTL and 2) distribute workload across the staff. Fully transitioning to the new organizational structure (and supporting staff in new roles) is ongoing.
- The Center for Global Education (CGE) is currently going through an internal audit and has already taken several measures for improvement. For example, CGE expanded the definition of internationalization to include "at home" activities in the form of the "Global Collaboration Projects" and microcredentials. To this end, funding models were revised to ensure these activities remain sustainable even post pandemic.
- College of Business and Economics Advising is in progress of creating a COBE Process Manual, which will culminate in an annual meeting with the Associate Dean and department chairs. The COBE Process Manual will include processes that impact the entire college, such as permission numbers, academic adjustments, COBE Admission, second week enrollment, to name a few. The goal of the process manual is to help the advising team and the entire College of Business and Economics to be consistent in processes that affect students. A plan is in motion for COBE Advising to survey certain groups of students, such as First-Generation, to find out how the advising team can better serve those populations.

Challenges Identified and Resource Implications

- Extended Studies expects 30 new students in Community Impact Programs this fall, funded through reallocating resources; continuation and scaling of the program will require the University to make a strategic investment.
- It is critical the university continue investing in our infrastructure to sustain/continue growth in

online education at Boise State. The eCampus Center cannot be as effective unless the university provides: a robust LMS ecosystem, and data warehouse connection with data visualization tools and reporting functionality.

- The Institutional Research (IR) Office manages and completes an extraordinarily high volume of work, responding to the needs of leadership (e.g., developing and administering COVID-19 surveys for students, faculty, and staff), priorities of the University (e.g., strategic planning and program prioritization), and requests from the Office of the State Board of Education. The University's investment in the growth and development of meaningful analytics, improvement of fundamental data structures, and support and infrastructure for strategic planning and ongoing continuous improvement efforts would be very helpful to the work of the IR Office.
- The Library has reached the point of diminishing returns where reductions (or lack of increases) in staffing, budget, and space are negatively impacting efficiency. In particular, demand is increasing for Special Collections and Archives (SCA) and the MakerLab and both areas are critically in need of space; loss of positions and high turnover negatively impacts efficiency as workloads shift to accommodate vacancies; our library materials spending per student is lower than Peers by \$20 (FTE) and \$44.50 (headcount); inflation on e-journal packages is an ongoing concern, having outpaced increases in the Library's materials budget annually since FY14, requiring reductions in journals annually; and reductions in the Library's ability to purchase books coincides with increased faculty concerns about book availability for research and teaching.
- Because the demand for the Writing Center's services extend beyond our current resources, we are seeking auxiliary funding to support a range of partnerships. Most recently, the Writing Center extended its services through a donor-funded partnership with the College of Business and Economics (COBE). The Writing Center at the Thompson Family Writing Lab serves COBE faculty and students through coordinated Writing Center visits and individualized faculty professional development to support the teaching of writing. This new partnership (as of Fall 20) is /will be reviewed yearly with contingent funding for up to 4 years and has enabled the hiring of an assistant director.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- The last time Extended Studies went through Program Prioritization, it was determined that the Leadership and Support area needed to provide more robust centralized support to Extended Studies' programs for 1) marketing and enrollment services, and 2) financial management. Four years ago the Enrollment and Student Success unit was created to address the need for marketing and enrollment services. The unit has been essential to the Division's enrollment growth. This past year several staff from throughout Extended Studies were centralized to create the Business and HR unit, providing stronger financial support and oversight across all of the Division's programming. Given the importance of revenue generation in how the Division is funded, and given the dynamic growth of programs, the development of the Business and HR unit has been very timely.

- Creation of the Office of Academic Leadership and Faculty Development in the Provost's Office to support Department Chairs and other academic leaders.
- Enhancement of academic program assessment within the Office of Institutional Research's development of the Program Assessment Report and associated process.
- Robust faculty development support in summer 2020 preparing for remote learning; nearly 700 faculty invested approximately 16,000 person-hours in course design institutes and workshops.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- The Office of Academic Technologies is now restructured as: (i) a Learning Technologies Solutions unit within the Office of Information Technology that focus on providing leading-edge technological infrastructure to support learning; and (ii) a unit (IDEA Shop, operated during 2015-20) within the Center for Teaching and Learning (CTL), which is now incorporated broadly within the CTL, focusing on design of courses with the intentional incorporation of technology.
- Resources were reallocated from relatively low-demand regional sites at Gowen Field and Mountain Home to Extended Studies to staff degree completion programs and other programs aimed to better serve non-traditional students.
- The Graduate College was substantially restructured and reorganized.
- Our recent framework and process for assessment of Program Learning Outcomes (PLOs), Program Assessment Review (PAR), was implemented in 2016-17 as a free-standing process utilizing a rigorous peer-review protocol in which academic units receive feedback on their assessments of learning from faculty outside of their program. The university completed its first three-year cycle of assessing all 151 programs in 2018-19, and has been very successful for three primary reasons:
 1. The process is formative in nature and the focus is on continuous improvement. Faculty members participating in the assessment reflect on their progress in assessing learning outcomes and the success of their students in achieving them.
 2. Programs use PAR to improve their curricula, pedagogy, and assessment processes. Faculty involvement in the assessment process has had a positive impact because faculty understand and appreciate its value.
 3. We added professional development and support, including individualized consultation and the facilitation of meetings among faculty members as well as a four-part assessment workshop series offered each semester.

Centers and Institutes and Other College-based Programs
(Divisions of Academic Affairs and Research & Economic Development)

Divisions of Academic Affairs and Research and Economic Development collaboratively operate Centers and Institutes at Boise State University. The following table shows Centers and Institutes deemed to be “true” centers or institutes as defined by BSU Policy 5000 as well as those entities, for example, service centers, and instructional support units within academic colleges that were evaluated during the 2020-21 Program Prioritization.

Division of Academic Affairs (Centers/Institutes and Other College-based Programs)					
College of Arts and Sciences (5 programs)	College of Business and Economics (4 programs)	College of Education (5 programs)	College of Engineering (4 programs)	College of Health Sciences (10 programs)	School of Public Service (5 programs)

We used a “combination approach” to evaluate Centers and Institutes: Centers and Institutes are evaluated within the academic colleges with which they are associated during the 2020-21 Program Prioritization process and through the regular, 3-yr cycle review as required by the University Policy 5000, Centers and Institutes. The Council of University Centers and Institutes reviewed the existing Centers and Institutes at Boise State University for 2019, and submitted a report in January 2020. Council members evaluated 19 Centers and Institutes using criteria directly related to the four requirements in Policy 5000. These criteria are:

- The Center is consistent with the role and mission statement and University strategy;
- The Center facilitates increased productivity in instruction, research, service and/or outreach;
- The Center enhances an academic program in associated college(s);
- The Center provides associated program(s), department(s), or college(s) with greater visibility; and
- The Center provides increased extramural funding or potential for extramural funding

Out of 19 Centers and Institutes evaluated under University Policy 5000, 14 received a rating of good or excellent, four were acceptable, and only one was deficient. The deficient Center was directed to provide the Dean and the Council with a new focused strategy and a supporting business plan within one year of receiving the report (January 2022).

Major Accomplishments

- BroncoFit is often the front door to Health Services for our community. The team is tasked with outreach on campus and connecting students and employees to resources that will meet their needs (medical, counseling, and other campus departments.) There were over 230 events in

FY20. BroncoFit is visible on campus. In FY20, BroncoFit reached 9,000 campus community members through programming. BroncoFit adapts with change, creating online programming options once the campus went virtual, rapidly increasing our social media engagement (100k reached just from March-June 2020), and finding innovative ways to reach students when the team is not able to hold events (podcasts, text program, etc.).

- Biomolecular Research Center (BRC) has provided resources to faculty and students needed to increase biomedical research related external funding on campus since 2004. Faculty and student mentorship programs have been a great success, supporting more than 450 students. Over 150 publications have cited the Center, contributing significant scientific advancements to publicly accessible peer-review journals addressing a myriad of public health related issues including: Alzheimer's, Parkinson's, drug development, soft tissue repair, bone remodeling, rare diseases, cancer and more. Contributors to these publications include the extraordinary number of student authors in peer-reviewed journals with their faculty mentors. The BRC is designed to encourage transdisciplinary science and we have been able to facilitate networking / research related activity positively impacting faculty and students of the Departments of Biological Science, Chemistry and Biochemistry, Physics, Computer Science, Micron School of Materials Science and Engineering, Mechanical and Biomedical Engineering, and Community and Environmental Health.
- Frank Church Institute received a \$500K gift to build a Model United Nations program for high school students and to host the annual competition, beginning in summer 2022.
- College of Arts and Sciences is partnering with Louisiana Tech to launch and research Bronco Gap Year model on their campus with Gear Up grant funding.
- Bronco Corps, a College of Business and Economics funded internship program providing assistance to nonprofits and small businesses struggling with the effects of the COVID 19 pandemic, has supported small businesses with 18 completed internships, and more than 30 internships that are underway.
- The College of Engineering has completed its organizational restructure with new Associate Deans and planning growth for marketing, industrial relations, and development. Analysis of the responsibility distribution at COEN's administration resulted in development of a new structure in which there will be a Dean of Academic Affairs who will be focused on the entire educational process for a better interplay in the undergraduate and graduate curricula, as well as seamless connection between the two levels of education. This Associate Dean will be in contact with the Associate Dean for Research for an effective distribution of the graduate students' infrastructure and scholarship support.
- The College of Business and Economics Advising Office has reached 95%+ hold removal each semester over the past 5 semesters since implementing required advising. Graduation data for COBE students who have received advising and graduated in 4.9 years less or less: during 2014-15 is 59% and during 2019-20 is 74%; and graduation data for COBE students who have received advising and graduated in 6.9 years less or less: during 2014-15 is 77% and during 2019-2020 is 90%.

Overarching Themes

- Evaluation of Centers and Institutes is well-established and was well underway before Program Prioritization was initiated. The revised process includes the Program Prioritization criteria.
- A number of Centers and Institutes operate on very small budgets and could have considerably greater impact with additional investment in infrastructural support. Program Prioritization has provided information that will help the university to prioritize such investments.

Sustaining the Process, Lessons Learned, and Next Steps

Although the University has not undertaken a substantial, campus-wide program prioritization effort since the required 2013-14 Program Prioritization process, Boise State University utilizes a variety of processes for ongoing evaluation and continuous improvement in academic and admin/support programs, including the RCM-style budget model (Bronco Budget 2.0) employed for funding the academic colleges. Many programs undergo regular and rigorous evaluation. Programs are discontinued if they are undersubscribed and new programs are created to serve identified needs in the community. Programs and departments are reorganized as needed to improve operations and implement efficiencies.

That said, we used this second round of campus-wide Program Prioritization process as another opportunity to scrutinize all operations, structures, and programs together in a systematic fashion to identify / refine ways to improve them and realign resources. Now that the year-long process has come to a close, we are in the process of identifying ways to sustain the benefits of systematic program evaluations and to better incorporate aspects of program prioritization into our strategic planning and budgeting processes.

Aspects of the process especially relevant to its long-term sustainability:

- All programs were evaluated at the same time, using consistent and standardized processes. This model of evaluation enabled us to make comparisons among programs and require substantial changes from a significant proportion of them. In particular, as required by Board Policy III.F, all academic programs were evaluated using the same criteria and placed into quintiles.
- We have developed a clear and standardized intake form for reporting across administrative and support programs. This process enables campus leaders to evaluate and identify improvements to their programs and processes. The next step is to develop and establish a sustainable process, a regular and cyclical reporting cycle, and the resources necessary to ensure continuous improvement.
- We refined metrics for instructional programs and used them as a basis for action planning. The next step is to further refine the metrics and focus on those that are the most meaningful and robust. These refined metrics then can be incorporated into reporting structures, such as the Department Analytics Reports that are distributed bi-annually to academic leaders (department chairs, directors, and deans / associate deans).
- Although Program Prioritization focused on individual programs, the process brought to light opportunities that involve multiple programs.
 - We have made and need to continue to make significant changes to organizational structure, in many cases involving cross-divisional or cross-college (within Academic Affairs) shifts of programs and/or responsibilities. The next step is to institutionalize the process for periodically examining organizational structure for the purpose of maximizing the effectiveness and efficiency of the University.

- There are a number of strong interdependencies among programs that reside within different reporting structures, highlighting the need to ensure collaboration among those programs.

In the sections that follow we describe four areas in which we must focus our activity, in order to ensure the long-term sustainability of the benefits gained from Program Prioritization.

1. Integration of Program Prioritization with Strategic Planning and Budget Planning

Because the Program Prioritization process focused on individual programs, it was not explicitly tied to campus-wide initiatives such as those developed during our recent strategic planning process. We will continue with implementation of our new strategic plan with a focus on the goals and strategies that will address large-scale campus efforts. Next, we will work on integrating our periodic program prioritization process with strategic planning and budget planning. Goal is to create a sustainable process for continuous improvement that aligns with and supports the strategic plan goals and initiatives, and incorporates resource allocation, investment and divestment decisions into this comprehensive process. This will also allow us to be more effective in future Program Prioritization efforts, and will require university divisions to collaborate in integrated planning and execution processes.

As part of integration of program prioritization with strategic planning and budget planning, we will undertake the following:

- Develop a periodic reporting framework tied to the Annual Planning and Budget Process.
 - Each unit at the university will report on its performance and improvements made during the past year.
 - Each division will provide an evaluation of the performance and improvements reported by each unit in that division.
 - Each unit will report progress on their strategic initiatives.
- Develop a sustainable and resourced periodic review cycle, which will provide each unit with the opportunity to take an in-depth look at its operations and performance. The review will focus on alignment with the university's mission, contribution to the strategic plan goals and initiatives, unit effectiveness and efficiency, and improvements made.

Another focus will be on cross-unit and cross-divisional business processes, functions, and operations. There are two common challenges: (i) too often cross-unit processes affect and have tasks divided among the units, but no one unit owns and is ultimately responsible for ensuring the effectiveness and efficiency of the entire process (ii) there is often insufficient bandwidth in existing units to engage in all that is required for process improvement. This is described in more detail in part 4) Enhance Organizational Structures to Support Future Academic Programming below.

2. Follow-up on Implementation of Program Prioritization Action Plans (Academic Programs)

All fifth- and fourth-quintile academic programs that are *not new* submitted action plans to their deans on May 31, 2021. College deans are in the process of reviewing action plans, will request revisions (if needed), and approve final action plans by August 31, 2021.

All programs in the fourth and fifth quintile will be re-evaluated by fall 2022. Examples of actions that may be planned to remedy the challenges identified by Program Prioritization include but not limited to: program discontinuations (and reallocation of resources to other programs); improvement of their assessment of learning outcomes in order to evaluate and ensure quality; restructuring by, for example, adding an emphasis to attract more students or by consolidating programs, in order to streamline the options for students; revitalization of their curriculum to make it more efficient for students to progress through the program; or focusing on recruitment in order to increase enrollments and production of graduates, with specific targets established.

As a way of tracking implementation of the actions outlined in action plan reports by academic programs that are placed in the fourth and the fifth quintiles, the Office of Academic Planning, working with colleges and departments, will create a checklist of key actions proposed for each program. Each action will have a time-frame associated with it. The Office of the Provost will evaluate progress on implementation working with colleges and departments at periodic intervals, with the first evaluation planned for fall 22. Checklists will ensure that actions are taken and provide a mechanism to communicate to the campus community the changes brought about by Program Prioritization.

3. Refine and Align Metrics

We expect that the Program Prioritization process will inform several aspects of our capability to analyze and use data on unit and organizational performance.

First, we are gathering feedback through focus groups and a survey to help us to refine and finalize the metrics and process to be used going forward. We already utilize many useful metrics in our Department Analytics Report, however, program prioritization provides us with an opportunity to refine our measures. One planned activity is to expand our use of the peer benchmarking data that is available through the Delaware Cost Study. In our refinement of metrics, we will pay attention to not using a metric merely because it is convenient and easily measured, rather it must effectively measure the targeted criterion.

We are in the process of developing metrics and targets to assess our progress in meeting the goals of our brand new strategic plan, *Blueprint for Success 2021-26*, as well as our Strategic Enrollment and Retention plan, which is currently being revised. As required by NWCCU accreditation, we also use metrics and key performance indicators (KPIs) to assess university wide performance. As a next step, we will ensure that all sets of metrics and targets (key performance indicators - KPIs) we utilize are consistent where it makes sense. More importantly, we will carefully evaluate the KPIs to ensure they are effective indicators of success.

As important as ensuring easy access to accurate data is ensuring that the data is used wisely. Thus, we will focus on building knowledge from data, increasing understanding of the meaning of data,

drawing appropriate conclusions, and advancing a culture of data-informed decision making.

4. Enhance Organizational Structures to Support Future Academic Programming

This has been a year of planning at Boise State with both the University Strategic Plan being developed / implemented and a five-year program prioritization being carried out. In addition, we are participating in NWCCU fellowship with a project titled “Modernizing Data and Coordinating Organizing Structures for Multi- and Transdisciplinary Academic Programming.” A key challenge and opportunity identified in these processes / projects is the need to modernize university systems and processes, including data and governance structures with a focus on the development of inter-/transdisciplinary collaborations, which will need better support structures to facilitate these new ways of working. These organizational support structures may include a wide range of items from how we define programs to better track data to governance of the programs including faculty workload and policies. This need to modernize university systems, structures, processes and other infrastructure is particularly important for innovation and collaboration in academic programming.

Boise State has been successful in adopting numerous innovative inter-/multidisciplinary academic programs and has plans to continue stretching traditional academic boundaries by establishing more multi-college and transdisciplinary programming, however, cumbersome, outdated and misaligned systems likely inhibit innovation and collaboration across departments. As heard in campus discussions “our spirit to serve, innovate, collaborate is strong, but our systems and processes are outdated and holding us back.”

We have taken a number of steps as part of the Program Prioritization that will be helpful in the next steps. These include:

- Program prioritization revealed some inconsistencies in the set-up of plans and plan types in our data system. For example, differences in secondary education plans, CIPs, and endorsements. The next step is to work with the College of Education and other relevant programs / departments on campus on a review process to commence sometime in the next fiscal year as the college has interim leadership in certain key roles.
- We started an inventory of miscellaneous organizational and data issues with the Office of Institutional Research staff. The next step is to consider these issues as part of the program prioritization post-mortem review to determine which are localized analytical issues vs. University system issues.
- As part of the program prioritization process, we developed and/or refined several master crosswalks (org-plan level for student-related measures, CIP level and expenditures-related for analysis relating to the Delaware Cost Study). The next step is to determine what the ongoing maintenance and use of the crosswalks are and how to increase the transparency of their use.
- We identified a number of questions and concerns regarding financial data classifications. These data are essential for cost comparisons and our University participation in the Delaware Cost Study. We initiated a meeting with leaders in the Division of Finance and Administration

and will work out a process to relay questions/ concerns/ issues and connect the colleges / departments in which these issues have been identified.

- We started a summary of academic planning information from peer institutions so that we can begin drafting the table of contents for our eventual academic planning manual.
- We will work within the University Strategic Planning Council as new initiatives emerge, especially those that involve multiple colleges and divisions and are multi- or trans-disciplinary programming, around the structural aspects necessary to support planning and evaluation of these efforts. The focus is how best to define governance, data and budget structures that will allow us to grow and support interdisciplinary academic programming in a sustainable fashion.

Appendices: Key Process Documents (following pages)

- I. Instructional Program Metrics**
- II. Intake Survey for Minors, Emphases, and Undergraduate Certificates**
- III. Intake Survey for Instructional Degree Programs**
- IV. Program Assessment Report Rubric**
- V. Template for Action Plan for Academic Programs**
- VI. Intake Form for Report from Administrative and Support Programs**
- VII. Executive Summary Template for Administrative and Support Programs**

(See <https://drive.google.com/file/d/1RQjvBGYkCqObaG2J3v3GGI5HgaLDrtSL/view?usp=sharing>)



Idaho State University

ACADEMIC PROGRAMS

PROGRAM PRIORITIZATION REPORT

June 2021

The Committee was led by Vice Provost Selena Grace initially, and later by Faculty Senate co-chairs Laura Ahola-Young and Rick Wagoner. Members included Joanne Tokle, Academic Affairs; Cody Fitch, Academic Affairs; Vince Miller, Institutional Research; Brad Batiuk, Finance and Administration; Hossein Mousavinezhad, Faculty Senate; Laura Ahola-Young, Faculty Senate; Shannon Lynch, College of Arts and Letters; Bob Houghton, College of Business; Rick Wagoner, College of Education; Benjamin Crosby, College of Science and Engineering; David Blakeman, College of Technology; James Lai, College of Pharmacy; and Ellen Rogo, Kasiska Division of Health Sciences.

Idaho State University

ACADEMIC PROGRAMS

PROGRAM PRIORITIZATION REPORT

June 2021

TABLE OF CONTENTS

EXECUTIVE SUMMARY, 2021.....	2
Academic Program Prioritization Process Narrative	3
Goal:	3
Process:	3
Non-Instructional Units:.....	5
Next Steps:	6
Preliminary Recommendations:.....	6
The model:	6
The process:	7
Other recommendations:	7
Program Health Timeline	8
SCHEDULE OF PROGRAM HEALTH PRESENTATIONS AND MEETINGS: 2020-21	9
PROGRAM HEALTH COMMUNICATIONS	9
Quintile List.....	10
Q1	10
Q2	11
Q3	12
Q4	13
Q5	14
Appendices	15

EXECUTIVE SUMMARY, 2021

Idaho State University's program prioritization process supports its strategic initiatives and institutional mission through appropriation of resources based on realistic and efficient program management and the needs of students, with the goal of supporting growth and ensuring programs demonstrate the need for new, increased, or reallocated resources. The process was initiated three years ago with the formation of a committee that included broad campus representation to design a model for prioritizing its programs. The resulting Program Health Model led to a number of innovative ideas from programs that will ultimately enhance our students' experience by increasing retention and supporting student success.

Programs in the first and second quintiles of prioritization developed proposed action plans that include:

- 9 program discontinuations
- 6 new program proposals
- 40 improvement plans
- 16 investment or reallocation of resources
- 6 restructurings of programs
- 18 other innovations

These programs are currently under review by the University's Administrative Council.

Our programs are exploring multiple ways to grow and thrive, to serve our state and our students in delivering quality educational experiences. Several themes emerged across the institution that will lead to increased quality, efficiency, and focus of its academic programs:

- Creating streamlined pathways for students to move from undergraduate to graduate programs.
- Developing support for students to increase retention.
- Expanding course delivery options for students to better fit their educational needs.
- Expanding alignment of programs with workforce needs.
- Expanding use of Open Educational Resources to provide affordable options for students.
- Working collaboratively with other academic units to increase efficient use of resources.

Cost savings extend to students in the form of streamlined pathways to degree completion and the expansion of open educational resources, in addition to reduced costs to the institution itself.

In the spirit of continuous improvement and recognizing that making efficient use of resources is an ongoing process, the institution created a working group to further refine the Program Health Model and processes.

ACADEMIC PROGRAM PRIORITIZATION PROCESS NARRATIVE

GOAL:

Support strategic initiatives, institutional mission, strategic plan and core themes by appropriating resources based on program prioritization and student needs.

PROCESS:

Idaho State Board of Education Policy V.B.11 requires institutions to incorporate program prioritization into the annual budgeting and program review process, and to provide annual updates to the Board. In 2014, Idaho State University (ISU) transitioned its Program Prioritization Process into a Program Assessment/Program Health Process with the goals of supporting growth and ensuring that the direction of new, increased, or reallocated resources to any program is based on demonstrated need.

Previous experience with program prioritization revealed that the budget model of ISU was a challenge in addressing program growth. Consequently, Academic Affairs determined that ISU needed a more comprehensive Program Health and Sustainability model that had broad campus support and was built in collaboration with Faculty Senate.

A committee of representatives from each college, the Faculty Senate co-chairs, staff from Academic Affairs, Institutional Research and the Office of Finance and Business Affairs began the process of developing a new model with the following charge:

A Program Health and Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

The Committee was led by Vice Provost Selena Grace initially, and later by Faculty Senate co-chairs Laura Ahola-Young and Rick Wagoner. Members included Joanne Togle, Academic Affairs; Cody Fitch, Academic Affairs; Vince Miller, Institutional Research; Brad Batiuk, Finance and Administration; Hossein Mousavinezhad, Faculty Senate; Laura Ahola-Young, Faculty Senate; Shannon Lynch, College of Arts and Letters; Bob Houghton, College of Business; Rick Wagoner, College of Education; Benjamin Crosby, College of Science and Engineering; David Blakeman, College of Technology; James Lai, College of Pharmacy; and Ellen Rogo, Kasiska Division of Health Sciences.

The committee met monthly during Fall 2018 to refine the definition/charge of what a Program Health and Sustainability model should encompass and to identify proposed metrics and data sources. In Spring 2020, the committee sent a proposal to the Faculty Senate (see Appendix A) that was approved at the April 27, 2020 meeting. The model was presented to Leadership Council on June 3, 2020.

All programs were evaluated and quintiled in 2020. In 2021, only programs that are below minimum thresholds for number of graduates will be flagged and required to conduct a Program Health assessment.

An ad hoc Summer Program Health committee met during Summer 2020 to develop the tools and processes needed to implement the Program Health Model, with a goal of having all of the components in place and ready for use in Fall 2020. Members of the ad hoc Summer Program Health committee included Joanne Tokle (chair), Academic Affairs; Mark Neill, College of Education; Brian Hickenlooper, Finance and Business Affairs; Rick Wagoner, College of Education; Darren Blagburn, Academic Affairs; Vince Miller, Institutional Research; and Chris Cessna, Institutional Research.

The ad hoc Summer Program Health committee worked with the academic units to define programs for the upcoming program health process and recruited several programs to conduct “beta tests” of the model. Marketing, Art (bachelor’s and master’s), and the PharmD programs participated in the beta test. The beta test identified several issues and items in the process that needed clarification or streamlining in the process.

The summer committee also worked with Associate Deans, Department Chairs, and Program Directors to define programs. In some cases, degrees and certificates using the same faculty and resources were combined into single programs for assessment purposes. Examples of these combined programs include the BFA and BA in Art; the MA and PhD in English; and the undergraduate certificate and BA in Philosophy. In the College of Technology each program consisted of an AAS degrees and any embedded basic, intermediate, or advanced technical certificates that lead to that degree.

Institutional Research produced the quantitative information for the model, and a questionnaire was used to collect the qualitative information. A rubric and score sheet (see Appendix B) were developed for evaluators to rate the programs based on the quantitative and qualitative information. Academic Affairs reviewed the results of the beta test and made recommendations to the Faculty Senate and Leadership Council in August, 2020. Full implementation of the process began after final approval of the Faculty Senate and Leadership Council.

The Program Health self-evaluation was launched on September 8, 2020. Programs had approximately sixteen weeks to complete the process which used both the Program Health questionnaire and IR data. The instructions they were given are attached in Appendix C. Academic Affairs met with departments and programs to provide guidance in collecting and processing information to use in the Program Health analysis. Final narratives, score sheets, and quintiled lists were submitted to Academic Affairs on January 15, 2021. The narrative template is attached in Appendix D.

Academic Affairs assembled a master document of the colleges’ quintiled programs and narratives that was reviewed by the Faculty Senate, Council of Deans, and Administrative Council. The Council of Deans and Administrative Council reviewed the bottom 40% of programs

and provided feedback to help them craft their action plans. Academic Affairs received their feedback by February 26, 2021, and distributed it back to the colleges by March 1. The Faculty Senate collected feedback on faculty involvement in the process, due to potential inconsistencies across all colleges.

Programs submitted engagement plans (see Appendix E) to Academic Affairs that described when and how faculty would be involved in crafting the proposed action plans. Engagement plans were due to Academic Affairs by February 26, 2021.

Faculty, chairs, and deans developed action plans using a standardized template (see Appendix F) and the feedback. Action plans that impact the 2022 budget were completed by March 5, 2021. Action plans that impact subsequent budgets were completed by May 1, 2021.

Faculty had a final review of the proposed action plans from May 10-14. Administrative Council now has all of the proposed action plans under review. Administrative Council will approve the proposed plans, ask for more details, request plan revision, reject plans, or take other such actions when the Fall term begins.

Actions and recommendations are attached in Appendix G. A checklist of impacts is attached in Appendix H.

NON-INSTRUCTIONAL UNITS:

Also reviewed in Fall 2020 were several non-instructional units that are part of Academic Affairs. SBOE Policy III.F. does not require these units to be quintiled, so they were not assessed with the Program Health Model. Instead, these units were evaluated based on alignment with institutional core themes, mission, and strategic plan; performance outcomes specific to each unit; qualifications of professional and support staff; program resources; program strengths and weaknesses; external constraints and challenges; and opportunities for improvement.

The units evaluated included Institutional Effectiveness; Office of Assessment; Institutional Research; Program for Instructional Effectiveness; Educational Technology Services; University Honors Program; Bengal Bridge; University Tutoring; Early College; Intensive English Institute; High School Equivalency Program; and the outreach centers at Idaho Falls and Twin Falls. A review conducted in spring 2021 for Finance and Business Affairs is also included in this report's appendices.

The review of these units confirmed alignment of their mission statements with the missions of Academic Affairs and the University; strengths in COVID-19 operational planning and execution; strong relationships of the units with Academic Affairs; and well-formed assessment plans in most of the units. Weaknesses included issues with project charters; need for additional funding in specific units; challenges with long-term planning; and the urgent need for a data warehouse.

Details of the review of non-instructional units are in Appendix I.

NEXT STEPS:

The Program Health Model was used for the first time in 2020-2021 and was conceptualized and implemented as a continuous improvement model. The original proposal stated that the model should be “flexible and change as necessary over time.” The baseline assessment, described in this report, was completed in 2020-2021. In subsequent years, programs may be triggered for evaluation based on five-year rolling averages of degree/certificate production using the following standards:

- ≤5 at the associate and certificate level;
- ≤10 at the bachelor’s level;
- ≤5 at the master’s level;
- ≤3 at the doctoral level.

The proposal (see Appendix A) allows for alternative measures for the triggering mechanism should a program wish to choose a different metric.

Moving forward, and in line with the goal of continuous improvement, the process will adhere to the following steps to ensure successful implementation, assessment, and further decision-making for programs in the bottom two quintiles and those that are triggered for evaluation:

1. ISU’s Administrative Council will review program action plans and provide suggestions for improvement;
2. Academic Affairs will work with college and departmental leadership to ensure clear and direct communication with regard to action plan expectations;
3. Programs will submit a mid-term report on action plan progress for review by Academic Affairs and Administrative Council;
4. Programs will submit a year-end report on action plan progress including key outcomes for review by Academic Affairs and Administrative Council;
5. As required by Policy III.F., Program Prioritization, annual program prioritization updates will be provided to SBOE.
6. This process will be completed annually for all programs in the bottom two quintiles until the next Program Prioritization Report submission in July of 2026.

PRELIMINARY RECOMMENDATIONS:**THE MODEL:**

- Develop a standing committee to refine the model and look for ways to streamline the process and avoid duplication with the current program review process. The committee would include faculty representatives from each college and representatives from Academic Affairs and from Finance and Business Affairs.
- Revise the “Resources” category of the model to emphasize effectiveness of resource use rather than extent of resources available.

- Create new measures of student demand and efficiency. The current measures didn't work as well as expected in capturing health (e.g., the role of math in engineering).
- Develop a longer time series of program retention data.
- Remove some data items that can't be consistently collected, like alumni satisfaction.
- Compare programs to similar programs at peer institutions rather than other programs within ISU in order to create more meaningful comparisons.

THE PROCESS:

- Increase faculty involvement at early stages of the process.
- Reach agreement on how deans adjust scores.
- Provide model narratives as examples.
- Provide programs that end up in lower quintiles with the option of not submitting an action plan.
- Set guidelines for possible exclusion of new programs or programs already slated for discontinuation. For example, a program that was implemented in the last two years could be exempted from the process, giving it time to grow before being evaluated.
- Require programs to provide brief updates of progress annually. The University Assessment Review Committee has revised the program review annual report in order to collect all of this information at the same time.
- Make program data readily available for faculty on an ongoing basis.

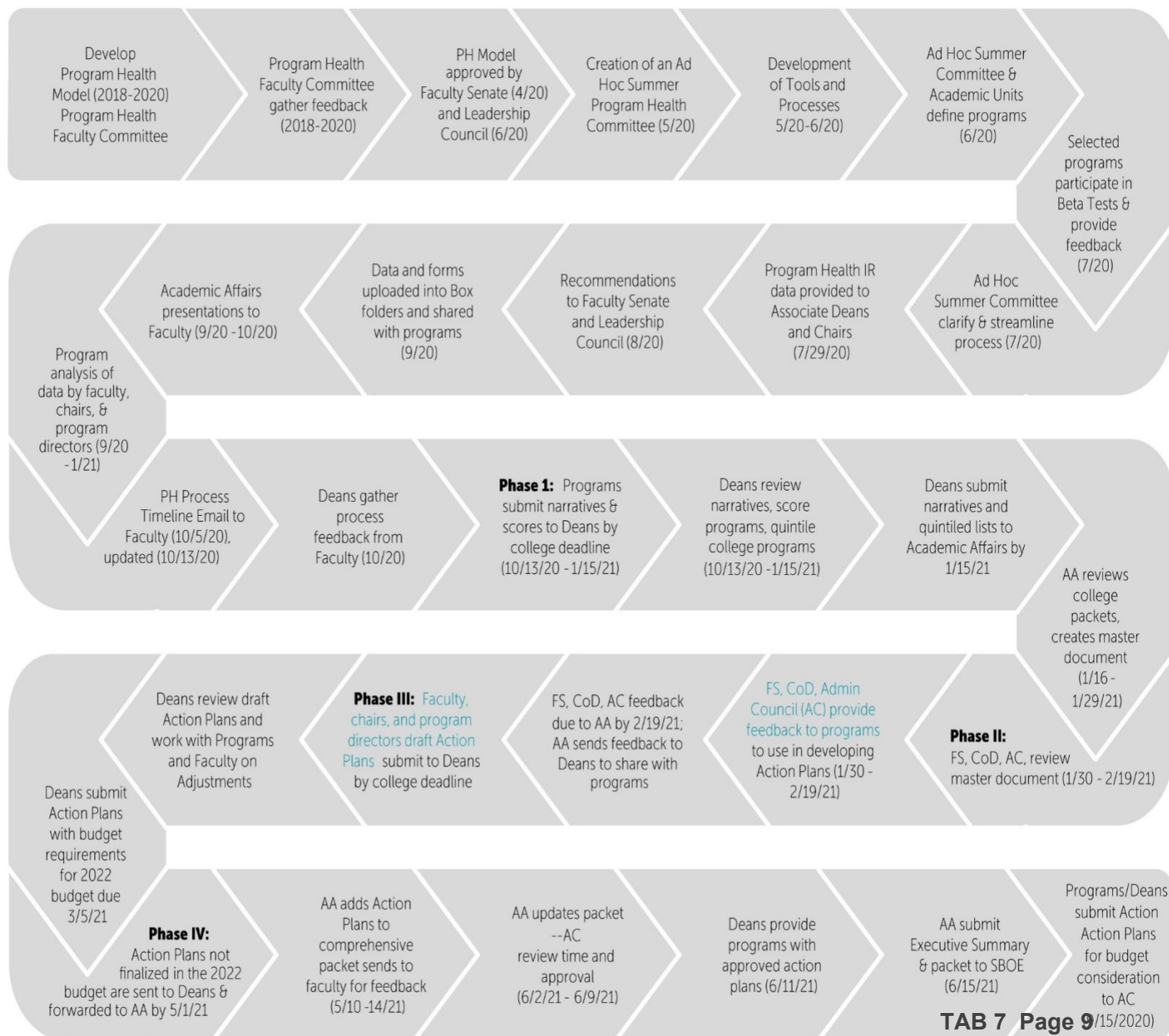
OTHER RECOMMENDATIONS:

- New program proposals should support the Institution's Strategic Plan.
- Colleges are encouraged to develop meta majors.

Program
Health
2020-2021



Idaho State
University
IRSA



SCHEDULE OF PROGRAM HEALTH PRESENTATIONS AND MEETINGS: 2020-21

Date	Group	Purpose
April 27, 2020	Faculty Senate	Approval of PH model
June 3	Leadership Council	Charter progress and approval
August 31	Faculty Senate	Launch project
September 1	COE Leadership Team	Explain project
September 2	Leadership Council	Update
September 11	CSD faculty	Explain process
September 15	Biology faculty	Explain process
September 17	COSE chairs	Explain process
September 18	Nursing leadership	Explain process
September 22	COT faculty	Explain process
September 24 and 25	CAL chairs and directors	Explain process
September 25	COE faculty	Explain process
September 25	COB faculty	Explain process
September 25	Dietetics faculty	Explain process
October 8	Pharmacy faculty	Explain process
October 9	Physics faculty	Explain process
October 9	Nursing faculty	Explain process
October 9	Public Health faculty	Explain process
October 13	Dental Hygiene faculty	Explain process
November 9	Faculty Senate	Update, answer questions
November 18	Physics faculty	Answer questions
January 7, 2021	Academic Affairs Town Hall	Update, answer questions
January 13	President's Council	Update
January 19	Deans' Council	Update
February 3	Administrative Council	Update and instructions for feedback
February 19	Administrative Council	Discuss programs
February 22	Academic Affairs Town Hall	Update, answer questions
April 23	Academic Affairs Town Hall	Update, answer questions
Various dates, spring 2021	Faculty Senate	Update, answer questions
June 9	Administrative Council	Approval

PROGRAM HEALTH COMMUNICATIONS

Program Health [communications to the faculty](#) are available on the Academic Affairs website. Communications to other participants, including a timeline, are available on the [Program Health Process](#) webpage.

QUINTILE LIST

Q1: 0 – 20%

Program	College
Advanced Automation and Manufacturing Technology	COT
Apprenticeship	COT
Business Administration-GRAD CERT	COB
Computerized Machining Technology	COT
Deaf Education-Mast	COE
Dietetics-MAST	KDHS
Dietetics-MAST with Dietetic Internship	KDHS
Early Childhood-Mast	COE
Education, General-Mast Combined program with CAL (MUSIC)	COE
Energy Systems Mechanical Engineering Technology	COT
Environmental Engineering-MAST	COSE
Environmental Science Mgt-MAST	COSE
Fire Service Administration-ASSO	KDHS
Fire Service Administration-BACH	KDHS
French-UGRD	CAL
German-UGRD	CAL
Health Physics-ASSO	COSE
Instructional Design & Technology-Doct	COE
Instructional Design & Technology-Mast	COE
Interdisciplinary Studies-MAST	CAL
Interprofessional Geriatric Certificate-GRAD	KDHS
Interprofessional Geriatric Certificate-UGRD	KDHS
Japanese-UGRD	CAL
Mathematics-ASSO (Teachers)	COSE
Mathematics-DOCT	COSE
Mathematics-MAST	COSE
Music-MAST	CAL
Nuclear Science & Engineering-PSTB	COSE
Paralegal Studies	COT
Pharmacy Technology	COT
Philosophy-GRAD	CAL
Physics-ASSO	COSE
Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO	KDHS
Russian-ASSO	CAL
Shoshoni-ASSO	CAL
Taxation-MAST	COB
Theatre-MAST	CAL
Unmanned Aerial Systems	COT

Q2: 21 – 40%

Program	College
Anthropology-BACH	CAL
Art-BACH	CAL
Art-MAST	CAL
Athletic Training-Mast	COE
BAS Applied Science	COT
Biopharmaceutical Analysis-DOCT/MAST/MSCP	KDHS
Business Technology	COT
Business-ASSOC	COB
Civil Engineering Technology	COT
Civil Engineering-MAST	COSE
Communication-MAST	CAL
Early Childhood Education-Bach	COE
Early Childhood Care and Education	COT
Educational Interpreting-ASSO (SLS)	KDHS
Educational Interpreting-BACH (SLI)	KDHS
Educational Leadership-Mast	COE
Electrical Engineering-BACH	COSE
Emergency Management-ASSO	KDHS
Emergency Management-BACH	KDHS
Engineering & Applied Sci.-DOCT	COSE
General Business-BACH	COB
Health Informatics-MAST	KDHS
Health Physics-BACH	COSE
Health Science-HSHO-BACH	COT
Law Enforcement	COT
Literacy-Mast	COE
Mechanical Engineering-MAST	COSE
Music-BACH	CAL
Philosophy-UG	CAL
Physics-DOCT	COSE
Physics-MAST	COSE
Radiographic Science-CERT	KDHS
Rehab and Comm Sciences-DOCT	KDHS
Respiratory Therapy	COT
Spanish-UGRD	CAL
Special Education-Bach	COE
Special Education-Mast	COE
Systems Engineering-MAST	COSE
Theatre-BACH	CAL

Q3: 41 – 60%

Program	College
Anthropology-MAST	CAL
Automotive Technology	COT
BBA in Informatics	COB
Biology-DOCT	COSE
Biology-MAST	COSE
Career & Technical Education-Cert	COE
Civil Engineering-BACH	COSE
Communication Sciences & Dis-BACH	KDHS
Computer Aided Design Drafting Tech	COT
Dietetics-BACH	KDHS
Doctor Of Pharmacy-DOCT	KDHS
Economics Degrees (BS or BBA)	COB
Educational Administration-Doct (EDS and EDD)	COE
English, General-GRAD	CAL
English-UG	CAL
Family and Consumer Science-Bach	COE
Geosciences-BACH	COSE
Global Studies-BACH	CAL
Health Education (Comm. Public Health) -BACH	KDHS
Health Education-MAST	KDHS
Industrial Cybersecurity Engineering Technology	COT
Information Technology Systems	COT
Master Of Public Health-MAST	KDHS
Mechanical Engineering-BACH	COSE
Medical Anthropology-CERT	CAL
Medical Anthropology-GRAD	CAL
Medical Assisting	COT
Microbiology-DOCT	COSE
Microbiology-MAST	COSE
Nursing-MAST	KDHS
Organizational Leadership-Cert	COE
Paramedic Science-ASSO	KDHS
Paramedic Science-UGRD	KDHS
Physical Education-Bach	COE
Physics-BACH	COSE
Political Science-DOCT	CAL
Social Work-MAST	CAL
Sociology-MAST	CAL
Surveying and Geomatics Engineering Technology	COT
Training and Development-Cert	COE
University Studies-ASSO	CAL

Q4: 61 – 80%

Program	College
Accountancy-MAST	COB
Aircraft Maintenance Technology	COT
Athletic Administration-Mast	COE
Audiology-DOCT	KDHS
Automotive Collision Repair & Refinishing	COT
Chemistry-BACH	COSE
Chemistry-MAST	COSE
Communication-BACH	CAL
Cosmetology	COT
Counseling-MAST	KDHS
Criminology-ASSO	CAL
Dental Hygiene-MAST	KDHS
Education Administration-Mast	COE
Education Leadership-Doct	COE
Elementary Education-Mast	COE
Energy Systems Electrical Engineering Technology	COT
Energy Systems Instrumentation Engineering Technology	COT
Energy Systems Nuclear Operations Technology	COT
Health Care Administration-MAST	COB
Health Physics-MAST	COSE
Health Science-HSHS-BACH	KDHS
History-BACH	CAL
History-MAST	CAL
Master of Arts in Teaching-Mast	COE
Mathematics-BACH	COSE
Medical Laboratory Science-MAST	KDHS
Nuclear Science & Engineering-BACH	COSE
Nuclear Science & Engineering-DOCT	COSE
Nuclear Science & Engineering-MAST	COSE
Occupational Therapy Assistant	COT
Occupational Therapy-MAST	KDHS
Physical Therapy-DOCT	KDHS
Political Science-BACH	CAL
Secondary Education-Mast	COE
Social Work-BACH	CAL
Sociology-BACH	CAL
Speech-Language Pathology-MAST	KDHS
Statistics-BACH	COSE
University Studies-BACH	CAL

Q5: 81 – 100%

Program	College
Accounting-BACH	COB
Biochemistry-BACH	COSE
Biology-BACH	COSE
Business Admin and Management-BACH	COB
Business Admin and Management-MAST	COB
Clinical Psychology-DOCT	CAL
Computer Science-BACH	COSE
Computer Science-MAST	COSE
Counseling-Animal Assisted Int. CERT	KDHS
Counselor Ed. And Counseling-DOCT	KDHS
Dental Hygiene-BACH	KDHS
Diesel On-Site Power Generation Tech	COT
Elementary Education-Bach	COE
Experimental Psychology-DOCT	CAL
Finance-BACH	COB
Geosciences-DOCT	COSE
Geosciences-GRAD	COSE
Geosciences-MAST	COSE
Health Care Administration-BACH	COB
Health Information Technology	COT
Human Resource Development-Mast	COE
Marketing-BACH	COB
Medical Laboratory Science-BACH	KDHS
Microbiology-BACH	COSE
Nursing	COT
Nursing-BACH	KDHS
Nursing-DOCT	KDHS
Physical Therapist Assistant	COT
Physician Assistant-MAST	KDHS
Practical Nursing	COT
Psychology-BACH	CAL
Public Administration-MAST	CAL
Radiographic Science-BACH	KDHS
Robotics and Communication Systems Engineering Technology	COT
School Psychology-Doct	COE
School Psychology-Mast	COE
Secondary Education-Bach	COE
Spanish-BACH	CAL
Spanish-GRAD	CAL
Spanish-MAST	CAL
Welding	COT
Workplace Training and Leadership-Bach	COE

APPENDICES

Appendix A Original Proposal with Matrix	16
Appendix B Score Sheet	21
Appendix C Program Health Instructions	24
Appendix D Narrative Template	26
Appendix E Engagement Plan Template	27
Appendix F Program Health Action Plan Template	28
Appendix G Program Health Action and Recommendations.....	29
Appendix H Program Health Checklist	46
Appendix I Non-Instructional Unit Review	49

Appendix A Original Proposal with Matrix

Idaho State

UNIVERSITY

Background/History:

The Idaho State Board of Education Governing Policies and Procedures, Section V.B.11 and Section III.F.¹ requires institutions to incorporate program prioritization into the annual budgeting and program review process, and to provide annual updates to the Board. In 2014, Idaho State University (ISU) transitioned its Program Prioritization Process into a Program Assessment/Program Health Process with the goal of supporting growth and ensuring programs demonstrate the need for new, increased, or reallocated resources. Academic Affairs has used that model to evaluate full degree programs and certificates based on a five-year average number of graduates as follows:

Programs are flagged and must prepare an appropriate plan to address low enrollment if they have a five-year average number of graduates

- ≤ 5 at the associate and certificate level
- ≤ 10 at the undergraduate level
- ≤ 5 at the master's level
- ≤ 3 at the doctoral level

The outcomes of this model focused primarily on degree production, as well as projecting future hiring (Three-Year Hiring Plan) and program planning (Three-Year Program Plan).

In Spring 2018, Academic Affairs received reports from each of the colleges and requested updates on any programs that fell within the 5th quintile from the 2012-13 Program Prioritization Process, and which are still being flagged as not producing the number of degrees. However, it became clear that the budget model of ISU was one of the challenges in addressing program growth. With the arrival of a new president, and knowing changes were on the horizon, in Summer 2018 Academic Affairs determined that ISU needed a more comprehensive Program Health and Sustainability model that had broad campus support and was built in collaboration with Faculty Senate. A committee of representatives from each college, the Faculty Senate Co-

¹ <https://boardofed.idaho.gov/wp-content/uploads/2018/02/VB-Budget-Policies-0218.pdf>

<https://boardofed.idaho.gov/wp-content/uploads/2019/11/IIIF-Program-Prioritization-1019.pdf>

chairs, staff from Academic Affairs, Institutional Research, and the Budget office was formed. They had the following charge:

A Program Health & Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

The goal was to have a revised comprehensive self-assessment model ready to use by Spring of 2019 that supports the health and sustainability of all programs at ISU. This goal was a soft deadline dependent upon the progress of the committee and originally based on the ability of colleges to use these data as part of the budget process.

Progress:

The committee met monthly during Summer and Fall 2018 as well as Spring 2019 for 2-3-hour meetings. The committee refined the definition/charge of what a Program Health and Sustainability model should encompass and identified proposed metrics and from where the sources of data may be obtained. After a revision of the Idaho State Board of Education Governing Policies and Procedures: Section III, subsection F Program Prioritization, the committee began planning final meetings in Spring of 2020 to complete the draft model presented below.

Proposal:

Program Health and Sustainability should be a deliberately iterative process at ISU. As such, the Assessment Criteria Matrix presented below represents the first, certainly not the final, iteration of the model. Before presenting the proposed assessment matrix, it is important to offer further context. This model needs to be considered within two timeframes. While these frames are related, there are distinct differences. The first frame is during the next 12 months. During this time all programs will use the proposed assessment matrix to complete a full evaluation. These evaluations will serve multiple purposes: to define "programs," to determine a baseline for each program, and to discover data inconsistencies related to current Institutional Research reporting. Idaho SBOE policy does not specifically define what should constitute a program; through its work, the Program Health Committee has decided that what constitutes a program would be best determined at the local level. For example, there are departments that might reasonably be designated as a single program, while others might contain multiple programs. The committee believes the local academic units are much better situated to make these recommendations as their faculty are the experts in the intricacies of their organizations and disciplines. Once local units have determined their programs, the proposed Assessment Criteria Matrix will be used to conduct a complete evaluation to determine the baseline of the program. The committee understands in completing this baseline, inaccuracies in data reporting will be discovered. No program will be liable for the implications of these inaccuracies. On the contrary, the intention in the first iteration of assessment is to discover them and devise a plan to correct data reporting for future assessment.

After the baseline assessments are established, the revised Assessment Criteria Matrix will be employed for one of two reasons: if a program has fallen below triggering benchmarks, or at the end of five years as a part of regular assessment required by State Board policy. The committee has concluded that one of three options should be chosen by programs as their triggering benchmark. Again, the local experience and expertise of program faculty is best suited to making this determination. These three options include (1) degree/certificate production, (2) student credit hour generation, or (3) a combination of the two. The committee supports using the current standard of degree/certificate production of a five-year rolling average based on the level of award as follows:

- ≤ 5 at the associate and certificate level
- ≤ 10 at the undergraduate level
- ≤ 5 at the master's level
- ≤ 3 at the doctoral level

If a program determines that credit hour production is a better indicator of its most significant contribution to the institutional mission, it can choose to use that as its triggering mechanism. The committee suggests that two possible measures would be useful in this case: a credit hour decline $\geq 5\%$ within the last academic year, or $\geq 10\%$ within the last three years. For those programs that determine that both degree/certificate production and credit hour generation best reveal their contribution to the university mission, they may choose to establish a mechanism based on both. Again, only programs that fall below their established triggering criteria would be required to conduct a full assessment based upon the proposed Assessment Criteria Matrix before the required five-year SBOE requirement. The specific intention of these reviews would be to establish a plan, including relevant support, to improve the outcomes of the program moving forward.

Based upon initial feedback, the committee believes several issues need to be addressed in this proposal. First, some have suggested that the committee should have developed specific, absolute metrics to be equally applied to all programs. In its initial meetings, the committee sought to determine such measures and was unable to suggest any, as any such measure would be unlikely to accurately represent the unique contributions of the broad variety of programs at ISU. In a similar vein, some have suggested that the committee should have offered specific standards against which all programs should be compared. No such standards are defined or required by SBOE policy and as with the absolute metrics discussed above, the committee determined such standards applied across all programs would yield inaccurate results. The committee also believes that work on such absolute metrics and standards could be explored in the future based upon the data collected following its initial use.

Another issue the committee has grappled with and which has been repeated through feedback is the nature and definition of the terms quality, efficiency, and effectiveness. Once again while these criteria are required by SBOE policy, they are not defined, and, again, the committee believes unit faculty can best operationalize these terms based on their experience and expertise at the program level. The constant value and belief that guided this faculty committee is that

faculty expertise at the local level is best suited to determine specifics related to assessing the health of its academic program. We present this intentionally flexible Assessment Criteria Matrix to allow them to begin that work, while having incorporated all required elements from SBOE policy. The committee has never interpreted SBOE policy as requiring competition among programs for survival or legitimacy. Instead the committee endorses this model intended to allow programs the ability to evaluate their health through comparison within their own context and discipline.

Finally, recognizing that program health and sustainability is, and should be, an ongoing process and that it should have meaning and legitimacy, the committee calls for continuing faculty representation on any group related to these assessments moving forward. At a minimum there should be one faculty member from each academic unit and one representative from Faculty Senate on any such body.

Program Health & Sustainability Assessment Criteria Matrix

Definition/Charge:

A Program Health & Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

Assessment Criteria Matrix:

Student Demand: 30%	Quality: 20%	Efficiency: 20%	Effectiveness: 20%	Resources: 10%
- Number of student credit hours generated*	<u>Academic</u> (e.g.): - Recognition of specialized accreditation or specialized external review * - Assessment metrics - Teaching awards* - Student awards**	- Student credit hours by faculty FTE, including program characteristics and norms*	- Mission alignment	<u>Human</u> - Faculty/staff support*** - Availability of faculty/adjuncts**
- Number of degrees awarded*	<u>Research</u> (e.g.) - Research Awards* - Fellowships (faculty)* - Creative and scholarly activity - Grant funding	- Course enrollment (number of students in the courses, including program characteristics and norms)*	- Student retention**	<u>Facilities</u> ** - Adequate space to meet program needs - Rooms running at capacity - Technology/Distance Ed (conflict schedule) - Laboratory equipment
- Number of qualified applicants vs available seats**	- Alumni preparation/outcomes (work/life preparation; success)**	- Faculty teaching in multiple programs (cross-listed or satisfies multiple program requirements)***	- Licensure rates* - Job placement/employability** - % accepted into graduate school**	<u>Financial</u> - Competitive Salaries*** - Benefits*** - Operating budgets***
- Only program offered in the State of Idaho	- Faculty professional leadership and service	- Curricular efficiency, e.g. Duplication of courses, review of outdated courses ***	- Alumni satisfaction (experience)**	

* Data available from Institutional Research Office using current reports

** Data may be available at the departmental or program level

***Data may be able to be generated by Institutional Research Office with special report

Appendix B Score Sheet

PROGRAM HEALTH RUBRIC

Component	Minimal/Limited	Moderate/Satisfactory	Exceptional
Score	1-3	4-6	7-9
Student Demand (30%)	Few degrees are awarded and department produces a limited amount of SCHs, even though program is not limited by number of available seats	A moderate number of degrees is awarded or the department produces a large amount of SCHs.	A large number of degrees is awarded and the department produces a large amount of SCHs, or the program demonstrates excess demand for seats.
Quality (20%)	Program has limited evidence of quality in student, faculty, and alumni outcomes.	Students, faculty, and alumni demonstrate a satisfactory level of quality.	Students, faculty, and alumni demonstrate excellence and external recognition.
Efficiency (20%)	Relatively low SCH/FTE; relatively low course enrollments given pedagogical restrictions; evidence of duplication of courses with other programs and failure to remove outdated courses	Moderate SCH/FTE and course enrollments. Program has made some effort to avoid duplication and update curriculum.	Relatively high SCH/FTE and course enrollments. Program collaborates with other programs to avoid duplication of courses when possible and keeps curriculum up to date.
Effectiveness (20%)	Relatively low student retention; lack of mission alignment; lack of evidence of student achievement and/or satisfaction after graduation	The program has some alignment with university's mission; moderate levels of student retention; some evidence of student achievement post-graduation	The program is well aligned with the university's mission; strong level of student retention; strong evidence of student achievement post-graduation
Resources (10%)	Inadequate facilities; non-competitive salaries; lack of support for faculty/staff; operating budget has shrunk over recent budget cycles	Facilities adequate to meet current program needs; average salaries for disciplines; adequate support for faculty/staff; adequate operating budget	Facilities are up to date and may accommodate program expansion; salaries are above average for discipline; strong support for faculty/staff; operating budget has grown over recent budget cycles

For Program Director or Department Chair			1-9	1-9	1-9	1-9	1-9	1-9
			30%	20%	20%	20%	10%	
Dept	Program	Scorer	Student Demand	Quality	Efficiency	Effectiveness	Resources	Total Score
AL - No Official Dept. Arts and Let - ALGN	Interdisciplinary Studies-MAST							0
AL - No Official Dept. Arts and Let - ALGN	University Studies-ASSO							0
AL - No Official Dept. Arts and Let - ALGN	University Studies-BACH							0
AL - Anthropology - ANTD	Anthropology-BACH							0
AL - Anthropology - ANTD	Anthropology-MAST							0
AL - Anthropology - ANTD	Medical Anthropology-CERT							0
AL - Anthropology - ANTD	Medical Anthropology-GRAD							0
AL - Anthropology - ANTD	Shoshoni-ASSO							0
AL - Art and Pre-Architecture - ARTD	Art-BACH							0
AL - Art and Pre-Architecture - ARTD	Art-MAST							0
AL - Comm, Media, and Persuasion - CMPD	Communication-BACH							0
AL - Comm, Media, and Persuasion - CMPD	Communication-MAST							0
AL - English and Philosophy - ENPD	English, General-DOCT							0
AL - English and Philosophy - ENPD	English, General-MAST							0
AL - English and Philosophy - ENPD	English, General-PSTM							0
AL - English and Philosophy - ENPD	English-BACH							0
AL - English and Philosophy - ENPD	Philosophy-BACH							0
AL - English and Philosophy - ENPD	Philosophy-CERT							0
AL - English and Philosophy - ENPD	Philosophy-GRAD							0
AL - History - HUSD	History-BACH							0
AL - History - HUSD	History-MAST							0
AL - Global Studies and Language - LGSL	French-UGRD							0
AL - Global Studies and Language - LGSL	German-UGRD							0
AL - Global Studies and Language - LGSL	Global Studies-BACH							0
AL - Global Studies and Language - LGSL	Japanese-UGRD							0
AL - Global Studies and Language - LGSL	Russian-ASSO							0
AL - Global Studies and Language - LGSL	Spanish-BACH							0
AL - Global Studies and Language - LGSL	Spanish-GRAD							0
AL - Global Studies and Language - LGSL	Spanish-MAST							0
AL - Global Studies and Language - LGSL	Spanish-UGRD							0
AL - Military Sciences/ ROTC - MISD	N/A							0

AL - Political Science - PLSD	Political Science-BACH							0
AL - Political Science - PLSD	Political Science-DOCT							0
AL - Political Science - PLSD	Public Administration-MAST							0
AL - Psychology - PYCD	Clinical Psychology-DOCT							0
AL - Psychology - PYCD	Experimental Psychology-DOCT							0
AL - Psychology - PYCD	Psychology-BACH							0
AL - Psychology - PYCD	Psychology-MAST							0
AL - School of Performing Art - SPAD	Music-BACH							0
AL - School of Performing Art - SPAD	Music-MAST							0
AL - School of Performing Art - SPAD	Theatre-BACH							0
AL - School of Performing Art - SPAD	Theatre-MAST							0
AL - Soc, Social Wrk&Criminology - SSSC	Criminology-ASSO							0
AL - Soc, Social Wrk&Criminology - SSSC	Social Work-BACH							0
AL - Soc, Social Wrk&Criminology - SSSC	Social Work-MAST							0
AL - Soc, Social Wrk&Criminology - SSSC	Sociology-BACH							0
AL - Soc, Social Wrk&Criminology - SSSC	Sociology-MAST							0

Appendix C Program Health Instructions

PROGRAM HEALTH INSTRUCTIONS

1. **Files:** all materials are located in a Box folder that has been shared with your college.
These materials include:

File or link name	Description
Matrix – annotated 9-2-20.docx	Program Health Model (matrix) annotated with data locations in red font.
Program Health Model Questionnaire.boxnote	Google Form questionnaire to collect qualitative information
Program Health Narrative for Scoring.boxnote	Google Form to collect narrative information that accompanies scoring.
Program Health Data (On-campus or VPN to access).boxnote	Link to a website that contains SCH (student credit hours) and Degrees Awarded. You must access this data on campus or use a VPN.
PH additional data 9-2-20.xlsx	Average SCH; retention; average degrees; FTE; course headcount
PH RUBRIC.pdf	Rubric for scoring.
Faculty 4-Digit Multi-Discipline Report 2019-20 ISU peers.pdf	Salary information for ISU peer institutions.
Faculty 4-Digit Multi-Discipline Report 2019-20 Carnegie comparison.pdf	Salary information for Carnegie institutions.

Within your departmental subfolder are additional materials, including:

- **(Program name).xlsx** contains personnel and operating budget data
- **Program Health Score sheet College of (college name).xlsx** (for scoring)
- Questionnaire summaries, which will be placed in the subfolders after submission

If your folders are missing information, please contact Joanne Tokle (tokljoan@isu.edu) or Stefanie Shaddock (shadstef@isu.edu).

2. Steps:

A. Complete **Program Health Model Questionnaire.boxnote** first.

- Please click submit when you have completed the questionnaire so you don't lose your data.
- Instructions for locating information are embedded within the questionnaire.
- A copy of your responses will be sent to your email after the questionnaire has been submitted and your answers will be returned to your Box subfolder in a summary sheet.

- If you want to run reports in Activity Insight (Digital Measures) and need assistance, please contact the Office of Assessment at assessment@isu.edu.
 - Please note that in the Quality category, do not list the names of recipients of teaching awards, student awards, etc., just enter a summary of how many awards at the university level, how many at the national level, etc. Likewise, please do not input a list of faculty publications; summarize the publications (or creative/scholarly work) with an explanation of quality.
- B. Use **Matrix – annotated 9-2-20.docx** to identify which items to use for each category and where to find the information.
- C. Use **PH RUBRIC.pdf** to arrive at scores for each of the Program Health Model categories: Student Demand; Quality; Effectiveness; Efficiency; and Resources. Rate each category on a scale from 1-9, where
- 1-3 is minimal/limited
 - 4-6 is moderate/satisfactory
 - 7-9 is exceptional.

PH Additional Data.xlsx, in the tabs labeled AVG SCH and AVG DEGREES, has college and university averages for “student credit hours” and “degrees awarded” which are provided for comparison.

Some programs do not have complete data sets. For example, alumni satisfaction is a component of Effectiveness, but not every program has alumni satisfaction surveys to use. Do not score your program “0” if you don’t have that information; use other components (mission alignment, student retention) to arrive at a score.

- D. Enter scores in the file **Program Health Score sheet College of (college name).xlsx** in the rows indicated for your program, in the tab designated for your role (Program Director or Department Chair, Dean, or Provost). Save the file using your program name and upload it into your subfolder in Box.

A total score will be calculated for you, using the proportions from the matrix (30% for Student Demand, etc.).

- E. Use **Program Health Narrative for Scoring.boxnote** to discuss information that may not have been captured in the scoring exercise. Remember to click submit when you are finished.
- F. Deans will place programs into quintiles, per [SBOE Policy III.F.4](#). Programs in the two lowest quintiles will need an action plan prior to the beginning of the budget process.

ALL PROGRAM HEALTH SUBMISSIONS ARE DUE BY NOVEMBER 2, 2020.

Appendix D Narrative Template

NARRATIVE TO ACCOMPANY PROGRAM HEALTH SCORES

- 1.) Explain/summarize the main factors that impacted this program's overall scoring.
- 2.) Please include information about this program that could not be adequately captured in the metrics. For example, is it a new program?
- 3.) Provide any additional information that may impact this program's health and sustainability.
- 4.) Explain/summarize the factors that contribute to the success of high scoring programs.

Appendix E Engagement Plan Template

Program Health Engagement Plan

Some programs are required to submit plans for communication and stakeholder feedback to the Provost by February 26, 2021. Please send plans directly to Stefanie Shadduck at shadstef@isu.edu.

Resources:

- Program Health Timeline
- Program Health Action Plan Template
- Academic Affairs: for questions, information or meeting requests, etc. contact Joanne Togle at tokljoan@isu.edu or x2934

Suggested Guiding Framework*

College/Division:

Date: February 26, 2021

Topic	Stakeholders (ex: chairs, faculty, staff)	Identify Engagement Method (ex: chair's meeting, email, forum)	Identify Date(s)
Timeline and process for program action plan development	Chairs and Faculty		
Phase III discussion of program action plans that impact FY22 budget	Chairs and Faculty		Specify date; plans due to AA March 5, 2021
Phase III discussion of program action plans that impact later budgets	Chairs and Faculty		Specify date; plans due to AA May 1, 2021
Phase IV communication with faculty on final budget plans	Chairs and Faculty		May 10-14, 2021

Appendix F Program Health Action Plan Template

PROGRAM ACTION PLAN

Program: Click or tap here to enter text.

College: Click or tap here to enter text.

Person responsible: Click or tap here to enter text.

Issue(s)/concern(s): Click or tap here to enter text.

Proposed action(s):

- ☐ Improvement plan
- ☐ Consolidation
- ☐ Restructure
- ☐ Investment/reallocation of resources
- ☐ Other innovations
- ☐ New Programs
- ☐ Program elimination

Detailed description of proposed action, including timeline:

Click or tap here to enter text.

Does the action need to be incorporated into the three-year plan?

Click or tap here to enter text.

[*Click here to access Program Action Plans](#)

Appendix G Program Health Actions and Recommendations

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF ARTS AND LETTERS

- All Quintile 1 and 2 programs in the College of Arts and Letters should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to seek workforce alignment where appropriate, like the newly added Commercial Music option for the BFA in Music and the proposed BFA in Digital Media.
- Programs are encouraged to build collaborative efforts with other departments, such as the BFA in Digital Media between Art and CMP, and with other academic units, to support students and realize efficiencies.
- Programs are encouraged to continue their expansion of course delivery methods.
- Programs are encouraged to develop or adopt Open Educational Resources where appropriate, especially for General Education courses.
- Summary of actions: 3 program eliminations (and one more likely elimination); 1 new program; 13 improvement plans; 3 investment/reallocation of resources; 1 other innovation.

Program	Issues & concerns	Actions	Plan Highlights	Deadlines	Other	Budget impact	Student impact
BA Anthropology	Low enrollment	Improvement plan	Revise curriculum; develop marketing plan; improve assessment	UCC deadline 9/20/21; submit action plan progress report by 11/1/21		Expected positive impact from enrollment growth	Improve opportunity and access
BFA Art	Retention	Improvement plan, new program	Work with Academic Advising to improve retention; develop BFA Digital Media; hire studio technician; develop alumni database	Retention-- Spring 2022; BFA Digital Media--in process	New BFA in Digital Media better aligns with workforce needs	Will require more resources, but expected positive impact from enrollment growth and improved retention	Improve access and opportunity
MFA Art	Low enrollment	Improvement plan, investment - reallocation of resources	Reconsider viability of program in one year; reassign GTA teaching duties; hire studio technician;	Evaluate feasibility of program in 2022	Have suspended admissions over next year	Will require more resources	Reduced access and opportunity over next year

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

			develop alumni database				
MA CMP	Low enrollment, resources	Improvement plan	Increased advertising; develop fully online option; develop 4+1 option	UCC deadline 9/20/21; Graduate Council 11/3/2021		Expected positive impact from enrollment growth	Improve access and affordability
UG certificate French	Low enrollment	Potential elimination	Program is on hold while exploring improvement plans; use OER materials to make courses affordable	UCC 9/20/2021; SBOE 6/2022		Reduced cost of adjuncts if program is eliminated	Limited impact
UG certificate German	Low enrollment	Elimination	Proceed with discontinuation	UCC 9/20/2021; SBOE 6/2022		Reduced costs	Limited impact
UG certificate Japanese	Low enrollment	Improvement plan	Take action to increase enrollment and make courses more affordable	Submit action plan progress report 11/1/2021	Program has \$195,000 endowment to support student research and study abroad	Neutral	Improve affordability
UG certificate Spanish	Low enrollment	Improvement plan, other innovations	Improve marketing; increase outreach to other ISU programs; increase outreach to high schools	Submit action plan progress report by 11/1/21		Expected positive impact from enrollment growth	Improve access and opportunity
AA Russian	Low enrollment	Elimination	Proceed with discontinuation	UCC 9/20/2021; SBOE 6/2022		Reduced costs	Limited impact
AA Shoshoni	Low enrollment	Improvement plan	Targeted marketing campaign; additional dual enrollment courses; develop certificate in Indigenous Language Teaching	For certificate, UCC 9/20/2021; SBOE 6/2022; submit action plan progress report 11/1/2021		Expected positive impact from enrollment growth	Improve access and opportunity

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

MA Interdisciplinary Studies	Low enrollment	None			Program has no resources of its own		
BA/BFA Music	Low enrollment, retention, resources	Improvement plan, investment - reallocation of resources, new program component	Program will begin offering a commercial music option; potential restructure of administrative duties; increased recruiting; renewed focus on advising; development of scholarship resources	Submit action plan progress report by 11/1/21	Commercial music option aligns with workforce needs	Expected positive impact from enrollment growth and increased retention	Improve access and opportunity
M.Ed. Music	Low enrollment, resources	Improvement plan	May adjust sequencing of courses	Submit action plan progress report by 11/1/21	This program for music teachers is offered during the summer, with one summer online, and is offered on a cohort basis subject to student demand	Neutral	
Graduate certificate Philosophy	Low enrollment	Improvement plan	Increase awareness of certificate in Biomedical Ethics to local healthcare practitioners and healthcare programs at ISU; use online delivery	Submit action plan progress report by 11/1/21	Relatively new program that needs time to grow	Expected positive impact from enrollment growth	Improve access and opportunity
BA, UG certificate Philosophy	Low enrollment	Improvement plan	Increase use of online delivery; increase awareness of Biomedical Ethics undergraduate certificate	Submit action plan progress report by 11/1/21	Certificate is relatively new and needs time to grow; department	Expected positive impact from enrollment	Improve access and opportunity

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

					supports general education		
BA Theatre	Low enrollment, retention, resources	Improvement plan	Increased collaborations with other ISU programs, e.g. health professions; increased recruiting and outreach activities; increased interprofessional education activities	Submit action plan progress report by 11/1/21	Program accreditation restricts class size; program is essential for community outreach and engagement	Expected positive impact from enrollment growth	Improve opportunity and access
MA Theatre	Low enrollment	Elimination	Proceed with discontinuation	In process		Reduced costs	Limited impact

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF BUSINESS

- All Quintile 1, 2 and 3 programs in the College of Business should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention and recruitment plans.
- Programs are encouraged to work collaboratively with other departments and colleges to support students and realize efficiencies.
- Programs slated for discontinuance should initiate the required SBOE and Graduate Council paperwork.
- Summary of actions: 2 program eliminations, 1 restructure, 3 other innovations.
-

Program	Issues/Concerns	Action	Plan Highlights	Deadlines	Other	Budget impact	Student impact
AS Business	Low enrollment	Other innovations	Cease promotional spending	Submit action plan progress report by 11/1/21	Program has no additional cost as all courses are offered for other programs	Limited	Limited
BBA General Business	Low enrollment	Other innovations	Cease promotional spending	Submit action plan progress report by 11/1/21	Program has no additional cost as all courses are offered for other programs	Limited	Limited
BS/BBA Economics	Low enrollment	Restructure, improvement plan	Improve retention	Submit action plan progress report by 11/1/21	Program has started growing since recent elimination of BA and addition of BBA	Expected positive as enrollment grows	Improve opportunity and access
Graduate Certificate Business	Low enrollment	Elimination	Proceed with program discontinuance	Graduate Council 11/3/21; SBOE 6/2022		Neutral	Limited
BBA Informatics	Low enrollment	Other innovations	Change degree name as it is confusing; explore	Planned for 2022, after upcoming		Neutral	Improve workforce alignment

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

			feasibility of BBA in Data Analytics	accreditation. Submit action plan progress report by 11/1/21			
MTax	Low enrollment	Elimination	Proceed with program discontinuance	Graduate Council 11/3/21; SBOE 6/2022	Program will be replaced by adding a tax emphasis to the MAcc	Reduce costs	Limited

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF EDUCATION

- All Quintile 1 and 2 programs in the College of Education should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- The College of Education should work with the Kasiska Division of Health Sciences to reallocate the MS in Athletic Training to health sciences to align with accreditation standards.
- The College of Education should hire appropriate personnel to support the MS in Deaf Education.
- Action summary: 1 program elimination; 6 improvement plans; 4 investment or reallocation of resources; 2 other innovations.

Program	Issues & concerns	Actions	Plan Highlights	Deadlines	Other	Budget impact	Student impact
BA Early Childhood Education	Low enrollment	Improvement plan	Develop ties with CSI and COT to attract AA students; increase recruiting	Submit action plan progress report by 11/1/2021		Expected positive with enrollment growth	Improve access and opportunity
MA Early Childhood	Low enrollment	Elimination	Proceed with program discontinuation	Graduate Council 11/3/2021; SBOE 6/2022	No students currently enrolled	Limited	Limited impact
M.Ed. Educational Leadership	Program needs to refocus	Other innovations, consolidation	Curriculum revision and outreach; provide direct path for M.Ed. Students into Ed.D. Program	Graduate Council 11/3/2021; solicit student feedback on changes, 2023		Expected positive with enrollment growth	Improve access and opportunity
Ed.D. Instructional Design and Technology	Low enrollment	Improvement plan	Increase marketing and recruitment, offer related professional development opportunity	Submit action plan progress report by 11/1/2021		Expected positive with enrollment growth	Improve access and opportunity
M.Ed. Instructional	Low enrollment	Improvement plan	Increase marketing and recruitment, offer related	Submit action plan progress		Expected positive with	Improve access and opportunity

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

Design and Technology			professional development opportunity	report by 11/1/2021		enrollment growth	
MA Literacy	Low enrollment	Improvement plan, investment - reallocation of resources	Revise curriculum and realign to current standards; convert to online delivery; market program	Graduate Council 11/3/2021	Program is currently suspended but plans to restart in 2-3 years	Neutral, for now	Improve access and opportunity
MS Deaf Education	Low enrollment	Investment-reallocation of resources	Need to hire faculty member to staff program	Submit action plan progress report by 11/1/2021	No other deaf education programs in state	Increase cost with new hire	Improve access and opportunity
MS Athletic Training	Low enrollment	Investment-reallocation of resources, other innovations	Address accreditation requirements, including staffing, facilities, and move to KDHS	Notification to SBOE by 6/2022; new faculty member by 2022	Program is moving to KDHS	Increase cost with new hire and facility update	Improve access and opportunity
BA Special Education	Low enrollment	Improvement plan	Meet QM standards for online classes; support undergraduate behavioral certification in collaboration with Clinical Psychology	Submit action plan progress report by 11/1/2021		Decreased cost with efficiencies from collaboration	Improve access and opportunity
MA Special Education	Low enrollment	Improvement plan	Streamline curriculum; offer graduate behavioral certification; communication and advising plans; purchase simulation lab	Submit action plan progress report by 11/1/2021	Program is currently suspended but plans to restart	Increased cost of simulation lab	Improve access and opportunity

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF SCIENCE AND ENGINEERING

- All Quintile 1 and 2 programs in the College of Science and Engineering should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to seek workforce alignment where appropriate, like the proposed restructure of the graduate programs in Mathematics.
- Selected graduate programs should develop “4+1” accelerated programs that provide streamlined pathways from undergraduate programs into graduate programs, increasing access and affordability for students.
- Programs are encouraged to develop or adopt Open Educational Resources where appropriate, especially for General Education courses.
- Programs are encouraged to identify alternative methods of course delivery to broaden student recruitment.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- Additional GTA (graduate teaching assistants) allocations will be based on application numbers, program capacity, time to degree completion, and program alignment with the strategic priorities and objectives of the college.
- Action summary: 2 program eliminations; 2 new programs; 5 improvement plans; 4 investment/reallocation of resources; 5 other innovations.

Program	Issues & concerns	Actions	Plan highlights	Deadline	Other	Budget impact	Student impact
BS Health Physics	Low enrollment and graduation rates	Improvement	Expand distance learning capabilities; enlist help from other departments to deliver coursework, as Health Physics has one faculty member	By Spring 2022, program will develop plan for sustainability	Enrollment is expected to grow as new nuclear technologies expand in Idaho such as the Small Modular Reactors	Neutral	Improve access and opportunity
AS Health Physics	Low graduation rates	None	Currently inactive, leave on books in case INL needs			None	None
MS Environmental Science and Management	Low enrollment	Investments/reallocation; other innovations	Develop 4+1 program to streamline pathway for students into graduate program; increase recruiting; request more GTAs	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Multi-disciplinary program with multiple feeder programs	Expected positive impact as enrollment grows	Improve opportunity, access and affordability

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

MS Mechanical Engineering & MS Measurement & Control Engr	Low enrollment; lack of resources	Investments/reallocation; other innovations	Develop 4+1 programs; rebuild recent faculty losses; pursue grant funding; secure permanent ongoing funding for MCERC (Measurement and Control Engineering Research Center)	Curriculum: UCC 9/20/21; Graduate Council 11/3/21		Expected positive impact as enrollment grows	Improve opportunity, access and affordability
MS Environmental Engineering	Low enrollment	Investments/reallocation; other innovations	Develop 4+1 program to streamline pathway for students into graduate program; increase recruiting; request more GTAs; encourage students to become licensed to increase their employment opportunities	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Only graduate Environmental Engineering program in Idaho; shares courses with other programs	Expected positive impact as enrollment grows	Improve opportunity, access and affordability
PhD Engineering and Applied Science	Low enrollment	Investment/reallocation; other innovations	Add focus area to diploma; request GTAs; increase recruiting		Discussions beginning with BSU for Civil Engineering track	Positive if grant funding increases	
MS and PhD Physics	Low enrollment and other issues	Improvement plan	Must develop strategic plan for moving forward; status of graduate programs contingent on success of plan	Department strategic vision plan due 1/2022		Unknown	
AS Physics	Low enrollment	Improvement plan	Student recruitment			Neutral	
AS Math	No enrollment	Elimination	Proceed with discontinuation	File program discontinuance with SBOE by 6/2022	No teach out needed; no students currently enrolled	None	None
MS and DA Math	Low enrollment	Improvement plan	Extensive plan for refocusing the department and aligning to current workforce needs; potential for substantial change in direction and focus of graduate programs	Program will be reevaluated in 2023		Expected positive impact as enrollment grows	Improve workforce alignment

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

MS Civil Engineering	Low enrollment	Other innovations	Develop 4+1 program; working with community colleges on articulation agreements to increase the number of BS graduates to feed into the MS program; increase recruiting; request more GTAs	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Accrediting agency has been promoting MS degree for graduates to practice as licensed professional engineers	Expected positive impact as enrollment grows	Improve opportunity, access and affordability
BS Electrical Engineering	Declining enrollments	Improvement plan and new program	Develop BS in Electrical & Computer Engineering to refocus on more relevant workforce needs statewide and nationally	New program scheduled for review at SBOE in August	Evaluating need for MS in Electrical and Computer Engineering	Unknown	Improve access and opportunity and alignment with workforce needs
Graduate certificate Nuclear Engineering	No enrollment	Elimination	Proceed with discontinuance	File program discontinuance with SBOE by 6/2022	No teach out needed; no students currently enrolled	None	None

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF TECHNOLOGY

- All Quintile 1 and 2 programs in the College of Technology should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to work collaboratively with other departments and colleges to support students and realize efficiencies.
- Programs are encouraged to capitalize on Dual Enrollment, high school networking, and Online Idaho.
- Action summary: 11 improvement plans; 2 restructures; 2 investment/reallocation of resources; 4 other innovations; 2 new programs

Program	Issues & concerns	Actions	Plan highlights	Deadlines	Other	Budget Impact	Student Impact
Advanced Manufacturing	Low enrollment, industry alignment	Improvement plan, restructure, other innovations	Improve outreach communications; identify more industry partners; create certificates for specific skills	Submit action plan progress report by 11/1/2021; COT internal deadlines in 2022; UCC 9/20/22; SBOE 6/2023		Expected positive from increased enrollment	Improve access and opportunity, workforce alignment
Apprenticeship	Low enrollment in AAS	Improvement plan	Increase use of PLA credit	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity, access and affordability
BAS	Low enrollment	Improvement plan	Increased outreach to AAS graduates	Submit action plan progress report by 11/1/2022		Expected positive from increased enrollment	Improve opportunity and access
BS Health Science	Low enrollment	Improvement plan	Streamline and update curriculum; purchase Digital Cadaver Lab table; greater collaboration with Health Occupations program	UCC deadline 9/20/2021		Expected positive from increased enrollment	Improve access and opportunity

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

Business Technology	Low enrollment and employment outlook	Investment - reallocation of resources, other innovations, new programs	Greater collaboration with College of Business; add specialized certificate in Cloud Computing	Submit action plan progress report by 11/1/2021; specialized certificate is already in process		Initial cost for Cloud Computing but expected positive impact with enrollment growth	Improve opportunity and access
Civil Engineering Technology	Low enrollment, retention, licensure rates	Improvement plan	Program is already seeing gains from actions taken over the last year, including 2+2 pathway with Surveying and Geomatics Engineering Technology	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access
Machining	Low enrollment and retention	Improvement plan	Develop strategies to increase retention; work with industry partners on recruitment and marketing	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access
Early Childhood Care and Education	Low wage industry upon graduation	Other innovations	Program weakness is outside of institution's control; no action warranted		Enrollment is strong but program scored low due to post-graduation wages of graduates	Expected positive from increased enrollment	Provide opportunity
ESTEC Mechanical Engineering Technology	Low enrollment, industry alignment, program recognition	Improvement plan, restructure, other innovations	Increase recruiting and outreach to improve recognition; create certificates for specific skills and specialized certificate for industrial mechanic	UCC 9/20/2021, SBOE 6/2022		Expected positive from increased enrollment	Improve opportunity, access, affordability, workforce alignment
Law enforcement	Low enrollment of degree-	Other innovations	Increase use of PLA credit to encourage non-degree seeking students to enroll in program	Submit action plan progress report by 11/1/2021	Program is a mix of non-credit (workforce	Expected positive from increased enrollment	Improve opportunity, access, and affordability

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

	seeking students				training) and degree-seeking students		
Paralegal Studies	Low enrollment	Improvement plan, new program	Continue marketing and recruitment of dual-credit high school students; create online micro-certifications	SBOE proposal in process		Expected positive from increased enrollment	Improve opportunity, access, and affordability
Pharmacy Technology	Low enrollment	Improvement plan	Increase dual enrollment opportunities for high school students; collaborate with HIT program	UCC 9/20/2021	Program already collaborates with College of Pharmacy	Expected positive from increased enrollment	Improve opportunity, access, and affordability
BS Respiratory Therapy	Low enrollment, licensure pass rate, resources	Improvement plan	Initiate networking with high schools; develop BS completion degree; improve course sequencing; update equipment	SBOE proposal in process	Licensure pass rates have improved	Additional cost of resources, but enrollment is expected to grow	Improve opportunity and access
Unmanned Aerial Systems	Low enrollment, retention	Improvement plan	Work on job placement of graduates; increase enrollment and retention; upcoming program review will provide more guidance	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: KASISKA DIVISION OF HEALTH SCIENCES

- All Quintile 1 and 2 programs in the Kasiska Division of Health Sciences should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs are encouraged to develop alternative methods of course delivery to broaden student recruitment, where appropriate.
- Programs should restructure programs based on market analysis.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- The Kasiska Division of Health Sciences should work with the College of Education to reallocate the MS in Athletic Training to health sciences to align with accreditation standards.
- Action summary: 1 program elimination; 1 new program; 5 improvement plans; 3 restructures; 3 investment/reallocation of resources; 5 other innovations.

Program	Issues and concerns	Actions	Plan highlights	Deadlines	Other	Budget Impact	Student Impact
Pharmacy programs	Program capacity, enrollment, recruitment, facilities	Improvement plan	Improve international recruitment efforts; expand online course offerings in MS program; increase student funding on grants; renovate Pocatello lab, expand Meridian lab	Most actions completed by 2022, with some going into 2023		Will require more financial resources	Improve access and opportunity
UG certificate Pre-Speech-Language Pathology/Audiology	Low enrollment	Improvement plan, restructure, other innovations	Conduct market analysis; may restructure current program	UCC deadline 9/20/2021		Expected positive from increased enrollment	Improve access and opportunity
MS Nutrition with internship	Ensure success of new program moving forward	Progress plan	Faculty workload and compensation is an issue	Submit action plan progress report by 11/1/2022	New program; at capacity for available seats	May require more resources	Improve access and opportunity
MS Nutrition	Low enrollment	Elimination	Teach out current students and suspend admissions	Discontinuance on three-year	New program	Neutral	Limited impact

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

				plan, expected in 2024			
AS and BS Fire Services Administration	Low enrollment, retention	Improvement plan	Converted to online fee model at competitive rate; improve recruiting and retention; use QM for online courses; professional development program for adjunct faculty; encourage PLA	Submit action plan progress report by 11/1/2021; online fee already approved		Expected positive impact from increased enrollment within 2 years	Improve opportunity, affordability and access
Certificates Geriatrics	Low enrollment	Other innovations	Align certificates with other KDHS programs	UCC deadline 9/20/2021; Graduate Council 11/3/2021		Expected positive with increased enrollment	Improve opportunity and access
MS Health Informatics	Low enrollment	Investment, restructure	Program has been substantially revised to better place it for success. In addition, will increase marketing; explore dual degree options; accelerated degree completion opportunities; opportunities with external partners; new degree tracks; new faculty position; collaborations with healthcare organizations	Submit action plan progress report by 11/1/21	Program converted to online and is seeking accreditation; is better positioned for success	Expected positive impact from increased enrollment, greater cost if new faculty member is added	Improve opportunity and access
PhD Rehabilitation and	New program	Improvement plan	Apply for WRGP; develop interprofessional learning opportunities	Graduate Council deadline 11/3/2021	New program	Expected positive from increased enrollment	Improve access and opportunity

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

Communication Sciences			in collaboration with Graduate School and College of Health; improve assessment process				
Certificate Radiographic Science	New program	Other innovations	Increase marketing	Submit action plan progress report by 11/1/2021	Program is new and enrollments are increasing	Expected positive from increased enrollment	Improve opportunity and access
BS Sign Language Interpreting	Low enrollment	Investment - reallocation of resources, other innovations	Increase recruiting; outreach to alumni; request professional fees	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access
AS Sign Language Studies	Low enrollment	Investment - reallocation of resources, other innovations	Increase recruiting, including dual enrollment option for high school students	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity, access, and affordability
AS and BS Emergency Management	Low enrollment	Improvement plan	Add homeland security; convert to asynchronous delivery of courses; develop master's program; increase retention	Submit action plan progress report by 11/1/2021; addition of MS degree is underway		Expected positive from increased enrollment	Improve opportunity and access

Appendix H Program Health Checklist

College of Arts and Letters	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>BA Anthropology</i>		x			
<i>BFA Art</i>	x	x		x	
<i>MFA Art</i>					
<i>MA CMP</i>	x	x			
<i>UG certificate French</i>					x
<i>UG certificate German</i>					x
<i>UG certificate Japanese</i>			x		
<i>AA Russian</i>					x
<i>AA Shoshoni</i>	x	x			
<i>UG certificate Spanish</i>	x	x			
<i>BA Interdisciplinary Studies</i>					
<i>BA/BFA Music</i>		x		x	
<i>M.Ed. Music</i>					
<i>UG certificate Philosophy</i>	x	x			
<i>BA Theatre</i>	x	x			
<i>MA Theatre</i>					x

College of Business	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>AS Business</i>					
<i>BBA General Business</i>					
<i>BS/BBA Economics</i>	x	x			
<i>Graduate certificate Business</i>					
<i>BBA Informatics</i>				x	
<i>MTax</i>					x

College of Education	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>BA Early Childhood Education</i>	x	x			
<i>MA Early Childhood</i>					
<i>M.Ed. Educational Leadership</i>	x	x			
<i>Ed.D. Instructional Design and Technology</i>	x	x			
<i>M.Ed. Instructional Design and Technology</i>	x	x			
<i>MA Literacy</i>	x	x			
<i>MS Deaf Education</i>	x	x			
<i>MS Athletic Training</i>	x	x			
<i>BA Special Education</i>		x			x
<i>MA Special Education</i>	x	x			

College of Science and Engineering	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>BS Health Physics</i>	x	x			
<i>AS Health Physics</i>					
<i>MS Environmental Science and Management</i>	x	x	x		
<i>MS Mechanical Engineering & MS Systems Engineering</i>	x	x	x		
<i>MS Environmental Engineering</i>	x	x	x		
<i>PhD Engineering and Applied Science</i>					
<i>PhD and MS Physics</i>					
<i>AS Physics</i>					
<i>AS Math</i>					
<i>DA and MS Math</i>				x	
<i>MS Civil Engineering</i>	x	x	x		
<i>BS Electrical Engineering</i>	x	x		x	
<i>Graduate certificate Nuclear Engineering</i>					

College of Technology	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>Advanced Manufacturing</i>	x	x		x	
<i>Apprenticeship</i>		x	x		
<i>Bachelor of Applied Science</i>	x	x			
<i>BS Health Science</i>		x			
<i>Business Technology</i>	x	x			
<i>Civil Engineering Technology</i>	x	x			
<i>Machining</i>	x	x			
<i>Early Childhood Care and Education</i>		x			
<i>ESTEC Mechanical Engineering Technology</i>	x	x	x	x	
<i>Law Enforcement</i>	x	x	x		
<i>Paralegal Studies</i>	x	x	x		
<i>Pharmacy Technology</i>	x	x	x		
<i>Respiratory Therapy</i>	x	x			
<i>Unmanned Aerial Systems</i>		x			

Kasiska Division of Health Sciences	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>Pharmaceutical Science</i>	x	x			
<i>Certificate Pre-Speech-Language Pathology/Audiology</i>	x	x			
<i>MS Nutrition with Internship</i>	x	x			

<i>MS Nutrition</i>					
<i>AS and BS Fire Services Administration</i>	x	x	x		
<i>Certificates (UG and Grad) geriatrics</i>	x	x			
<i>MS Health Informatics</i>	x	x			
<i>PhD Rehabilitation & Communication Sciences</i>	x	x			
<i>Certificate Radiographic Science</i>	x	x			
<i>Sign Language Interpreting</i>					
<i>Sign Language Studies</i>	x	x	x		

*Appendix I Non-Instructional Unit Review***Academic Affairs and Office of the Provost Non-Academic Assessment (Fall 2020)****I. Executive Summary**

Idaho State University's (ISU) [Division of Academic Affairs](#) (AA) and Office of the Provost is composed of five non-academic units, the Kasiska Division of Health Sciences, and five colleges (see [Organization Chart](#)). Academic Affairs is led by the university's [Executive Vice President and Provost, Laura Woodworth-Ney, Ph.D.](#) Supporting Dr. Woodworth-Ney are three vice provosts, an associate vice president, and staff ([Staff and Contacts](#)).

The Division's purpose is to support the academic mission of the institution, to represent the academic mission at the Administrative Council level, and to support and execute the development and implementation of the overall ISU plan. It aligns itself with the University's mission and core themes through its [current operational plan](#). Guiding the Division's employees is its mission, vision, and values.

Mission:

We serve ISU by framing a dynamic academic enterprise that develops graduates who enrich the world.

Vision:

To empower students, faculty, and staff in the pursuit of scholarly excellence.

Values:

- Leadership-*Cultivate collaboration, service, and excellence*
- Passion-*Champion education to transform lives and communities*
- Learning-*Nurture intellectual curiosity and creative engagement*
- Adaptability-*Responsive and flexible in a dynamic higher education environment*
- Strategic-*Proactive in shaping the future of the Academy*
- Inclusivity-*Embrace diversity and respect open inquiry and dialogue*

As a whole, the Division is always striving to achieve its mission and vision. Academic Affairs actively supports student and faculty achievements; meets the State Board of Education and Northwest Commission on Colleges and Universities' requirements; is planning and implementing President Satterlee's organizational [priorities](#); and is always focused on achieving a thriving, favorable work environment for its employees.

The Division has experienced a great deal of change in the last five years. The Division transformed its organizational structure twice, first under President Vailas, ISU's previous president, and again under President Satterlee. Both times it shifted the dynamics and responsibilities of the Division as a whole. The first shift occurred in 2016 after President Vailas promoted Dr. Woodworth-Ney to

Executive Vice President and temporarily reorganized the Finance and Administration, Research and Student Affairs Divisions under her leadership. In 2018, upon his arrival, President Satterlee restructured the vice president roles and additionally moved the Enrollment Management units to Student Affairs. These shifts in structure and responsibility both benefited and negatively impacted the Division.

An advantage of the 2016 reorganization was that the University's academic mission could be prioritized across all units and implemented. A negative impact was that managing an organization with such a diverse set of missions and a sizable organizational footprint gave the leadership very little time to focus on long-range planning. The reorganization in 2018 once again allowed the Academic Affairs leadership to refocus its efforts strictly on academic support requirements and the colleges. However, this new structure requires Academic Affairs to work harder at cross-communication between it and the other divisions and establish consensus on conflicting priorities.

As the Division moved into 2020, other challenges put significant demands on the leadership and staff. The operational response to COVID-19 required the Division to be flexible and nimble in its efforts to support the Colleges' ability to provide quality educational opportunities for students while keeping students, faculty, and staff safe. While the responsibilities associated with responding to the operational challenges of COVID-19 have taken priority, the everyday requirements of conducting university business have continued to move the institution forward. Administrators, faculty, and staff alike have been challenged when managing their workload, but the outcomes have demonstrated the organization's capability, adaptability, experience and talent.

II. Analysis

A. Unit Participation in the Reporting Process and Mission Alignment

- 1) Units within AA were responsible for submitting a non-academic assessment using the Office of Assessment outline. In some cases, if a unit recently completed a five-year program assessment or was responsible for a project charter that is proposing a program reorganization, they were allowed to use that document as their assessment. The units were given 30-days to complete their unit assessments and turn them into AA's Director of Operations and Planning. Reports were received from all of the units. Upon submission, the Director reviewed the assessments' completeness and used that review's results to complete this product.
- 2) In every case, the subordinate units' mission statements align with the missions of AA and the University. Institutional Effectiveness was the only AA unit without a mission statement, but as explained in its assessment, it aligns its activities to the AA mission statement. In addition, the units also demonstrated how they align their mission statements to the university's Core Themes. Aligning mission statements can be challenging to accomplish due to the complexity and variety of requirements each unit accomplishes. To that point, not every mission statement directly aligns with each of the Core Themes, but alignment to individual or multiple Core Themes is apparent.

University Mission/Core Theme Alignment

Units	Mission	CT 1	CT 2	CT 3	CT 4
Academic Affairs	X	X			X
IE (AA mission)	X	X			X
Assessment	X	X			
IR	X	X	X	X	X
PIE	X	X			
ETS	X	X	X		
IF	X	X	X	X	X
TF	X	X	X	X	X
IEI	X	X	X		
HEP	X	X	X		
Early College	X	X	X		X
UHP	X	X	X	X	
UT	X	X	X		
BB	X	X	X	X	X

B. Important Insights

- 1) One of the most significant insights identified throughout all of the assessments was the level of support AA provides to the non-academic and academic units as well as to ISU's students. AA provides valued services to support others' success, whether supporting faculty with professional development classes and one-on-one assessment assistance or teaching students to learn deductive reasoning, study and communication skills. Academic Affairs non-academic organizations clearly identified their customers and stakeholders, and those lists were wide-reaching and all-encompassing.
- 2) The majority of subordinate units had comprehensive assessments to determine their programs' level of effectiveness. The objectives were well crafted and achievable while the measures were concentrated, and the data sources were dependable. The analysis of those assessments was shaped by years of data collection and focused on their operational and action plans.

C. Strengths

- 1) COVID-19 Operational Planning and Execution

Academic Affairs has created an environment that supports a teamwork approach to problem-solving. When a problem arises within AA that cannot be easily resolved, the AA staff work together both internally and with external organizations to find a solution. While this would not normally be a highlight, but an expectation, a single event has contributed to the Division's successes and a greater than ever sense of teamwork; the COVID-19 response.

On March 13, 2020, ISU's Meridian Campus became the epicenter for the State's first case of COVID-19. While emergency management templates were in place to support a response to a pandemic, the details fell very short of reality. The initial response according to the plan was simply to exit the buildings. It didn't take into account what to do next. This quickly became apparent and the AA staff not only had to respond to its own operational challenges but ensure the faculty and staff were safe as well. More unexpectedly at the time, the call was made to transition over 5,000 sections from face-to-face courses to an online format in less than two weeks.

Dr. Laura Woodworth-Ney, Executive Vice President and Provost, had just lost a key vice provost, her right-hand person, who would have helped her lead this charge. This loss required her to rally her other division and college leadership and rely on them to coordinate the response and transition. Not only did the transition occur smoothly, but planning immediately began for the Summer Semester, the Fall Semester, and the requirements to support all of the other operational expectations of AA.

Seven months later, the AA's leadership team and staff, in close coordination with the deans and other Roaring Back Rebound Committees, are still planning and executing operational requirements on a daily basis. Deans Council, AA Executive and Core Team meetings, and the Roaring Back: Academic Affairs Committee meet on a regular schedule to discuss, coordinate, and produce plans and communicate those updates with the colleges and faculty. Additionally, AA coordinates with units across the campus to create a safe and effective learning environment for every faculty member and student who is attending classes. Not everything goes exactly as planned, but the wins significantly outweigh the losses.

The Division continues to support the execution and implementation of new technology in hundreds of classrooms. Over the summer, ITRC purchased almost 300 OWL cameras, 400 Chromebooks for student checkout, and 100 Dell laptops for faculty to support the online/hyflex transition.

2) Strong Relationships

Strong relationship building starts at the top of the organizational chart and is essential to every AA member. It is a trait that keeps Academic Affairs able to accomplish its mission and move toward achieving its vision. While not every faculty or staff member may agree with decisions that come forward, AA has worked diligently to create positive, mutually supportive relationships across campus. Below are only a few of the examples of how those relationships affect the University.

Institutional Effectiveness (IE), Office of Assessment, and Institutional Research (IR) have reputations for going above and beyond when meeting the colleges, departments, and

programs' needs. Since exporting strategic and operational planning to units in 2017, IE has worked with faculty, staff, students, and community stakeholders to create 34 plans. The Director of Assessment has built up trust with the faculty and department chairs and now provides one-on-one assessment planning with units who had never assessed student learning in the past. Institutional Research has established a reputation as a caring organization with non-academic and academic units that quickly provide data analysis and take the timely step of writing code to achieve specialized requests even when burdened with a heavy workload.

The student-centered organizations also have a positive reputation and, as a result, a positive impact at the University. While the leadership in those units see building relationships as an endless opportunity for improvement, the faculty and staff have already established themselves as partners with the academic units. They work closely with other faculty members to ensure students have the skills necessary to succeed throughout their academic careers.

Relationships are the key to success on the Idaho Falls (IF) and Twin Falls (TF) outreach campuses. Idaho Falls leadership and staff have an excellent reputation with its stakeholders like the Idaho National Laboratory and the Idaho Falls community, but it is focused on creating another strong partnership; this one with the College of Eastern Idaho. Since CEI's inception, IF staff and faculty have collaborated to create opportunities for students to continue their education. Another success story is the TF campus located at the College of Southern Idaho (CSI). The Twin Falls staff are a small but mighty contingent. Their mission statement contains the perfect example of linking CSI's mission and ISU's. They have successfully established a relationship with CSI that allows them to share facilities as a tenant and have focused on expanding their course offerings and degrees by using CSI faculty to teach ISU courses.

The ETS and PIE successes are built on relationships. Both organizations are at the front lines of faculty support. They have sought out and created opportunities that continuously improve their relationships with the academic community. Whether it is the focus on technical support, training, or instructional professional development, both units have proven themselves as the go-to units for their respective skills. Their strong relationships is how that level of trust was built.

3) Assessing Programs and Units

A normal weakness of non-academic units is not having an established assessment program and identifying the shortfalls to create and implement action plans. This is not the case in AA. All of the subordinate units have a functioning assessment plan in place, with the exception of Institutional Effectiveness. Institutional Effectiveness tied its assessment to the performance measures in the AA operational plan's Goal #3 (Foster Partnerships and Relationships)– *although it has never completed an evaluation.*

The remainder of the units have successfully used their assessments to identify methods to create positive change. Some units like PIE, the Polytechnic Initiative, Idaho Falls Outreach Center, and Twin Falls Outreach Center all have performance measures closely tied to their strategic plans. Even those units who identified assessment as a weakness are using an innovative approach to assessment. The units within the Academic Success and

Advancement Programs have created an internal assessment committee dedicated to supporting their units with revising their assessment plans.

Using their well thought out and data-driven assessments, staff are generating outcomes and action plans that move the needle toward positive changes within their units. This type of work is being done throughout the Division. Whether it is Institutional Research or the University Tutoring Unit, assessment is a key component of their organizational framework.

D. Weaknesses

1) Assessing Charters Outcomes

Academic Affairs has an operational plan in place, but has focused its efforts on completing and implementing the [11 project charters](#) currently assigned by the President to the Division. The current charters are [tracked](#) by AA and the President's Office, and as progress is made toward completion, it is [reported](#). The completion of project charters represents a significant commitment by their sponsors and the personnel supporting them.

Semi-annually, the President reviews the charters. Over time, he has suspended multiple charters or put them on hold as a result of changing priorities. Additionally, as the President reviews them, he has also tended to expand their scopes and require the completion of additional objectives. AA has only completed one charter since starting this process in 2018.

One shortcoming of the charter process that affects its implementation is the inclusion of a step for measuring its effectiveness relative to achieving the University's overall goal. For example, the Momentum Pathways charter that was completed does not have indicators to measure its direct effects on first-year student retention. Changes toward achieving the goal could be a result of the Momentum Pathways charter or another charter designed to increase retention.

2) Additional Funding is Needed for Specific Units

In fiscal year 2021, AA cut four percent from its budget. That cut has and will continue to negatively affect funding levels for many of the AA student-centered and non-academic programs, challenging their ability to accomplish their mission and their customers' support.

The hardest-hit within AA was the Office of Assessment, the Tutoring Program, Idaho Falls Outreach Center, ETS, IR, and PIE. Multiple organizations in AA have personnel and operating funding shortfalls and require a financial solution to continue operating at previous expectations.

An example of this occurred in Fiscal Year (FY) 2020, when the Director of Assessment lost her summer stipend to support programs in their assessment efforts. In FY2021, her time will be further reduced to a part-time faculty position in AA. These changes directly affect ISU's overall assessment program, which could negatively impact ISU's Year 7 accreditation. Assessment has received "recommendations" on ISU's Year 7 findings consecutively since 2004. While significant efforts over the last five years have been made to establish a university-wide assessment program, this cut in funding may eliminate that progress and once again result in another ISU accreditation finding.

Also tied to the Office of Assessment and PIE is the need for permanent operational budgets to fund faculty stipends. The units haven't been able to predict from year-to-year if their requirements will be met, which makes it hard to fund stipends that entice faculty to take on additional workload. In the past, stipends have compensated faculty performing additional duties such as serving in a college assessment coordinator position and their attendance at professional development courses and workshops. The increased faculty workload will not be supported, especially in a COVID environment, without compensation.

Finally, various AA units have taken permanent personnel cuts having to lay off staff, not replace those that retire, or reduce positions to part-time. While some units may absorb these cuts, other units already have workload issues that will challenge their remaining staff. Recognizing that there are other options for seeking funding, multiple units identified as a weakness, their lack of understanding writing grants. They see grants as a possible way to augment their personnel or operating budgets and serve as a temporary fix to their budget shortfalls.

3) Long-Term Academic Planning

Long-term planning is always challenging for any organization, but right now, AA is even more challenged. Academic Affairs serves as an operational arm for much of the university. While AA annually creates for the State Board of Education a three-year academic year plan, it is challenging to plan further out without knowing the direction of the university's new strategic vision.

This guidance would have been forthcoming shortly, but the COVID-19 response has dominated university resources and the planning process. The response resulted in the strategic planning process being put on hold until Fall 2021. The current strategic plan is still valid until June 2022, but it does not have President Satterlee's vision nested within it to help AA shape a long-term academic emphasis and plan.

Without an overarching direction, Deans are left to their own visions regarding their colleges' direction and academic offerings. After the new strategic plan is developed, the direction they have been moving toward may not align the new plan's vision. As a result of the unaligned vision, it may result in inefficient use of valuable resources or contradictions regarding their direction.

The university's emphasis is on operational planning using project charters to shape actions and outcomes. The project charters focus on the essential long-term tasks that support ISU's mission and core themes, but without an understanding of what's beyond the "now" cannot be defined or developed. That lack of understanding may cause the project charters to move in directions that may or may not align ISU's future vision and potentially confuse the university's stakeholders.

While action plans cannot directly alleviate this weakness, at least not until the new strategic plan is created, two courses of action are available. The first is to keep scanning the environment to identify and incorporate changes into the plan resulting from COVID. The second is to communicate with those leaders making decisions tied to project charters so that they understand the possibility that changes could occur once the new strategic plan is implemented.

4) Data Warehouse

Institutional Research is one of those units whose mission has transitioned from its original intent to provide external agencies and organizations with university data to supply internal and external customers with specialized data. As the need for data to support grants, planning, and reporting continues to increase, IR has become overwhelmed with requests. The team is continually writing new code to support internal and external requests, which takes a great deal of time.

Since 2009, the Director and Associate Director have built IR basically from scratch because of the limited resources of the university. As a result, the unit is people dependent rather than systems dependent. The unit also gave up a research analyst position in FY21. The University is working toward creating a Data Warehouse housed in Information Technology Services, but that project charter is still in its infancy. EAB also provides reporting on students and programs but it is in the early stages of implementation. EAB and a Data Warehouse could take considerable time to become active.

5) AA Action Plans

- 1) Each project charter will develop performance measures as the last requirement prior to completion and implementation. Timeline: Prior to the completion of each project charter
- 2) AA subordinate organizations will establish personnel and operational budgets prioritizing critical needs that are required to support their units and anticipated outcomes if the funding is attained. Timeline: January 2021
- 3) Hire a full-time, non-classified employee to take on the role of Assessment Coordinator or buy-out a faculty member's time to serve as a part-time coordinator. Timeline: March 2021
- 4) Develop and implement new assessment plans for those units that require updates or adjustments. Timeline: Summer 2021
- 5) Include as part of units' assessment plans, a performance measure that sets goals for establishing new, mutually beneficial relationships. Timeline: Spring 2021
- 6) Support the development of a data warehouse to alleviate IR from the burden of supporting internal requirements for data. Timeline: Spring 2022
- 7) The use of SA's EAB enterprise software will transition the need for IR to generate data for internal reporting requirements. Timeline: Fall 2021

The unit's individual reviews used for this overall evaluation of AA are located in this [Google Drive folder](#).

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 2

Unit	Description	Key Services	Customers	Personnel	Mission	Key Insights	Strengths	Opportunities for improvement	Action plan
Program for Instructional Effectiveness (PIE)	University-wide program to promote effective teaching practices by supporting faculty professional development.	Great Ideas in Teaching Lecture Series; PIE Faculty Workshops; Teaching Innovation Grant Seminar; Talking about Teaching Faculty Reading Circle.	Faculty	Part-time faculty coordinator	Newly developed strategic plan with mission & vision statement. Aligned with Core Theme 1.	The main challenge is to ensure that this new program is seen as collaborative but distinct, and viewed as an effective resource for the faculty.	Supported by university leadership; focus on quality events aligned with stated faculty needs; effective working relationships with other units on campus; broadly supports teaching needs across the academic curriculum.	Need to establish a realistic, permanent operating budget; consistent evaluation metric for events; consistently query faculty to ensure program offerings align with faculty needs; establish permanent leadership.	Launch faculty perception survey; finalize event evaluations and create assessment plan; launch faculty mentoring program; create realistic budget.
Educational Technology Services (ETS)	Consists of eISU; Instructional Technology Resource Center (ITRC); Interactive Video Conference Classrooms (IVCC); and Classroom Technology Support	Support quality in online courses and programs; support learning management system; provide and maintain distance learning classroom technology; provide regulatory support	Faculty, staff, students	35 professional and support staff in Pocatello, Idaho Falls, Twin Falls, and Meridian	Aligned with Core Theme 1 by supporting technology-enhanced learning opportunities.	The demand for online courses was steadily increasing prior to the pandemic; the pandemic will have lasting impacts on student choice of course modality, which will make the role ETS even more crucial to ISU.	Strong customer service for faculty; wide range of educational technology services; staff is knowledgeable and experienced	Need to improve communication; adopt a transformative service model; improve service agreements and vendor accountability in conjunction with purchasing; add eISU online student coaches	
Idaho Falls outreach center	Idaho Falls campus	Classes and student services	Students, faculty, staff	10 non-classified and 35 full-time classified staff, and students employees	Aligned with all four Core Themes	Strengths include ability to serve place-bound students; communication with main campus, scheduling, and limited research/lab spaces are issues. Competition with other institutions is a challenge, but CEI transfer students provide an opportunity for growth.	Location near INL allows for close partnership, along with proximity to new Cybercore buildings; provides access and opportunity to place-bound students	Better communication with community about availability of academic programs; build more program articulation agreements with CEI; offer more programs that can be completed entirely in Idaho Falls	Work with enrollment management on recruiting; work with MarComm to increase community awareness; work with Student Affairs to ensure same support services to IF students; work with departments to make schedule more student-centric, and to increase course and program offerings; identify resource needs to provide equivalent experience for students.
Twin Falls outreach center	Twin Falls academic programs (located on campus of CSI)	Classes and student services	Students	3 staff	Aligned with Core Theme 1	Need more online and diverse programs to meet educational needs of South Central Idaho.	Strong customer service; strong relationship with CSI	Online elementary education will help ease teacher shortage in South Central Idaho; more online and diverse programs to increase educational opportunities.	ISU BS Elementary Education just became completely online; Student Services will establish partnerships to expand community impact and identify programs that support local workforce needs.
Institutional Effectiveness	Unit supports entire institution and has staff in Pocatello and Meridian.	Primary focuses are accreditation; strategic planning; mission fulfillment; assessment; program health	Administration, faculty	5 staff (two of whom lead Institutional Research and Office of Assessment)	Supports institution's and Academic Affairs mission and vision; aligns planning throughout the institution	Need to anticipate and plan for changes in personnel.	Well-rounded, knowledgeable team that is sought out by academic and non-academic units for assistance.	Increase communication with department chairs and provide more training to support their success; establish a data warehouse; hire replacement Assessment Coordinator to ensure continuity	Work with Finance and Business Affairs to establish data warehouse; decentralize knowledge of staff to ensure future personnel turnover does not affect organizational performance; solicit input on IE responsibilities from chairs and directors; update job description and identify budget for Office of Assessment
Institutional Research	Unit supports entire institution; reports to Institutional Effectiveness	Data analysis and reporting	Administration, faculty	5 staff	IR supports the institution's strategic plan by generating, providing, and analyzing enrollment and retention data; aligns with all four Core Themes	While the experience and technical expertise of the IR team is exceptional, IR is too dependent on the IR Director and Associate Director to support, maintain, and expand the data system.	Experience and technical expertise of staff.	Build a data warehouse and reporting team	Begin discussions with CIO on building a robust data warehouse within four years; start data management group on campus to address updates and changes to modules in the Ellucian Banner ERP system.
Office of Assessment	Unit supports entire institution; reports to Institutional Effectiveness	Assessment training, oversight, and support	Faculty, staff	1 director	Primarily aligns with Core Theme 1, Learning and Discovery, but also support non-instructional units	While the assessment office has experienced initial success, the institution is still in the early stages of establishing a robust assessment system with dedicated funding.	Collaborative relationships with faculty and faculty councils; developing methods to report both assessment activities and faculty efforts	Need to establish the organizational structure, funding model, and vision, as the Office of Assessment is so new	Recognize and measure faculty assessment; determine structure, funding, and responsibilities of office; formalize relationship with GERC; improve institutional understanding and inclusion of assessment

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

Intensive English Institute (IEI)	Provides English language instruction for international students	Intensive English coursework; ESOL tutoring and cultural support services; other resources and services	Students	1 director	Aligns with Core Themes 1 and 2 and the strategic plan	Student learning outcomes are well established but program performance outcomes need development. Course and other support service planning can be difficult due to fluctuating enrollments that are influenced by larger, external constraints.	Collaborative relationships with other academic support programs; supports international student success	Build stronger relationships with the wider university community; need to offer online coursework; work toward more grant funding	Establish a more useful set of performance outcomes; revise IEI assessment plan; educate the ISU community; develop online programming; seek addition grant funding
High School Equivalency Program (HEP)	Academic preparation and support program funded by USDE and OME grant.	Provide GED-oriented instruction and support services and oversee transition of student into postsecondary education, military enlistment, or upgraded employment	Students	4 staff	Aligns with Core Themes 1 and 2 and the strategic plan	While performance outcomes are fixed by the granting agency, opportunities for complementary programs and partnerships could be pursued.	Funding, staff expertise and commitment, positioning within Academic Success and Advancement Programs and Academic Affairs	Flexibility in service delivery; create new recruitment paths through other grants; develop in-depth partnerships with other ISU programs and local employers	Explore innovative outreach activities using new technologies and skills; explore complementary programming, including other grant-funded projects; choose one local STEM employer with whom to pursue an in-depth partnership
Early College Program			Students						
University Honors Program	Honors program	Provide honors coursework and related programming	Students	Part-time director, one full-time and one part-time instructor/coordinator	Aligns with all four Core Themes and the strategic plan	Program has made significant progress in goals established by its last review.	Program has grown over the last 10 years; students are retained and graduate at high rates; course offerings and programming which emphasizes undergraduate research and civic engagement have grown.	Very lean staffing for number of students served; need to continue developing assessment measures	Continue developing culture of assessment; working toward full-time director position; expanding partnerships with departments; increase scholarship opportunities
University Tutoring Program	Academic support for students in need of tutoring	Writing Center; Math Center; Content Area Tutoring; ESOL; Online Tutoring	Students	2-Coordinator and Math Center oversight staff member	Aligns with Core Themes 1 and 2 and the strategic plan	Uncompetitive wages for tutors make recruiting difficult; service delivery was significantly impacted by the pandemic	Program has collaborative relationships with other academic support programs; multiple locations and modalities; tutor training program	Build relationships with faculty and departments; refocus on assessment; seek grant funding	Hire coordinator; revise assessment plan; expand workshop offerings to include academic skills; build stronger relationships across the institution; seek grant funding for special projects; improve service delivery for historically underserved populations.
Bengal Bridge	Academic transitional program for recent high school graduates from underserved and underrepresented populations	Seven-week summer term that includes general education and transition/success courses; supplemental instruction and tutoring; mentoring and advising; recruitment; college preparedness events	Students	6 staff, including coordinator	Aligns with all four Core Themes and the strategic plan	This successful program provides access and opportunity for an increasingly diverse student population; has identified several realistic and attainable actions for improvement	Cohort model is effective in providing holistic support to students; fosters a growth mindset to encourage hard work, resilience, and dedication to achieve goals.	Establish and strengthen partnerships with non-profits and governmental agencies; expand awareness of programming; seek to secure grants for innovative, integrated projects	Establish online recruitment plan; develop more appropriate measures for performance outcomes; update web presence; streamline communication process; address areas for improvement



Idaho State University

FINANCE & BUSINESS AFFAIRS PROGRAM REVIEW
Spring 2021

Review Team: Glen Nelson, Renae Scott, Brian Sagendorf, Jennifer Parrot, Angie Dobbins,
Jennifer Steele, Lewis Eakins, Cheryl Hanson

Finance & Business Affairs Units

- Information Technology Services 4
- Human Resources..... 31
- Environmental Health & Safety..... 44
- Controller’s Office/Office of Budget, Planning, and Analysis 51
- Public Safety..... 63
- Facilities Services..... 70

I. Executive Summary

This was the first Non-Academic Program Review (NAUR) exercise for Finance & Business Affairs (F&BA). Units commenced their review process in fall 2020 and completed unit-level reviews in March 2021.

F&BA is comprised of a broad array of programs and services in support of Idaho State University’s mission. Individual NAUR documents presented here reflect the unique characteristics and operational mindset of each F&BA unit.

Time and capacity were the biggest challenges faced by units going through the process; these challenges were exacerbated by ongoing COVID-19 response efforts and staffing shortages. As a result, some units have presented certain program review elements as action items to be completed in the future. Examples include establishing and developing longitudinal data collection and reporting mechanisms for performance outcomes and conducting formal program evaluations.

Non-Academic Program Review has been a valuable exercise for Finance & Business Affairs. It has created a foundation for planning, assessment, and continuous improvement throughout the division.

II. Analysis

A. Mission Alignment

Finance & Business Affairs Mission

We create opportunities and positive outcomes by partnering with the University community to optimize its collective resources.

Each unit within F&BA is a service organization in support of the F&BA mission and, ultimately, ISU's mission of advancing scholarly and creative endeavors. F&BA units collaborate with academic, student affairs, and administrative units across the University to optimize information technology, safety, personnel, financial, and facilities resources. Our units operate with a distinct service mindset and explicitly uphold ISU's values of trust, compassion, stability, and hope.

F&BA units serve the entire University across all campus locations, with many providing 24-7 services. We are passionate about the role we play in serving ISU's mission.

B. Key Insights

This inaugural NAUR process highlighted the opportunity to align NAUR, project charters, external accreditation, and University strategic plans and priorities in a structured planning and institutional effectiveness program for Finance & Business Affairs. A structured planning framework will improve outcomes through regular reporting and assessment, foster greater synergy amongst F&BA units, reduce planning and reporting redundancies, and better communicate the work and impact of F&BA in support of ISU's mission.

In assessing staffing and workload levels in relationship to peer institutions and industry benchmarks, several F&BA units (Human Resources, Controller's Office/Office of Budget, Planning, and Analysis, Facilities Services) are significantly understaffed. Employee retention is another challenge (Information Technology, Facilities Services), driven primarily by ISU's relatively low compensation for some positions.

C. Strengths

- F&BA units are staffed by highly qualified, experienced employees with a rich diversity of skills, backgrounds and perspectives.
- We foster strong, collegial, and productive internal and external relationships.
- We provide excellent service to our constituents and stakeholders.
- We are committed to transparent and inclusive structures, processes, and systems, with a focus on continuous process improvement.

D. Opportunities for Improvement

- Develop sustainable staffing, workload, and organizational structures.
- Shift from reactive to proactive operations and mindsets.
- Continue to address inefficient systems and processes.
- Develop systematic planning, reporting, and assessment structures.

E. Action Plan

Following is a summary of priority actions that have been identified through this program review process.

University Project Charters

- Chargeback Philosophy (Facilities Services)
- Facilities Branding Spaces (Facilities Services)
- F&A Rates (Controller's Office)
- Emergency Management Process and Communication (Public Safety)
- Budget Model (Office of Budget, Planning, & Analysis)
- Decentralize Budget Control (Office of Budget, Planning, & Analysis)
- Data and Analytics Plan and Process (Information Technology Services)
- Employee Engagement, Morale and Culture (Human Resources)
- Employee Relations and Progressive Discipline (Human Resources)
- Mass Email Communication (Information Technology Services)
- Google Drive (Information Technology Services)
- Orientation for New Employees (Human Resources)
- New Email Naming Convention (Information Technology Services)
- Incoming Calls (Information Technology Services)
- Employee Engagement Task Force (Human Resources)

Additional Actions and Strategic Priorities

- Outreach, Marketing, Campus Engagement and Awareness (Information Technology Services, Environmental Health & Safety, Public Safety)
- Process Documentation and Improvement (all units)
- Staffing and Workload Review and Optimization (all units)
- Develop F&BA Planning & Institutional Effectiveness Program (all units)

[*Click here to access individual unit reports](#)

Program Performance Report, June 2021

In 2014, LC State engaged in program prioritization where instructional and non-instructional programs were considered and quintiled together. For the next five years, the prioritization results were used to refine institutional processes, merge programs, reconfigure campus units, and reassign vacant staff and faculty positions.

In academic year 2016-2017, the process at LC State was renamed *Program Performance* (PP), instructional and non-instructional programs were separated from one another, and teams with campus-wide representation were tasked to develop separate prioritization processes. Each group created criteria and indicators upon which quintiles could be built. These criteria were included in the annual unit/ program assessment processes.

Instructional Programs*Process*

The Instructional Programs PP work group identified three (3) criteria and eight (8) indicators, with the option for programs to add a unique indicator. In spring 2020, three (3) years of data for each indicator were reviewed to determine which reliably could be used to determine quintiles. At the same time, LC State faced serious budget reductions, in part due to the COVID-19 pandemic, which necessitated a focus on program costs. In alignment with State Board of Education policy (III.F, Program Prioritization), the following criteria/ indicators, extracted from the work group's recommendations, were used to prioritize instructional programs and place them into quintiles: Program Costs, Program Completions, and Program Enrollments.

Outcomes

Quintiles. The 43 CTE and academic programs were quintiled as follows:

Quintile 1: 9 programs

Quintile 2: 8 programs

Quintile 3: 9 programs

Quintile 4: 8 programs

Quintile 5: 9 programs

Required Action/ Work Plan Components.

Each instructional program wrote a Work Plan in AY20-21, in lieu of completing a Unit Assessment Report (UAR). Division reports and work plans were reviewed by Division Chairs, Deans and the Provost.

Quintile 1. Sustainable [aligns with the college's role and mission; through efficient and effective use of resources has potential for growth and/ or to consistently maintain capacity].

- Develop stretch enrollment targets for next three (3) years
- Develop action steps to maintain or increase enrollments to meet stretch targets
- Continuously monitor effectiveness of program through annual UAR

Quintile 2. Sustainable with minor modifications [aligns with the college's role and mission; minor modifications required for sustainability and growth].

- Develop stretch enrollment targets for next three (3) years
- Develop action steps to maintain or increase enrollments to meet stretch targets
- Identify resources needed to implement action steps to meet enrollment targets
- Continuously monitor efficiency and effectiveness of program

Quintile 3. Sustainable with modifications [aligns with the college's role and mission; imbalance between enrollments, completions and overall program costs limits sustainability and growth].

- Develop sustainability enrollment targets for next three (3) years
- Develop aggressive action steps to increase enrollment to meet sustainability targets
- Identify internal and external resources needed to implement action steps to meet enrollment targets
- Identify mechanisms to increase program efficiency

Quintile 4. Sustainable with major modifications [aligns with the college's role and mission; imbalance between enrollments, completions, and overall program costs threatens sustainability].

- Develop sustainability enrollment targets for next three (3) years
- Develop immediate and aggressive action steps to increase enrollment to meet sustainability targets
- Identify internal resources that can be reallocated to implement action steps and meet enrollment targets
- Identify steps to immediately increase program efficiency

Quintile 5. Not sustainable [may not be aligned with the college's role and mission; imbalance between enrollments, completions, and overall program costs requires reconfiguration, consolidation, or elimination].

- Conduct a full program review at all credential levels, including an examination of local and regional industry need, of similar programs offered in the region, of past recruitment practices, reasons students leave the program, employment status and work field/ location of graduates, opportunities to merge with other LC State programs (CTE and/ or Academic), course scheduling opportunities to support increased enrollments, and other critical elements determined by faculty, Division Chair and instructional Dean.
- Based on program review:
 - develop immediate and aggressive action steps to increase enrollment to meet sustainability targets
 - consider program merger or phasing out, when appropriate
- Identify opportunities for resource allocation to increase program sustainability.

Sustainability definition: Ratio of enrollments, completion rates, and Student Credit Hour (SCH) costs indicate that the program is successful with current resource allocations.

Action Plan Summary

Each instructional program in Quintiles 1-4 developed a broad plan of action for the next three years, as guided by the criteria for quintilization. Plans were written through collaboration of program faculty and the Division Chair, and were reviewed and refined through meetings with the Dean and Provost. Faculty whose programs were assigned Quintile 5 conducted a more thorough program review which was vetted by the Division Chair, and by the Dean and Provost. In late spring, summer and early fall 2021, all programs are more carefully detailing their plans, with specific action steps, timelines, and assignment of responsibility. Programs will provide updates to their respective Chairs and Deans as part of the ongoing institutional program assessment process and timelines.

Immediate Impacts per SBOE Policy III.F: Program Prioritization

5.a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.

As noted in the quintile and action plan descriptions, all quintile 4 and 5 programs are charged to focus on increased program efficiency through actions that positively impact enrollment and to identify internal resources that may be reallocated in support of enrollment efforts, or otherwise affect program productivity (e.g., additional lab or shop work stations to allow for increased enrollments).

5.b. Opportunities for improvements to organizational structure and function.

Following the instructional programs performance work in Spring 2020, the provost and instructional deans, working with Division Chairs, faculty leadership, and program faculty and staff from across campus, engaged in a reorganization of academic affairs. One instructional Division was eliminated (Movement & Sport Sciences), instructional programs were realigned under remaining Divisions, and some Divisions were renamed. As part of this initiative, one Division Chair position was eliminated, and support staff was redistributed to assure each instructional unit has at least one administrative support person. Details of the reorganization were submitted to OSBE; the proposed changes were approved this month (June 2021).

5.c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.

Two instructional programs have been discontinued as a result of the program performance work:

1) Administrative Management Assistant (CTE) and associated degrees/ certificates was approved by the SBOE for discontinuance in December 2020. The faculty member associated with this program has been laid off.

2) A.S. Engineering has been approved internally and is in process of consideration with the SBOE. The faculty member associated with this program has transferred to the School of Career & Technical Education in support of LC State's Engineering Technology programs, replacing a retiring professor.

A third program has been proposed for discontinuance and remains under review by college administration.

A number of programs have or are in process of consolidating and streamlining program offerings, including emphases and options. Examples include the Kinesiology program (reviewing and validating that all options and emphases are needed) and Collision Repair (CTE), which is exploring internship and directed study options for the second year of the A.A.S. program, yielding personnel cost savings.

5.d. Estimated institutional savings and efficiencies created through implementation of recommendations.

Immediate estimated institutional savings from the actions described above are \$270,000. Additional savings may occur as approved action plans are implemented.

- Elimination of Division Chair position (salary + fringe): \$105,457 (general education)
 - Efficiencies will come from more evenly sized instructional Divisions.
- Elimination of one academic faculty position (salary + fringe): \$98,737 (general education)
- Elimination of one CTE faculty position (salary + fringe): 65,361 (CTE)
- One CTE position reallocated to a growing program (Hospitality Management).

Non-instructional Programs

In fall 2020, in preparation for the next iteration of Non-Instructional PP, the report / scoring format was updated to focus on resources/ efficiency & effectiveness, where programs evaluated themselves against mandatory/ compliance driven services, necessary and essential services, and value-added activities. In each area the program explored the question, 'can the activity be eliminated?', and for each required/ essential activity, the program addressed opportunities for increased efficiency.

The reports were scored by the vice president/ president, and assigned to one of three groups, modeled after the instructional programs' quintiles.

Outcomes

Groupings. The 34 non-instructional programs were grouped as follows:

Group 1: 18 programs

Group 2: 16 programs

Group 3: 0 programs

Required Action/ Work Plan Components.

Each program developed a broad plan of action for the next one to three years, as guided by the established criteria. The format of plans was determined by the vice president/ president.

Group 1

- Sustainable/ Sustainable with minor modifications: aligns with the college's role and mission; through efficient and effective use of resources and/ or minor modifications, is sustainable or postured for growth/ enhanced operation.
- Required Action/ Work Plan (written plan):

- stretch targets to be accomplished over next three years.
- identify ways program operations may be streamlined or refined for enhanced efficiency and effectiveness.
- identify resources needed to support enhanced efficiency and effectiveness.

Group 2

- Sustainable with modifications: aligns with the college's role and mission; imbalance between available resources and program effectiveness.
- Required Action/ Work Plan (written plan):
 - targets to be accomplished over next three years.
 - identify ways program operations may be streamlined or refined for enhanced efficiency and effectiveness.
 - identify resources needed to support enhanced efficiency and effectiveness.

Group 3

- Not sustainable in current operational mode: aligns/ may align with the college's role and mission and/ or is a required/ compliance function; imbalance between available resources and program effectiveness, which may require reconfiguration, consolidation or elimination.
- Required Action/ Work Plan (written plan):
 - Conduct a full review of program operations, including an examination of other institutional models (peer institutions).
 - Develop immediate and aggressive action steps to increase program sustainability, efficiency and effectiveness, based on established targets or benchmarks, including reconfiguration, consolidation or elimination.

Action Plan Summary

In the coming year, non-instructional programs will continue to act upon actions identified in approved plans, and will report progress to the vice president / president in December.

Immediate Impacts per SBOE Policy III.F: Program Prioritization

5.a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.

The initial focus of the non-instructional programs' performance process focused on identifying efficiencies in systems and processes. Examples include grouping non-instructional units into coherent *programs*, establishing baselines/ stretch goals, and identifying additional data points to inform the work of programs. All programs are also critically evaluating any value-add services they provide to determine ways to maximize these efforts for increased program effectiveness or revenue generation, or to consider reduction or elimination of these efforts, given limitations of personnel and resources. Specific examples include:

- The bookstore selling and advertising NAIA World Series gifts and apparel.
- Reallocation of internal resources to upgrade KinderCollege space.

- Physical Plant using outcomes of deferred maintenance study to alleviate high maintenance areas.
- Increased academic advising by Early College staff to increase go-on-to-LC-State rate of dual credit students.
- The Math & Science Tutoring Center is increasing use of virtual tutoring, and augmenting its communication with students, to increase Center use.
- The Testing Center has increased its offering of tests from outside vendors, modestly increasing Center revenue.
- Athletics is maximizing team roster sizes.
- Enrollment Services Program will review and revise key performance indicators used to measure the college's enrollment. This will include a strategic partnership with Institutional Research and Effectiveness to devise a predictive analytical model and data dashboards.
- Student Engagement and Success Program will begin returning to in-person student programming.

5.b. Opportunities for improvements to organizational structure and function.

- The Student Safety and Well-being Program is comprised of representatives from both Student Affairs and Finance/Administration, eliminating administrative barriers in developing key campus policies centered on campus safety, and serves to establish more comprehensive responses to student behavioral issues.
- Institutional Research & Effectiveness continues to centralize data management to increase efficiencies across the institution.
- Office of Grants & Contracts continues to cultivate a grants' culture.

5.c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.

- One immediate outcome of the non-instructional program performance effort is focusing the resources of various campus units into more coherent, macro-level *programs*. For example, in the Student Affairs area, 18 administrative units were combined to support three (3) superordinate programs. This increases program coherency by focusing on larger institutional goals rather than smaller departmental processes. Opportunities for similar approaches to measuring institutional program performance will be assessed. Additional program consolidations and/ or realignments may be forthcoming.
- The Library has critically evaluated its services, offerings, and staffing levels. There is a focused move toward reliance on e-Resources, elimination/ discontinuance of under-utilized electronic and paper resources, and a reduction in Library hours. Increased cross-training of employees is in process as well.

5.d. Estimated institutional savings and efficiencies created through implementation of recommendations.

As the initial focus of the Spring 2021 non-instructional programs' performance process focused on identifying efficiencies in systems and processes, and budget reduction reorganizations and downsizing had already impacted staff units extensively, there are no additional salary or other savings to report as a direct result of the PP process. As programs work through action plans, program re-organization (consolidation or expansion), impacts to program personnel (increase/decrease), or costs (savings or investments) may occur.

Summary

LC State has successfully completed its second round of program performance (prioritization) for instructional and non-instructional programs, in accordance with SBOE Policy III.F. In addition to the immediate impacts noted above, instructional and non-instructional programs will continue to take actions based on approved plans, with regular reporting and review by the designated administrator. Additional impacts will be described / delineated in future reports to SBOE / OSBE.



Five-Year Report on Program Prioritization
Prepared for the Idaho State Board of Education
June 30, 2021

GENERAL REPORT

The University of Idaho has implemented two major Program Prioritization (PP) processes during the last five years. Evaluations concluded in academic years 2016-17 and 2019-20. Results were used to reallocate resources for institutional priorities and to meet budget reduction targets to balance the university budget.

Background: Program Prioritization prior to July 2016

Prior to 2013, UI conducted at least two PP processes that identified programs for both closure and investment. The State Board of Education required a PP effort in 2013-2015 which resulted in UI's "Focus for the Future" initiative to highlight the need for a renewed approach, given the Board's interest in an ongoing process. The process eventually led to six moved/restructured degrees, five program consolidations, one name change, and 19 discontinued programs.

A new provost worked with faculty senate in 2015-16 to recommend improvements to the previous PP process for implementation the following year.

See Attachment 1

2016-17

Data collection and PP evaluation took place during the 2016-17 academic year for both academic and non-academic programs. The criteria and procedure for ranking programs were refined by two separate work groups consisting of faculty and staff.

In this revised system, the Institutional Planning and Effectiveness Committee (IPEC) oversees the PP process. IPEC set out to develop a sustainable model of program prioritization that would enable UI to

meet State Board requirements while also helping to achieve the university goals that were framed within the Strategic Plan and determined by the University Budget and Finance Committee.

Though IPEC had initially planned for PP to operate by means of “position control” (only refilling certain high-priority faculty and staff lines), in the end, it was determined that this process would be detrimental to the well-being of the university, and instead recommended budget reallocations among academic and non-academic units.

See Attachments 2-7

2017-18

Further PP efforts took place in Fall 2017. Results were used to fund two institutional priorities: market-based compensation for employees and competitive compensation for teaching assistantships. The total cost was \$4M (\$1.7M and \$2.3M respectively). Half of the funds (\$2M) came from reallocation targets identified in PP. Throughout the PP process, programs received a relative ranking that was translated into a normalized score which determined reallocation amounts. The other half (\$2M) came from other sources including tuition revenue and strategic reallocation of centrally managed funds.

See Attachments 8-15

2018-19

Baseline budgets for 2018-19 were adjusted for reallocations determined in the previous year according to PP. The university conducted a search for a new president during this time. No additional PP process was implemented.

2019-20

President Scott Green joined the University of Idaho in summer 2019 and charged IPEC to refresh our PP process, asking them to focus on academic units first. Non-academic programs would be evaluated later. Recommendations for improvements came from a cross-campus task force that evaluated the previous PP process. A revised process was carried out under the guidance of the Provost, IPEC, and the Academic Program Prioritization Subcommittee of IPEC.

The university implemented a two-step evaluation process of academic programs. The first step focused on quantifying sources of revenue and comparing revenue with expenditures, summarized by a metric referred to as “Return on Budget Allocated” or RBA. For programs with substantial negative RBA, additional analysis was conducted in a second step that included an opportunity for deans to self-identify programs for closure or those needing significant change in curriculum or structure. In addition, some recently established programs (without the degree conferrals vital to the calculation of RBA) were

removed from further review.

The process culminated in a final report (see Attachment 18) that outlines background information, relevant policy, evaluation criteria, process summary, and final recommendations. President Green approved these recommendations which resulted in the ongoing monitoring of 39 programs, restructuring three programs, merging eight academic units into four, and closing 10 programs. Total cost savings expected from PP decisions are expected to be \$1,591,000 realized over time as the changes are implemented. The deans used the PP results as a tool to meet a \$15.74 million budget reduction target in Academic Affairs, representing the majority of our university-wide budget reduction goal of \$22 million for FY21. This approach demonstrates the commitment and resiliency of our community to make tough choices in hard times.

See Attachments 16-21

2020-21

The budget reduction decisions of Spring 2020 brought significant change. Our PP efforts during 2020-21 focused on implementation of those decisions. Curricular changes were developed to comply with PP recommendations or because of other program eliminations. Department reorganizations took place and the teach-out of eliminated programs commenced. The university's response to COVID-19 was a major focus for the institution during this year so the PP process for non-academic units was deferred until after the pandemic.

During this time, the university also developed a new budget model to work in tandem with our PP process. It is an incentive-based model in which budget metrics align with PP metrics. This model will be used annually to determine budgets for the following fiscal year.

Looking Forward: 2021-22 and Beyond

We are collecting data during 2021-22 for use in the new budget model that will determine 2022-23 budgets. These metrics are in general alignment with our PP metrics; therefore, our budget process and PP process will be congruent.

In addition, because academic programs went through PP in 2019-20, we plan to refine the process for non-academic programs during 2021-22 to align with the new budget model. That evaluation will be implemented in late 2021-22 or possibly 2022-23.

Conclusion

The University of Idaho continues to develop and refine its program prioritization process to align closely with budget allocation, programming decisions and strategic planning. UI completed two successful cycles of PP during the last five years that guided positive and significant institutional change.

LIST OF ATTACHMENTS

Background

Attachment 1 Update on program prioritization process (10/29/15)

FY 17

Attachment 2 Appointments to IPEC (10/10/16)
 Attachment 3 Presentation to faculty senate (January 2017)
 Attachment 4 Feedback on draft evaluation criteria (2/14/17)
 Attachment 5 Revisions to program prioritization evaluation process and criteria (3/27/17)
 Attachment 6 Memo: Revised program prioritization framework (4/10/17)
 Attachment 7 Update on program prioritization evaluation progress (5/25/17)

FY 18

Attachment 8 Program Prioritization update (8/22/17)
 Attachment 9 Program prioritization town hall sessions (9/6/17)
 Attachment 10 Results of program prioritization process (9/7/17)
 Attachment 11 Thank you for participation in program prioritization process (9/20/17)
 Attachment 12 Input requested for student and academic affairs budget reallocations (9/21/17)
 Attachment 13 Update on academic and student affairs budget reallocation (10/2/17)
 Attachment 14 Reallocation targets for each college and mid-level in academic affairs (10/5/17)
 Attachment 15 FY 18 Program prioritization data (complete results)

FY 20

Attachment 16 Update on Program prioritization at UI (August 2019)
 Attachment 17 IPEC Committee Charge (11/22/19)
 Attachment 18 Academic program prioritization task force report (April 2020)
 Attachment 19 IPEC report on academic program prioritization taskforce report (4/14/20)
 Attachment 20 Presidential program prioritization recommendations approved (4/30/20)
 Attachment 21 Presidential final program changes decisions (5/27/20)



Office of the Provost
& Executive Vice President

provost@uidaho.edu
www.uidaho.edu/provost

TO: University of Idaho Faculty and Staff
FROM: John M. Wiencek, Provost & Executive Vice President
DATE: October 29, 2015
SUBJECT: Update on Program Prioritization

As many of you know, a few years ago, the Idaho State Board of Education mandated each higher education institution develop and implement a program prioritization process. The board is now looking for the process to be embedded into the budget, strategic planning and program review processes in the state's four-year institutions. Our goal is to embed the prioritization process into these other processes in such a way that it is manageable and sustainable.

UI's response to the board's mandate was a program prioritization process we called [Focus for the Future, or FFF](#). At the request of Faculty Senate leadership, I provided an overview of the FFF process from my perspective as a relative newcomer to the University of Idaho at the most recent Faculty Senate meeting. The PowerPoint slides from that presentation [are available here](#). I took the liberty of suggesting improvements to the process as well as summarized current board and legislative expectations.

In summary, we have more work to do, but we also have learned quite a bit from the FFF process. I want to express thanks to Interim President Don Burnett and Interim Provost/EVP Katherine Aiken for envisioning the process and successfully completing a difficult task in a short time frame while faced with significant uncertainty.

The subsequent conversation within Faculty Senate about FFF was direct and productive, and, in general, Faculty Senate was in agreement that we have learned a great deal from the process, which will inform and improve the next version of program prioritization. The members were appreciative of the transparency of the overview and are willing to move toward an improved methodology.

Having secured the general agreement of Faculty Senate, I will constitute a committee in the near future that will seek to improve the program prioritization process and embed the process in our budget, strategic planning and program review processes. I look forward to attaining the best of ourselves and of our great University of Idaho.



Office of the President

president@uidaho.eduwww.uidaho.edu/president

TO: University of Idaho Faculty and Staff

FROM: Chuck Staben, President

DATE: October 10, 2016

SUBJECT: Appointments to the Institutional Planning and Effectiveness Committee

I am grateful to UI Faculty Senate, Staff Council and ASUI for nominating a group of Vandals to serve on the Institutional Planning and Effectiveness committee (IPEC). The IPEC will be comprised of:

- Cruz Botello, President, ASUI (or designee as needed)
- Elizabeth Brandt, Faculty Senate Chair and Professor of Law (interim appointment)
- Dan Ewart, Vice President for Infrastructure
- Brian Foisy, Vice President for Finance
- Mary Kay McFadden, Vice President for Advancement
- Janet Nelson, Vice President for Research and Economic Development
- Jodie Nicotra, Associate Chair, Associate Professor, English Department
- Janice Todish, Administration and Fiscal Operations Director, CLASS
- John Wiencek, Provost and Executive Vice President (Chair)

The IPEC will begin its work immediately and will likely establish subcommittees or working groups to help accomplish the tasks before the committee which include the following:

1. By February 2017, provide recommendations to incentivize enrollment growth.
2. Identify opportunities to gain efficiencies and effectiveness by consolidating key UI services such as information technology, development, finance, human resources, student advising, communications and marketing, research support (pre-award and post-award) and some facilities management functions by February 2017.
3. Successfully launch the new strategic plan by coordinating and aligning unit/college Cascaded Plans.
4. Advise and consult with the University Budget and Finance Committee (UBFC) to ensure the UBFC's recommendations are consistent with the strategic plan.
5. Implement a refreshed program prioritization process that is consistent with the State Board of Education's new policy.
6. Continue to explore opportunities to include a portion of unexpended year-end funds in the UBFC process.

Please join me in offering support, advice and constructive feedback to this committee as they begin their important work.



PROGRAM PRIORITIZATION Overview & Request for Feedback

INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE
John Wiencek, Provost (Chair)
Elizabeth Brandt
Dan Ewart
Brian Foisy
Mary Kay McFadden
Janet Nelson
Jodie Nicotra
Janice Todish
Mattie Cupps (for Cruz Botello)

University of Idaho



Hi, I'm John Wiencek, the Provost and the Executive Vice President of The University of Idaho. On behalf of the Institutional Planning and Effectiveness Committee (often called IPEC in this presentation), I want to use this opportunity to give the university community an overview of the what's, why's, and how's of The University of Idaho's program prioritization process. I also hope to solicit your feedback and advice on certain aspects of the process. At the end of the presentation, I'll tell you how to submit this feedback.

WHAT IS PROGRAM PRIORITIZATION?

Program Prioritization is the process used by an academic institution to assess and prioritize programs, departments and services in order to ensure the strategic allocation of current university funding and resources.

University of Idaho



First, what is program prioritization? Basically, program prioritization is a process by which academic institutions assess and prioritize programs, departments and services in order to ensure that they're making the best use of their resources.

WHY ARE WE DOING THIS?

1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: B. Budget Policies
December 2015

11. Program Prioritization

- "Program Prioritization" is a process adopted by the Board in setting priorities and allocating resources among programs and services with a specific focus on Mission, Core Themes and Strategic Plans.
- Program Prioritization shall be incorporated in the colleges and universities' annual budgeting and program review process.
- Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

2



University of Idaho

Why are we doing this, or how does program prioritization fit into the bigger picture of the university?

Well, there are two reasons. The first is quite simply because we have to: the Idaho State Board of Education has mandated that all state universities in Idaho report yearly on the program prioritization process. Because the State Board now requires program prioritization as part of the annual budget process, the university needs to develop a sustainable model.

However, the second reason for program prioritization is to better use our resources to achieve the goals of the University's Strategic Plan, which aims to grow the university and make it evolve.

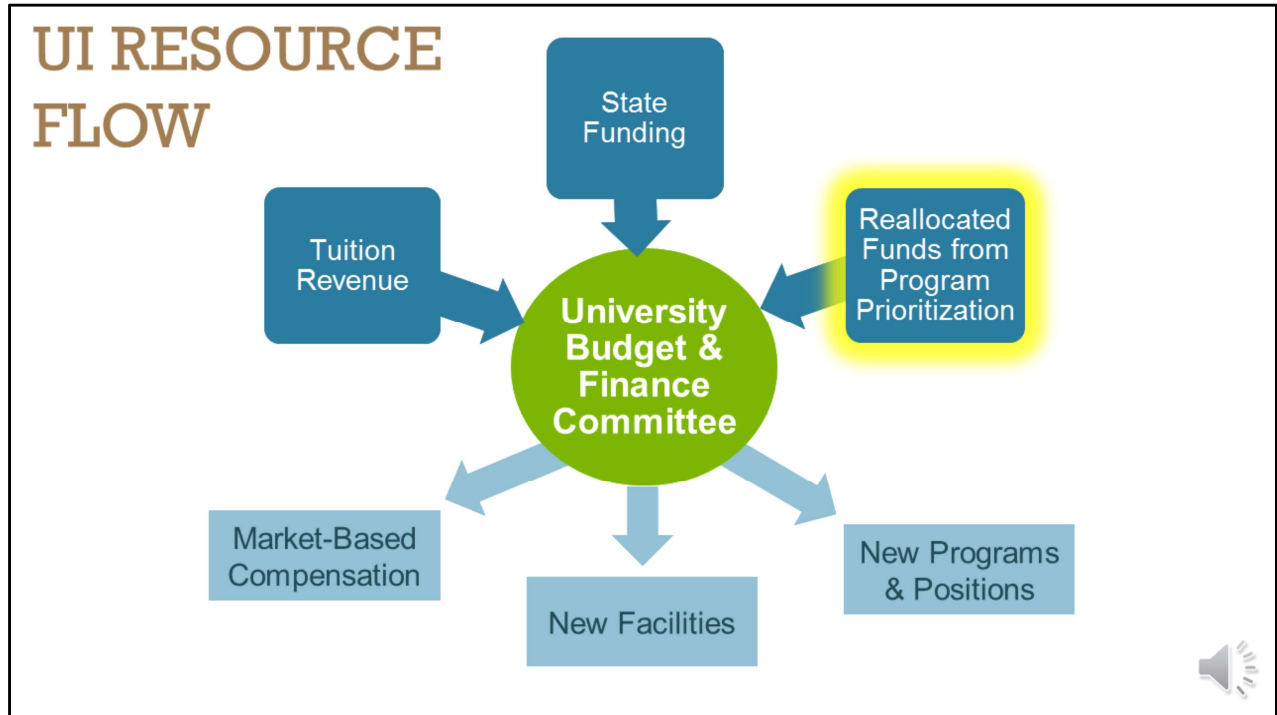
OBJECTIVE OF PROCESS

To promote institutional excellence by directing resources to high priority needs, framed within the strategic plan and guided by the University Budget and Finance Committee (UBFC).

University of Idaho

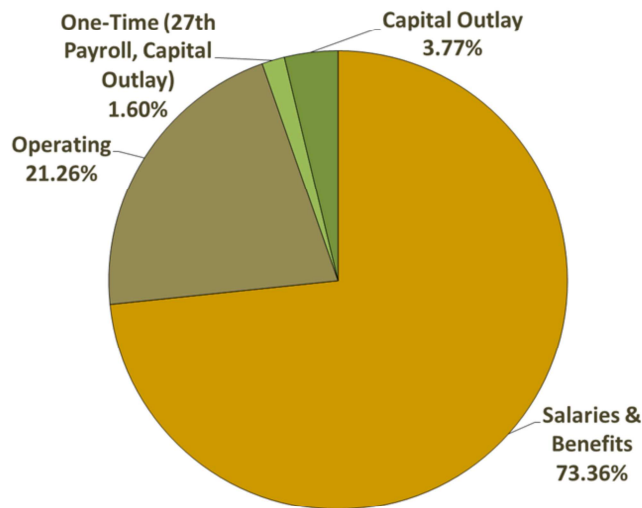


Our objective for program prioritization is to promote institutional excellence by directing resources to high priority needs, as framed within the strategic plan and guided by the University Budget and Finance Committee (also known as UBFC).



The UBFC is a shared governance committee - it's a subcommittee of Faculty Senate that includes both faculty and staff members, and is representative of the overall university constituents. As this graphic shows, the UBFC plays a central role in reallocating resources to help achieve the goals outlined in the strategic plan. These include things like increasing faculty and staff salaries through our market-based compensation plan, new facilities, and new programs and positions, among other initiatives, like those included in the cascaded plans submitted by the academic departments and support units.

REALLOCATED FROM WHERE?



FY 2017 Budgeted General Education Expenses



So where will the resources to fund these initiatives come from? Some may come from increased tuition revenue from enrollment growth, and other sources of revenue, like gifts. But some of the revenue must come from within the university itself - and since we can't move large swaths of money around, we'll take marginal incremental amounts and move it to higher priorities. As this pie chart shows, since almost three quarters of university resources are tied up in salaries, a process called position control becomes the natural mechanism by which we can move money around without serious disruptions to university operations.

WHAT IS POSITION CONTROL?

- Position control is the process by which the university creates, funds, maintains, and monitors faculty and staff employment (positions) at the University of Idaho.
- Position control is nothing new: vacancies in positions at UI have always required review.
- Position control **does not** end existing employment, but rather encourages deliberate discussions about investments during natural position turnover.
- In the program prioritization process, there will be no layoffs or wholesale department closures. Instead, resources will slowly migrate from low to high priority areas giving units the opportunity to improve their priority within the adopted criteria.

University of Idaho



What is position control? Position control is the process by which the university creates, funds, maintains, and monitors faculty and staff employment (positions) at the University of Idaho.

Position control is nothing new: already, any time a vacancy naturally occurs in a department, whether it's because someone has retired or left for another job, it has always required approval to refill. The program prioritization process simply formalizes this.

In the program prioritization process, each academic department and support department will be ranked based on a set of criteria, and placed in one of five quintiles: Quintile 1 departments will be those that score in the top 20% based on the established criteria whereas Quintile 5 departments will be those that score in the bottom 20% of departments. The quintile will determine how resources from vacant positions in that academic department or support department will be reinvested.

In the program prioritization process, there will be no layoffs or wholesale department closures. Instead, resources will slowly migrate from low to high priority areas as positions naturally turn over. This gradual reallocation will allow time for units to improve or transform their operations so as to improve their performance and ranking.

HOW POSITION CONTROL WORKS

- Positions are assigned to departments inside the financial software system (Banner). Each department will be ranked using evaluation criteria.
- Departments will request authority to refill positions as they are vacated (resignation, retirement etc.).
- Before approval to refill vacancies is granted, relative department ranking will be reviewed.
 - Units performing in the top 20% overall will be approved to refill vacancies immediately.
 - Units performing in the bottom 20% overall will not be able to refill vacancies but may make a case for reinvestment in new approaches or positions via the UBFC process.

University of Idaho



All employees at The University of Idaho are assigned to positions defined in Banner, the university's financial software system. These positions are paid from Banner-defined departments. Thus, a department head in the context of this presentation is anyone who is a supervisor of a group of people in a Banner-defined department. Even the President's Office is coded as a department within Banner and the president's team will be subject to this same departmental based position control process. Depending on where a given Banner-defined department is ranked via the program prioritization process, that department will have varying levels of authority to refill positions that have been vacated due to retirements, resignations, etc. Some or all of the money from vacated positions in departments in the lower quintiles will return to the University Budget and Finance Committee, where it will be reinvested to support the University's highest priorities.

E.G.: POSITION CONTROL FOR GEN ED

Quintile 1: Unit can refill position with available funds

Quintile 2: Available funds reallocated to dean or mid-level director

Quintile 3: Available funds reallocated to Vice President

Quintile 4: 50% of available funds reallocated to Vice President, 50% to UBFC/central

Quintile 5: All funds reallocated to UBFC/central

*Exceptions and clarifications for tenure denials, temporary vacancies and dismissal for cause are included in guidelines. See www.uidaho.edu/program-prioritization

University of Idaho



As an example, let's look at how position control will work for academic departments funded by General Education funds. In Quintile 1, the unit will be able to retain the funds and refill the position with available funds. In Quintile 2, we're trying to encourage discussions within departments and between the dean and departments about the effectiveness of current operations. In Quintiles 3 and 4, the additional discussions will also include the provost or vice president. For Quintile 4, half of the funds from vacated positions will be directed to UBFC for reinvestment. And in Quintile 5, all base funding for those positions will be rolled back to the UBFC to fund other university priorities.

WHAT TO EXPECT

- Funding from vacancies in lower priority area units (Quintile 5) will be reinvested in higher priority areas (note: 18 months of temporary funding will be provided).
- Process will be reviewed and adjusted annually to respond to unanticipated outcomes.
- If enrollment grows, the amount of reallocation may change depending on the university's finances.

University of Idaho



So what should you expect as we roll this out? Well, if your department is in Quintile 5 and a vacancy occurs, you will not be approved to refill the position. This funding will be reinvested in higher priorities, and those higher priorities will be determined by the University Budget and Finance Committee, guided by the goals of the Strategic Plan. Quintile 4 departments may be permitted to refill the position but this is not assured. This process will be reviewed annually and adjusted as necessary. And if enrollment grows, this may allow us to scale back on the amount of position reallocation conducted in a given year.

WHAT TO DO IF YOU ARE Q5

1. **Don't panic.** If a department loses an employee, temporary funding continues for 18 months to allow time to adjust and seek alternative ways to improve the department's evaluation ranking.
2. **Study the assessment data.** Departments will need to understand why they are not ranked higher on the priority list and identify ways to improve.
3. **Develop and implement improvement plan.** Departments may decide to stop doing some things right away and redirect resources to higher priorities. Units should redeploy and rethink how to fulfill their missions in a manner consistent with evaluation criteria.
4. **Monitor progress annually.** Dashboards and data will be helpful here.

University of Idaho



What would you do if you were in Quintile 5? First of all, don't panic. If your department loses an employee, you'll have 18 months of temporary funding. This will be the time to have discussions with department and university leadership about how to adjust. Second, I would encourage everyone to study their assessment data. All departments need to understand where they are, and how to improve their ranking. You might develop and implement an improvement plan, maybe having conversations about discontinuing some activities or programs that are damaging your overall operation and quintile ranking. Ideally, if this process works well, people will be proactive about internally reallocating resources. And finally, I would encourage you to monitor your progress annually.

HOW DEPARTMENTS ARE RANKED

- Two workgroups assigned by Faculty Senate and Staff Council
 - Academic Department Prioritization Workgroup: 15 faculty, 5 staff
 - Support Department Prioritization Workgroup: 15 staff, 5 faculty
- Consultant trained workgroups who developed draft evaluation criteria and relative weights for assigning department quintiles.
- Criteria are draft - **NOT** FINAL- seeking UI community input on criteria.
- For academic departments, the separate academic degree programs will be individually assessed on appropriate metrics and then the rankings for each individual program will be averaged to yield an academic department quintile.

University of Idaho



Two separate work groups developed a draft of the criteria, weights, and measures for ranking departments. Both of these workgroups were jointly appointed by Staff Council and Faculty Senate. The Academic Unit Prioritization Workgroup consisted of 15 faculty and 5 staff, and the Support Unit Prioritization Workgroup consisted of 15 staff and 5 faculty. Both workgroups received training and guidance from a nationally recognized expert and have developed a draft set of criteria and weights. To reiterate, we consider these criteria to be in draft format: we are now seeking your input on these criteria, weights, and measures. This is the key aspect of the program prioritization process for which we need your ideas and feedback. The final objective is to rank the Banner-defined departments and place them into quintiles. For academic departments, this outcome will be achieved by evaluating academic degree programs on appropriate metrics individually and then averaging those results to yield an overall quintile for the department.

CRITERIA FOR RANKING

Academic Units

- External demand (10%)
- Internal demand (10%)
- Quality, productivity, and scope (40%)
- Effectiveness/efficiency of resources (20%)
- Impact and overall essentiality (20%)

Support Units

- External demand and mandates (20%)
- Internal demand and mandates (20%)
- Quality (15%)
- Cost Effectiveness (10%)
- Impact, justification, and overall centrality (35%)

See www.uidaho.edu/program-prioritization to download specific definitions and descriptions of these criteria and weightings.

University of Idaho



The workgroups completed their work in late January and forwarded their draft criteria and measures to IPEC at that time. The draft criteria for academic and non-academic, or support, units are summarized here. For definitions and more specific weightings, please go to the link listed here and download the criteria in PDF form. Both workgroups have recommended the use of quantitative as well as qualitative data. For academic departments, the workgroup proposes quantifiable data for most of the criteria, and these metrics are consistent with our strategic plan institutional metrics. For non-academic or support departments, the workgroup proposes mainly qualitative assessments on the other hand. We will be asking you specific questions about these criteria in the feedback portion of the process.

OUR REQUEST OF YOU....

- We want campus-wide input on the draft criteria before March 8, 2017.
- Departments should meet to watch the video; the department head should use the PDF survey to capture feedback from the department and enter the info on the sli.do poll.
- Individuals may fill out the evaluation poll as well.

University of Idaho



Our request of you is simple. Watch this video and give us feedback. Since each department will be placed into quintiles as a whole, we are asking the department head to call a meeting for the entire department to watch this video. We have a survey instrument which will be used to capture the department's feedback on the proposed criteria. The department head can use the printed version of the poll to take notes during the department meeting. After the department has concluded its discussion, the department head will log on to SLI.DO and enter the data for use by the Institutional Planning and Effectiveness Committee as well as the faculty/staff workgroups. Individuals will also be able to fill out the same survey instrument which will be monitored and assessed by Faculty Senate and Staff Council and eventually forwarded to the IPE committee in summary form.

WHAT WILL HAPPEN FROM THERE

- IPEC will review community input and forward suggested modifications to working groups.
- By mid-March 2017, IPEC will forward the working groups' final recommendations to the President for his consideration.
- Measures will be implemented in early April 2017 by IE&A office.
- Process will be assessed annually by IPEC.

University of Idaho



The deadline of March 8 will allow IPEC to summarize the feedback and provide recommended modifications to the working groups. The working groups will meet in mid March with the goal of finalizing their recommendations for the President. IPEC will work closely with the working groups and also be in communication with the President as needed or requested. The goal is to have the criteria finalized and approved by President Staben by the beginning of April. After the criteria are finalized, Institutional Effectiveness and Accreditation office will develop necessary data and survey instruments and conduct the prioritization process. Formalized position control would start with the beginning of the new fiscal year on July 1, 2017. The overall process will be assessed annually and adjusted to assure that the process is helping the university to thrive and excel.

THOUGHTS, QUESTIONS, FEEDBACK

Please visit

www.uidaho.edu/program-prioritization

to provide your feedback on this proposed
program prioritization methodology.



University of Idaho



All of the materials regarding program prioritization and the draft criteria may be found at this URL. In closing, the Institutional Planning and Effectiveness Committee would like to thank you for taking the time to be part of this very important decision. We are eager to hear your thoughts, your questions and feedback so that we can make this process better together.



Office of the Provost
& Executive Vice President

provost@uidaho.edu

www.uidaho.edu/provost

TO: University of Idaho Faculty and Staff
FROM: John Wiencek, Provost & Executive Vice President
DATE: February 14, 2017
SUBJECT: Feedback on Draft Program Prioritization Evaluation Criteria

As many of you are aware, a few years ago the Idaho State Board of Education required all four-year colleges and universities in the state to develop and implement a program prioritization process. Last year, the board implemented a new policy that requires all four-year colleges and universities to embed program prioritization into the annual budgeting and program review processes, and to provide annual progress reports. For this reason, the university is developing a refreshed program prioritization process in order to:

1. Fulfill the board's mandate in a manageable and sustainable way, and
2. Better use our resources to achieve the goals of the university's strategic plan, which aims to grow and evolve the university further toward the next level of excellence.

To ensure this critical work is done effectively, UI Faculty Senate, Staff Council and ASUI nominated a group of Vandals to serve on the Institutional Planning and Effectiveness Committee (IPEC), which is charged with many tasks, including implementing a refreshed program prioritization process consistent with the State Board of Education's policy. IPEC and two working groups of frontline faculty and staff – one for academic units, one for support units – have developed draft criteria we will use to evaluate and rank academic and support units.

In order to help our university community understand program prioritization and provide feedback on the draft evaluation criteria, we created an informational video presentation and support materials which are available at www.uidaho.edu/program-prioritization. Please watch the video, review the support materials and provide feedback by Wednesday, March 8.

How to Provide Input

IPEC asks each department head to call an all-department meeting and watch the video together as a team. After each department has watched the video, the department should discuss the draft criteria and offer feedback and suggestions for modification. Using notes taken at that department meeting, the department head will provide feedback using the survey created for this purpose (there are support materials available on the website to help guide these discussions). The survey results will be used to improve and revise the criteria if necessary. Individuals may fill out the same survey instrument if they would like.

Once the feedback is collected, IPEC will review it and forward any suggested modifications to the working groups. The working groups will meet in mid-March to finalize their recommendations for the president. The goal is to have final criteria approved by President Staben by early April. At that point, the Institutional Effectiveness and Accreditation Office will develop data and survey instruments and conduct the program prioritization process. The new process will be implemented on July 1, 2017.

We will assess and adjust the program prioritization process annually to ensure it is effectively helping the university thrive and excel.

Thank you for taking the time to participate in this important process and for providing your input. This is an important initiative – one that will help us to promote institutional excellence by directing resources to high priority needs, framed within the strategic plan – and we need your partnership to ensure it is effective.



Office of the Provost & Executive Vice President

provost@uidaho.edu

www.uidaho.edu/provost

TO: University of Idaho Faculty and Staff
FROM: John Wiencek, Provost and Executive Vice President
DATE: March 27, 2017
SUBJECT: Revisions to Program Prioritization Evaluation Process and Criteria

Thank you for providing input on the initial program prioritization draft evaluation criteria. Your feedback is very important to the process and we are making significant changes to the criteria based on that feedback. I want to thank the workgroups for their hard work in producing the initial criteria and their continued investment in doing this process well. A spreadsheet including all the feedback we received on the criteria is available on the [Provost's Office website](#). A brief synopsis of the feedback and a reminder of next steps is below.

108 departments, 121 individual faculty and 54 individual staff completed the feedback tool. In addition, our office directly received several longer narrative emails and feedback. The detailed position control guidelines were not posted in a timely way on the provost's website, so there were many questions asked that are addressed in that [document](#). Nonetheless, it is clear that some substantial changes in the approach and the criteria are recommended by our community.

Based on these comments and suggestions, revisions to the program prioritization process and outcomes should be adopted to ensure that the result will:

1. Align well with the strategic plan, using the same language and metrics. There was particular concern that research productivity was not properly measured or weighted in the initial draft criteria.
2. Allow more refinement so experts in a given area do the evaluation (especially for the non-academic units).
3. Account for or mitigate bias related to unit size.

4. Allow more nuanced evaluation that involves human wisdom and judgement. Avoid metrics and measures that treat units as “one size fits all.”
5. Have a balanced mix of quantitative and qualitative measures and make sure that mix is consistent across all units (i.e. do not have many quantitative metrics for academics and none for other units).

The Institutional Planning and Effectiveness Committee (IPEC) will discuss ideas to address these concerns in the coming days. As discussed in earlier communications, IPEC will forward feedback to the workgroups with suggested changes. Given the feedback, it is clear the proposed changes will be substantial.

Based on typical employee turnover and the proposed position control policy, we estimate 3-4 percent of general education funds will be redirected to the University Budget and Finance Committee (UBFC) for use in funding high priorities. With those funds, we will make substantial headway on important institutional priorities, such as market-based compensation and in-state tuition waivers for teaching assistants. In addition, if we grow enrollment by 500 full-time undergraduate students, we will be able to adjust the position control policy so that less money is subject to reallocation. If we get an additional 1,000 undergraduate students (1,500 total above current enrollment), we will have the latitude to stop all mandatory reallocation based on quintiles if we so choose. For now, these reallocated funds will be our means to feed innovation and growth at the University of Idaho as we launch our strategic plan. Once enrollment picks up, we will be able to adjust the policy as we reap more revenue from new enrollments.

In closing, let me say again that we do not have the option of refusing to conduct program prioritization. This is a State Board of Education policy requirement that must be implemented in a sustainable and systemic way by the end of this fiscal year. We have complete latitude to design and adjust the process in ways that work best for our great institution, which is what we are doing now. We will have a process in place this summer and it will launch on July 1, 2017. It may not be perfect, but we can adjust the process each year based on our experience and understanding of the impact on the institution.

Thank you again for your participation in this important process. More information will be provided as we move through the next steps.



Office of the Provost
& Executive Vice President

provost@uidaho.edu

www.uidaho.edu/provost

TO: University of Idaho Faculty and Staff

FROM: John Wiencek, Provost and Executive Vice President, IPEC Chair
Marla Kraut, Chair, Academic Banner Department Workgroup
Jeff Dodge, Chair, Support Banner Department Workgroup

DATE: April 10, 2017

SUBJECT: Revised Program Prioritization Framework

The Institutional Planning and Effectiveness Committee (IPEC) and the two Program Prioritization workgroups are recommending a revised evaluation framework in response to input provided by University of Idaho faculty and staff through a recent feedback survey. The revised evaluation framework has three key elements, which will be used to evaluate all Banner departments. This revised approach also aligns our Program Prioritization and strategic planning efforts. The three elements are:

1. Impact and essentiality to the University of Idaho's mission
2. Contribution to the University of Idaho strategic plan
3. Institutional investment

The first element, impact and essentiality to the University of Idaho's mission, was included in both workgroups' evaluation criteria. To ensure more consistency across all department types, this particular assessment tool will be jointly developed by the two workgroups and applied uniformly to all Banner departments at the university.

The second element, contribution to the strategic plan, will be assessed using focused tools specific to each of four key functional areas of the university:

1. Academic Banner departments
2. Student/Faculty service Banner departments
3. Research centers/Extension/Community engagement Banner departments
4. Centrally provided service Banner departments

These tools are being developed by the two workgroups and will incorporate specific feedback received from the recent survey. Given the expanded scope of work, the workgroups will augment current committee members as needed to ensure we have sufficient depth of knowledge in each of these key functional areas represented. Workgroups plan to complete their work by the end of April. This refined toolset will allow for more customized and relevant evaluation as suggested by the UI community feedback we received.

The third element, institutional investment, will measure the relative resources available to a Banner department so the contribution to the strategic plan element is appropriately scaled to the level of resources available to the Banner department. In this element, the highest ranked programs will have minimal or no institutional investment (i.e. General Education funding) thus mitigating any bias based on size. This element will be weighted appropriately to prevent bias against either small or large Banner departments as measured by their General Education funding levels. As in element one above, this element will be applied uniformly to all Banner departments at the university.

In closing, IPEC and the workgroups have addressed most of the concerns raised by our community in the revised framework. We have more details to iron out and some concerns may remain, but we are confident that we have made significant and meaningful improvements based on your feedback. Once again, thank you for participating in the feedback process.

I am extremely grateful to the workgroups for their continued hard work and investment in this process. We anticipate finalizing the assessment tools by the end of April and forwarding them to President Chuck Staben for approval in early May. Once finalized, I will provide another update to the university community.

University of Idaho

Office of the Provost
& Executive Vice President

provostevpwiencek@uidaho.edu

www.uidaho.edu/provost

TO: University of Idaho Faculty and Staff
FROM: John Wiencek, Provost and Executive Vice President
DATE: May 25, 2017
SUBJECT: Update on Program Prioritization Evaluation Progress

I am glad to report we are making good progress toward completing the evaluation component of our Program Prioritization initiative. After incorporating UI-wide feedback, we have collectively agreed to use three criteria to evaluate departments:

1. Essentiality to the University of Idaho's mission
2. Contribution to the University of Idaho's strategic plan
3. Institutional financial investment in Banner departments

In my last update, I shared the tools developed by the Institutional Planning Effectiveness Committee (IPEC) and the workgroups to assess Banner departments on criteria #1 and #3. At that time, the workgroups and IPEC were still working on tools and measurement weights for criterion #2. I want to thank the workgroups and IPEC for completing these remaining tasks last week.

The criterion #2 evaluation tools for each Banner department

subgroup (Academic, Student/Faculty Services, Research Centers/Extension/Community Outreach, Centrally Provided Services) can be found [here](#). Each of these tools will require you to provide a narrative description of your contribution to the strategic plan and your Banner department will receive a request to provide this narrative description soon.

Initial weights for the three evaluation criteria will be assigned to eliminate any bias related to unit size. The workgroups have agreed to the methodology that will be used to set these weights, which will be documented in a final process development report expected in late summer.

IPEC and the workgroups acknowledge this process has extended beyond the spring semester, contrary to our planned goal and timeline. However, gathering university community feedback and making the necessary and substantial revisions was more important than being on schedule. We acknowledge the process unfolded piecemeal and may have caused some confusion about what was needed in the criterion #1 contextual statements. We will consider some last minute revisions to the contextual statements recently provided for criterion #1 if absolutely necessary, provided you contact us immediately. We plan to launch this evaluation tool on June 1, so we need any requested changes done in the next few days. If you have questions about whether you should make such changes, feel free to contact Lodi Price (lodi@uidaho.edu) or Peggy Lynd (plynd@uidaho.edu).

Please remember this process will be monitored annually. We will adjust for unintended or unanticipated outcomes. Thank you again for your support and participation in this critical process. We will become stronger and better together!



Office of the President

president@uidaho.edu

www.uidaho.edu/president

TO: University of Idaho Faculty and Staff

FROM: Chuck Staben, President

DATE: August 22, 2017

SUBJECT: Program Prioritization Update

When classes ended last spring, there were several big projects pending or in motion, including State Board of Education required program prioritization. Program prioritization is a process that helps us to efficiently reallocate funds to high priority projects in support of our strategic goals.

The university has many priorities, but the most critical are funding for market-based compensation adjustments for staff and faculty and competitive compensation including tuition/fee waivers for teaching assistants. Funds identified by the program prioritization process will be reallocated to fund these two priorities.

The UI community provided input into the program prioritization process, which helped inform how we would evaluate and score every UI Banner department.

Departments were evaluated using a mixture of quantitative data, financial data and surveys. The data have been analyzed and we will share the department scores in early September. We are planning open forums shortly thereafter to share information and help you understand the results and next steps.

The Institutional Planning and Effectiveness Committee, the vice presidents, the deans and I have reviewed the department scores and other data. We are now evaluating options for linking these scores to reallocations.

Reallocation is not easy; but we know reallocated funds will return to units in the form of increased wages and support for teaching assistants, our highest priorities.

Each of us has a distinct leadership role at the University of Idaho and together our partnership will help UI rise to even higher levels of excellence. Thank you for working with us as we continue to improve our university.

Additional information about program prioritization and the funding of our priorities will be shared in the coming weeks.

I thank Provost Wiencek, the Institutional Planning and Effectiveness Committee and all who participated in this important process.



Office of the Provost &
Executive Vice President

provost@uidaho.edu
www.uidaho.edu/provost

TO: University of Idaho Faculty and Staff
FROM: John Wiencek, Provost & Executive Vice President
DATE: September 6, 2017
SUBJECT: Program Prioritization Town Hall Sessions Sept. 11

As noted in a communication from [President Chuck Staben on August 22](#), detailed information about program prioritization will be distributed later this week. In anticipation of that release, the Institutional Planning and Effectiveness Committee (IPEC) has scheduled two town hall meetings for Monday, September 11, to respond to questions and provide clarification about the process and next steps.

The first session will focus on academic departments; the second will focus on non-academic programs, including student and faculty support; centrally provided services; and research, outreach and Extension units. All employees are welcome to attend either session. The sessions will be live-streamed to our statewide centers.

- **Session 1 (academic departments):** 8:30-10 a.m. Pacific time, Monday, Sept. 11, Vandal Ballroom, Pitman Center
- **Session 2 (non-academic departments):** 10:30 a.m. to noon Pacific time, Monday, Sept. 11, Vandal Ballroom, Pitman Center

Streaming locations:

- **Boise Water Center:** Room 248 (Session 1) and Room 162 (Session 2)
- **Boise Law and Justice Center:** Room 307
- **Coeur d'Alene:** Room 213
- **Idaho Falls:** Room TAB 320

You are receiving this email because of your affiliation with the University of Idaho.

[Update Preferences](#) | [Unsubscribe](#)

Our mailing address is:

University of Idaho

875 Perimeter Drive

Moscow, ID 83844

[Add us to your address book](#)

University of Idaho

Office of the Provost
& Executive Vice President

provostevpwiencek@uidaho.edu

www.uidaho.edu/provost

TO: University of Idaho Faculty and Staff
FROM: John Wiencek, Provost & Executive Vice President
DATE: September 7, 2017
SUBJECT: Results of the Program Prioritization Process

On behalf of the Institutional Planning and Effectiveness Committee (IPEC), I am writing to confirm our university goals as shaped by our strategic plan, and to explain how the result of the program prioritization process is helping to propel these goals into action.

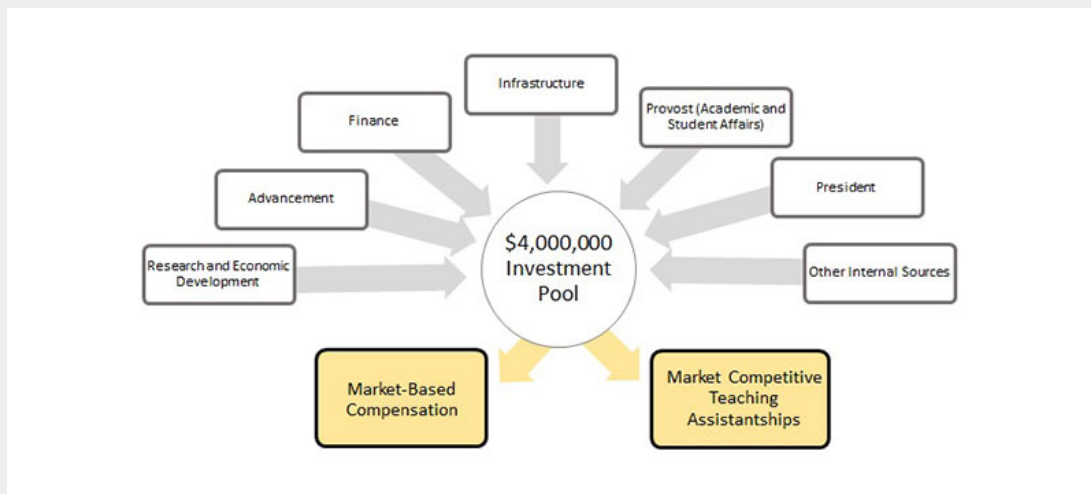
As you may recall, the University Budget and Finance Committee (UBFC) recommended two highest priority projects for this fiscal year:

- . Market-based compensation for faculty and staff, and
- !. Fully-funded, competitive teaching assistantships (TAs).

These two priorities reflect the priorities of strategic plan Waypoint One (Goals 3 and 4); namely, growing student enrollment via retention and improving the workplace environment. With the help of the program prioritization process, we have identified \$4 million, which will allow us to make significant headway toward funding these two priorities.

The graphic below shows the sources of these investment funds. Half of the funds (\$2 million) will come from reallocation targets identified through the program prioritization process. The other half of the funds will come from other sources, including tuition revenue and strategic reallocation of centrally managed funds. The total \$4

million of investment funds will fully fund the TA request and partially address the market-based compensation request.



To make progress toward market-based compensation for UI employees, this year we will implement mid-year raises. And to fund the TA compensation priority, College of Graduate Studies Dean Jerry McMurtry will work with the academic deans and the Graduate Council to address our funding of TA appointments so that we remain nationally competitive. Teaching assistants are an important component of meeting our enrollment and research goals stated in the strategic plan and, much like faculty and staff, their compensation has fallen out of step with the market.

As you may remember, through the program prioritization process, each program received a relative ranking that was translated into a normalized score. [You can find the program prioritization results on the provost's webpage.](#) IPEC has decided not to place programs into quintiles as originally planned. Instead, we recommended, and President Staben approved, modification of the reallocation methodology. Rather than a rigid position control methodology to recover salary dollars via position control, each vice president and the President's Office (which also includes University Communications and Marketing, Athletics, the Office of Equity and Diversity, etc.) will contribute funds, or reallocate funds, as illustrated in the chart above. The reallocation targets are directly linked to the normalized scores of Banner departments in a given executive's area. Executive-level officers will work with their respective teams to develop a reallocation plan, which will be approved by President Staben. Approved reallocation plans will be effective in FY19 (starting on July

1, 2018) so units have a year to plan for changes.

The current estimated impact for each executive area of responsibility (including both budget reductions and budget increases) is shown below. Please note that the estimated reallocation and market-based compensation amounts have been rounded, and may change to reflect additional data and input.

Executive Level	Total Gen Ed Salary Budget	Sources	Market-Based Compensation (Mid-Year)	Competitive TA Compensation	Net Resource Flow
President	\$6,762,717	\$(222,000)	\$76,000	\$ -	\$(146,000)
Provost (Academic & Student Affairs)	\$68,393,631	\$(1,268,000)	\$1,027,000	\$2,300,000	\$2,059,000
VP Advancement	\$1,542,883	\$(41,000)	\$41,000	\$ -	\$ -
VP Research & Economic Dev.	\$1,049,507	\$(6,000)	\$63,000	\$ -	\$57,000
VP Finance	\$3,548,321	\$(88,000)	\$97,000	\$ -	\$9,000
VP Infrastructure	\$11,827,637	\$(375,000)	\$396,000	\$ -	\$21,000
Other Internal Sources	\$ -	\$(2,000,000)	\$ -	\$ -	\$(2,000,000)
Total	\$93,124,696	\$(4,000,000)	\$1,700,000	\$2,300,000	\$ -

The current base salary budget is in the first column and the reallocation amount is in the second column (parenthesis represent budget reductions). New resources added back to each executive area of responsibility are in the third and fourth columns. The last column shows the difference between resources added and resources subtracted via reallocation.

As we finalize this process, IPEC will host two open forums to present and summarize the program prioritization process and answer questions. These open forums will be held on Monday, September 11, 2017, in the Vandal Ballroom, with connections statewide. [See the statewide viewing locations here.](#) The first forum will be held from 8:30-10 a.m. and the second forum will be held 10:30 a.m. to noon.

Thanks to all of you for your hard work and effort – both in your

daily contributions as well as in this important process. Though the process has been arduous, we are excited to be able to achieve our university community's strategic goals.

University of Idaho

Office of the President

president@uidaho.edu

www.uidaho.edu/president

TO: University of Idaho Faculty and Staff

FROM: Chuck Staben, President

DATE: September 20, 2017

SUBJECT: Thank You for Participating in Program Prioritization Process

Thank you for participating in the Program Prioritization process and for attending the open forums regarding Program Prioritization last week. As I listened to each concern and comment, I was grateful for the open environment we have at UI and the transparent nature of the process - led by more than 50 staff and faculty members and engaging hundreds. Although our process was not perfect, it has provided useful information. We will use the rankings to identify reallocations we must make for progress.

One difficulty with rankings is that such a process can leave people feeling undervalued. Although the ranking process caused us to order programs in some fashion, each

member of the Vandal family is valued and appreciated. Program prioritization, particularly in the absence of new net revenue, is necessary to position ourselves to meet the lofty goals of our strategic plan - a plan developed by all of us to serve all of us. We are investing in UI to make it an even better place to work for our faculty and staff while we continue to serve Idaho as its higher education leader.

Rankings are never easy. With the rankings done, we quantified reallocations and we are now moving together to fund our two highest budget priorities: market-based compensation and teaching assistantships. All of you deserve to be paid equitably for the hard work you do every day for our university. The executive leadership team and I are committed to making this a reality.

I have asked each vice president to submit a reallocation plan for my consideration by December 1, 2017. This will allow sufficient time to finalize the plans by January 1, 2018. The reallocations will inform the budget setting process and fiscal year 2018-19 baseline budgets.

I encourage you to continue engaging in the process and to feel ownership in it as we strive to make the University of Idaho the best institution possible.

Go Vandals!



Office of the Provost
& Executive Vice President
provostevpwiencek@uidaho.edu
www.uidaho.edu/provost

TO: Faculty and Staff in Academic and Student Affairs
FROM: John Wiencek, Provost and Executive Vice President
DATE: September 21, 2017
SUBJECT: Input Requested for Student and Academic Affairs Budget
Reallocations

Dear Colleagues,

Consistent with the president's memo of yesterday, we must develop a plan to reallocate \$1.268 million from the academic, strategic enrollment management and student affairs area by December 1, 2017. In several areas, we have put a hold on search processes until there is more clarity on the sources of these reallocated funds; thus, it would serve our interest to have our first draft to the president much sooner. This would allow for more certainty and the ability to get most of these searches underway. Our funds, combined with other VP area reallocations and newly identified internal sources, will underwrite the top University Budget and Finance Committee (UBFC) recommended initiatives. As part of those initiatives, our areas will see an additional \$1.027 million for salary adjustments and \$2.3 million for competitive teaching assistant compensation.

I want to assure everyone that this amount of money is not going to disrupt the normal course of work and service in academic and student affairs. This amounts to a 1.49% reallocation of the total \$85.3 million base budget in our areas. The Budget Office estimates that there is more than \$3 million of long-term vacant positions (vacant in excess of one year) and unallocated base

funds within the academic and student affairs areas. Thus, it is my intention to put some reasonable focus on using such funding as part of this reallocation process.

Within academic and student affairs, we will develop a set of guiding principles that will help us formulate a reallocation plan. I will be transparent in the process, as is my common practice, but I also will be nuanced in the implementation. Fundamentally, these decisions are fraught with high levels of impact both within any given department but also across the entire university. Thus, I will not be bound by formulas or monolithic criteria in recommending a final reallocation plan that can work for everyone in academic and student affairs.

I look forward to hearing from you on what our guiding principles for this reallocation should include. Let me start this conversation with some ideas. First, contribution toward the strategic plan remains very high on my list and, more specifically, contribution toward enrollment growth and student success. Thus, any reallocation must be designed to maintain and serve our current enrollment, as well as acknowledge and reward trends in enrollment. Second, the fiscal capacity of any given college or area to contribute to a reallocation should be part of our decision-making process. Finally, centrality to mission and scholarly excellence are important considerations as well; although, we have struggled to come to agreement on how best to measure such matters.

I would like to invite all of you to submit or to vote on other key guiding principles that should be considered in the reallocation process. Votes and feedback should be submitted through a tool called Sli.do, available at <https://app.sli.do/event/7r0wijzh/ask>. Although limited in the amount of characters (300) to state your idea, this tool allows for voting - both up and down - on these ideas as well as providing a feedback to perhaps improve or adjust an idea. Please take a few minutes to share your ideas under the "Questions" tab and to vote on ideas being suggested by others. We will accept this input through September 29, 2017. If you have questions about how to use Sli.do, please call Peggy Lynd or Lodi Price and they will be happy to assist you.

I will start the reallocation plan development with the deans, vice provosts and other direct reports within the next week. We will focus on narrowing the guiding principles and airing ideas and/or concerns. After getting input from the Sli.do poll, my staff will prepare related data and implications for additional discussion among the deans, vice provosts and other direct reports. After these two rounds of discussion, I will work with the team to finalize specific targets for each college, vice provost and student affairs area. I believe we can finish this work by mid-October.

Once we finalize reallocation plans across the entire university, the Institutional Planning and Effectiveness Committee (IPEC) will turn its attention toward continued improvement in the evaluation process supporting program prioritization. My sense of IPEC discussions to date indicate that the primary issue is criterion two – contribution toward strategic plan. A recurring question from many of you is, “how do I improve; what do I focus on?” given that the evaluation process needs improving. I am confident that if you focus on achieving the goals and targets spelled out in your cascaded plans, then you will fare well on criteria two during the next round of evaluations, scheduled for roughly two years from now. Specific modifications to criterion two will be the subject of additional university discussion this year, but my sense is that the evaluation of the contribution to the strategic plan is likely to flow from the cascaded plans that are already in place.

In closing, I truly believe we are at a pivotal moment for the University of Idaho. We are choosing to shape our own future by setting priorities, developing plans together and executing on those plans even when it is difficult to do so. These are all trademarks of excellence. I hope you can join me in taking pride in giving well-deserved salary and compensation adjustments to our faculty, staff and teaching assistants in the coming months.

Best wishes,
John

University of Idaho

Office of the Provost
& Executive Vice President
provostevpwiencek@uidaho.edu
www.uidaho.edu/provost

TO: Faculty and Staff in Academic and Student Affairs
FROM: John Wiencek, Provost and Executive Vice President
DATE: October 2, 2017
SUBJECT: Update on Academic and Student Affairs Budget Reallocations

Dear Faculty and Staff Colleagues,

I am following up on my earlier memo about the reallocation plan for Academic and Student Affairs. I have reviewed your suggestions posted on SLI.DO, and I appreciate the time many of you took to share your perspectives. In addition, I met with my direct reports, including the deans of the colleges, the vice provosts and the dean of students on September 25. Their feedback and your SLI.DO comments have resulted in the recommendations below.

Based on the conversations and SLI.DO postings, the guiding principles for our reallocation plan will include the following:

1. The program prioritization evaluations will remain an important factor in determining reallocation

targets. Some members of the team felt that there was significant effort expended to get to this point; therefore, the results need to be honored, given the community-based process that was utilized. Others recognized that the evaluation process has some room for improvement. In particular, the evaluation did not sufficiently recognize a few high enrollment programs, sending an inconsistent message about our strategic goals.

2. Consistent with the last statement, both SLI.DO responses and the leadership team recommend additional weight and scrutiny be placed on enrollment metrics such as majors (including pro-rated double majors), student credit hours delivered and enrollment growth. This is consistent with the strategic plan's waypoint one emphasis on enrollment.
3. Appropriate care will be taken to normalize any measurements by total teaching FTE (including only those positions funded by general education funds). Normalization will account for the relative productivity of units based on resources available to them.

I will continue to work with the leadership team to look at data (see points 1-3 above) and arrive at final reallocation targets and plans for each area. The goal is to finalize our plans no later than November 1. I will continue to update you at each step of the process.

Best wishes

John

You are receiving this email because of your affiliation with the University of Idaho.

[Update Preferences](#) | [Unsubscribe](#)

Our mailing address is:

University of Idaho

875 Perimeter Drive

Moscow, ID 83844

[Add us to your address book](#)



Office of the Provost
& Executive Vice President
provostevpwiencek@uidaho.edu
www.uidaho.edu/provost

TO: Faculty and Staff in Academic and Student Affairs
FROM: John Wiencek, Provost and Executive Vice President
DATE: October 5, 2017
SUBJECT: Reallocation Targets for Each College and Mid-Level in Academic
& Student Affairs

Dear Faculty and Staff Colleagues,

As promised, I am following up with the final recommendations for reallocation from units reporting to the provost. Consistent with next steps outlined in my last update, the original program prioritization reallocation targets have been assessed against enrollment measures such as student credit hours delivered per faculty, enrollment (majors) per general education budget, and enrollment trends (increase or decrease per year, over the last three years) per general education budget.

The enrollment picture and evaluation is complex and does not provide a simple correction to the current reallocation targets identified by program prioritization. Some metrics would suggest that those with higher teaching loads are also seeing higher reallocation targets. On the other hand, the enrollment trends (most colleges are losing enrollment) are consistent with the college reallocation targets suggested by program prioritization. In summary, the enrollment data do not support modifying the budget reallocation targets set by the program prioritization process. The reallocation targets are summarized in the table below.

The reallocations range from 1 to 2.5 percent nominally, with everyone contributing to the final reallocation plan. My direct reports (deans, vice provosts, etc.) will develop a reallocation plan, in consultation with their respective teams, and submit it to me by October 23. I will then finalize the overall plan and forward to President Staben for his consideration on November 1.

It is hard to make such difficult decisions, and we have spent hours deliberating on this matter. I appreciate all of your hard work and understanding as we seek to find ways to move our strategic goals forward together. These reallocated funds will come back to us in the form of increased faculty and staff compensation, as well as nationally competitive teaching assistant support. Our No. 1 goal for this year is to substantially grow tuition revenue via enrollment and, thus, minimize the amount of reallocation required in future years.

In closing, I want to reiterate my thanks to everyone who has participated in this process, a process that has taken over two years to complete. I am surrounded by loyal and dedicated faculty, staff and students and grateful that you are helping move us to higher levels of excellence.

Best wishes

John

Mid-level	Percent of General Education Budget
College of Agricultural & Life Sciences	1.09%
College of Letters, Arts & Social Sciences	2.33%
College of Art & Architecture	2.33%
College of Business & Economics	2.15%
College of Education, Health and Human Sciences	2.23%
College of Engineering	1.15%
College of Law	0.93%
College of Natural Resources	1.27%
College of Science	2.25%
College of Graduate Studies	0.54%
Strategic Enrollment Management	0.93%
General Library	0.52%
Provost/Executive Vice President Area	0.93%
Student Affairs	1.33%
University Outreach - Boise	2.64%
University Outreach - Idaho Falls	1.02%
University Outreach - Northern Idaho	1.03%
Vice Provost for Faculty	1.86%
Vice Provost for Academic Initiatives	1.68%

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Academic Programs
Summary

	20%	Strategic Plan Contribution Score														50%	30%			
		Weight	0.20	0.35	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05						
Banner Department	Mission Fulfillment Score	Normed Score -->	Narrative 1	Narrative 2	Terminal Degrees	Research Expenditures	UG majors	GR/Prof majors	UG conferrals	GR/Prof Conferrals	SCH	Underrep Enrollment	Multicultural Fac/Staff	Weighted Raw Score	Rank by Criteria 2	Normed Criteria 2	Institutional Investment	Overall Raw Score	Overall Rank Academics	Normed Score Academics
Accounting	0.319149		0.170213	0.000000	0.223404	0.053191	0.617021	0.765957	0.787234	0.808511	0.702128	0.723404	0.063830	0.271277	44	0.085106	0.489362	0.253191	46	0.042553
Agr Economics & Rural Sociology	0.627660		0.893617	0.936170	0.223404	0.872340	0.425532	0.255319	0.340426	0.297872	0.212766	0.085106	0.446809	0.664362	13	0.744681	0.808511	0.740426	6	0.893617
Agricultural & Extension Education	0.691489		0.382979	0.808511	0.223404	0.553191	0.361702	0.212766	0.319149	0.212766	0.170213	0.085106	0.063830	0.469681	26	0.468085	0.851064	0.627660	11	0.787234
Animal & Veterinary Science	0.978723		0.787234	0.872340	0.585106	0.851064	0.765957	0.319149	0.680851	0.446809	0.361702	0.574468	0.553191	0.719681	7	0.872340	0.723404	0.848936	2	0.978723
Architecture	0.489362		0.297872	0.531915	0.978723	0.053191	0.574468	0.851064	0.553191	0.829787	0.425532	0.702128	0.893617	0.538830	20	0.595745	0.510638	0.548936	20.5	0.585106
Art & Design	0.170213		0.212766	0.468085	0.797872	0.191489	0.489362	0.382979	0.489362	0.329787	0.617021	0.510638	0.595745	0.426596	27	0.446809	0.680851	0.461702	26	0.468085
Biological & Agr Engineering	0.404255		0.574468	0.510638	0.223404	0.702128	0.191489	0.010638	0.127660	0.085106	0.042553	0.021277	0.936170	0.410638	29	0.404255	0.936170	0.563830	16	0.680851
Biological Engineering	0.574468		0.468085	0.319149	0.223404	0.531915	0.297872	0.234043	0.191489	0.085106	0.063830	0.170213	1.000000	0.345213	41	0.148936	0.787234	0.425532	32	0.340426
Biological Sciences	0.936170		0.957447	0.553191	0.851064	0.914894	0.957447	0.680851	0.819149	0.446809	0.872340	0.936170	0.287234	0.723404	5	0.914894	0.000000	0.644681	10	0.808511
Business	0.627660		0.446809	0.723404	0.223404	0.425532	1.000000	0.744681	1.000000	0.702128	1.000000	1.000000	0.829787	0.688830	11	0.787234	0.042553	0.531915	22	0.553191
Chemical & Materials Engineering	0.904255		0.829787	0.595745	0.638298	0.808511	0.680851	0.361702	0.425532	0.606383	0.297872	0.680851	0.978723	0.648404	15	0.702128	0.276596	0.614894	12	0.765957
Chemistry	0.659574		0.765957	0.340426	0.829787	0.893617	0.446809	0.638298	0.372340	0.404255	0.829787	0.553191	0.659574	0.553723	19	0.617021	0.085106	0.465957	25	0.489362
Civil Engineering	0.904255		0.680851	0.404255	0.638298	0.574468	0.595745	0.829787	0.531915	0.851064	0.446809	0.808511	0.617021	0.572340	17	0.659574	0.234043	0.580851	14	0.723404
CLASS General Studies	0.148936		0.074468	0.042553	0.223404	0.053191	0.829787	0.042553	0.872340	0.085106	0.127660	0.893617	0.063830	0.189362	46	0.042553	0.957447	0.338298	38	0.212766
College of Law	0.819149		0.595745	0.914894	1.000000	0.127660	0.053191	1.000000	0.053191	1.000000	0.851064	0.787234	0.287234	0.697340	9	0.829787	0.021277	0.585106	13	0.744681
Computer Science	0.787234		0.744681	0.234043	0.691489	0.510638	0.744681	0.723404	0.372340	0.723404	0.468085	0.659574	0.212766	0.486170	25	0.489362	0.382979	0.517021	23	0.531915
Department of Movement Sciences	0.063830		0.340426	0.287234	0.744681	0.382979	0.914894	0.936170	0.851064	0.787234	0.893617	0.872340	0.404255	0.507979	22	0.553191	0.319149	0.385106	35	0.276596
Department of Statistics	0.382979		0.531915	0.372340	0.223404	0.361702	0.053191	0.574468	0.053191	0.744681	0.489362	0.042553	0.872340	0.407447	31	0.361702	0.617021	0.442553	28.5	0.414894
Dept of Curriculum & Instruction	0.446809		0.404255	0.446809	0.223404	0.340426	0.893617	0.787234	0.914894	0.893617	0.914894	0.617021	0.255319	0.529255	21	0.574468	0.255319	0.453191	27	0.446809
Electrical & Computer Engineering	0.861702		0.914894	0.787234	0.797872	0.659574	0.808511	0.872340	0.648936	0.936170	0.531915	0.978723	0.744681	0.807447	2	0.978723	0.212766	0.725532	7	0.872340
English	0.723404		0.510638	0.680851	0.914894	0.255319	0.553191	0.914894	0.744681	0.872340	0.957447	0.638298	0.765957	0.671277	12	0.765957	0.106383	0.559574	17	0.659574
Family & Consumer Sciences	0.340426		0.106383	0.191489	0.223404	0.638298	0.851064	0.404255	0.957447	0.329787	0.680851	0.829787	0.361702	0.352128	40	0.170213	0.595745	0.331915	40	0.170213
Food Science	0.542553		0.872340	0.617021	0.531915	0.936170	0.170213	0.297872	0.148936	0.191489	0.191489	0.319149	0.723404	0.565957	18	0.638298	0.829787	0.676596	9	0.829787
Forest, Rangeland, & Fire Sciences	0.861702		1.000000	0.893617	0.223404	0.957447	0.702128	0.148936	0.723404	0.265957	0.553191	0.468085	0.148936	0.722340	6	0.893617	0.468085	0.759574	5	0.914894
Geography	0.510638		0.553191	0.287234	0.489362	0.765957	0.127660	0.510638	0.468085	0.510638	0.382979	0.127660	0.446809	0.402660	32	0.340426	0.425532	0.400000	34	0.297872
Geological Sciences	0.744681		0.489362	0.170213	0.585106	0.723404	0.212766	0.659574	0.297872	0.446809	0.404255	0.148936	0.191489	0.340957	42	0.127660	0.340426	0.314894	42	0.127660
Hampton School of Music	0.361702		0.702128	1.000000	0.223404	0.319149	0.638298	0.425532	0.510638	0.553191	0.765957	0.489362	0.382979	0.705851	8	0.851064	0.170213	0.548936	20.5	0.585106
History	0.425532		0.319149	0.425532	0.489362	0.276596	0.319149	0.276596	0.446809	0.234043	0.659574	0.223404	0.500000	0.384043	34	0.297872	0.574468	0.406383	33	0.319149
Interior Design	0.021277		0.021277	0.212766	0.223404	0.053191	0.276596	0.010638	0.223404	0.085106	0.106383	0.191489	0.063830	0.140426	47	0.021277	0.872340	0.276596	45	0.063830
Journalism and Mass Media	0.276596		0.148936	0.372340	0.223404	0.234043	0.872340	0.127660	0.936170	0.085106	0.595745	0.744681	0.319149	0.367021	38	0.212766	0.553191	0.327660	41	0.148936
Landscape Architecture	0.191489		0.276596	0.255319	0.893617	0.680851	0.148936	0.595745	0.170213	0.659574	0.148936	0.297872	0.659574	0.357447	39	0.191489	0.765957	0.363830	36	0.255319
Leadership and Counseling	0.042553		0.042553	0.021277	0.223404	0.212766	0.053191	0.957447	0.053191	0.978723	0.510638	0.340426	0.531915	0.209043	45	0.063830	0.404255	0.161702	48	0.000000
Martin Institute for Peace Studies	0.106383		0.000000	0.638298	0.223404	0.053191	0.468085	0.085106	0.595745	0.085106	0.085106	0.595745	0.914894	0.378723	35	0.276596	0.914894	0.434043	30	0.382979
Mathematics	0.765957		0.425532	0.106383	0.553191	0.617021	0.382979	0.446809	0.574468	0.680851	0.936170	0.265957	0.957447	0.393085	33	0.319149	0.127660	0.351064	37	0.234043
Mechanical Engineering	1.000000		0.659574	0.702128	0.638298	0.595745	0.978723	0.702128	0.819149	0.765957	0.744681	0.957447	0.851064	0.730319	4	0.936170	0.148936	0.712766	8	0.851064
Modern Languages and Cultures	0.297872		0.191489	0.574468	0.223404	0.148936	0.404255	0.170213	0.617021	0.085106	0.723404	0.223404	0.797872	0.409043	30	0.382979	0.744681	0.474468	24	0.510638
Natural Resources and Society	0.468085		0.851064	0.957447	0.957447	0.829787	0.723404	0.978723	0.765957	0.957447	0.340426	0.765957	0.659574	0.854255	1	1.000000	0.638298	0.785106	3	0.957447
Natural Resources Expt Station	0.234043		0.723404	0.765957	0.936170	0.978723	0.053191	0.893617	0.053191	0.914894	0.255319	0.361702	0.340426	0.652128	14	0.723404	0.063830	0.427660	31	0.361702
Physics	0.595745		0.638298	0.127660	0.691489	0.744681	0.255319	0.468085	0.223404	0.372340	0.638298	0.404255	0.170213	0.370745	36	0.255319	0.297872	0.336170	39	0.191489
Plant,Soil & Entomological Sciences	0.957447		0.936170	0.978723	0.744681	1.000000	0.234043	0.808511	0.276596	0.638298	0.574468	0.446809	0.702128	0.801064	3	0.957447	0.702128	0.880851	1	1.000000
Politics and Philosophy	0.127660		0.127660	0.148936	0.489362	0.297872	0.531915	0.340426	0.702128	0.510638	0.787234	0.531915	0.574468	0.315957	43	0.106383	0.446809	0.212766	47	0.021277
Psychology & Communication Studies	0.691489		0.234043	0.085106	0.223404	0.489362	0.936170	0.489362	0.978723	0.606383	0.978723	0.914894	0.234043	0.369149	37	0.234043	0.191489	0.312766	43	0.106383
Sociology & Anthropology	0.542553		0.361702	0.744681	0.223404	0.404255	0.787234	0.553191	0.893617	0.574468	0.808511	0.851064	0.446809	0.610106	16	0.680851	0.361702	0.557447	18.5	0.627660
Theatre Arts and Film	0.085106		0.255319	0.829787	0.872340	0.170213	0.340426	0.617021	0.255319	0.372340	0.319149	0.265957	0.063830	0.505319	23	0.531915	0.531915	0.442553	28.5	0.414894
UWP - Bioinfo & Computational Biol	0.255319		0.808511	0.489362	0.744681	0.053191	0.053191	0.531915	0.053191	0.265957	0.000000	0.085106	0.063830	0.425532	28	0.425532	0.978723	0.557447	18.5	0.627660
UWP - Bldg Sustainable Communities	0.000000		0.074468	0.063830	0.223404	0.446809	0.053191	0.191489	0.053191	0.510638	0.021277	0.000000	0.063830	0.115426	48	0.000000	1.000000	0.300000	44	0.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Academic Programs
Mission Fulfillment

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounting	64.44%	29	20.00%	9	15.56%	7	0.744444	33	0.319149
Agr Economics & Rural Sociology	79.07%	34	16.28%	7	4.65%	2	0.872093	18.5	0.627660
Agricultural & Extension Education	80.49%	33	17.07%	7	2.44%	1	0.890244	15.5	0.691489
Animal & Veterinary Science	93.02%	40	6.98%	3	0.00%	0	0.965116	2	0.978723
Architecture	68.29%	28	24.39%	10	7.32%	3	0.804878	25	0.489362
Art & Design	57.78%	26	20.00%	9	22.22%	10	0.677778	40	0.170213
Biological & Agr Engineering	69.77%	30	16.28%	7	13.95%	6	0.779070	29	0.404255
Biological Engineering	70.45%	31	25.00%	11	4.55%	2	0.829545	21	0.574468
Biological Sciences	91.11%	41	6.67%	3	2.22%	1	0.944444	4	0.936170
Business	76.74%	33	20.93%	9	2.33%	1	0.872093	18.5	0.627660
Chemical & Materials Engineering	88.37%	38	11.63%	5	0.00%	0	0.941860	5.5	0.904255
Chemistry	77.27%	34	20.45%	9	2.27%	1	0.875000	17	0.659574
Civil Engineering	93.02%	40	2.33%	1	4.65%	2	0.941860	5.5	0.904255
CLASS General Studies	51.16%	22	32.56%	14	16.28%	7	0.674419	41	0.148936
College of Law	83.72%	36	16.28%	7	0.00%	0	0.918605	9.5	0.819149
Computer Science	85.11%	40	12.77%	6	2.13%	1	0.914894	11	0.787234
Department of Movement Sciences	46.51%	20	30.23%	13	23.26%	10	0.616279	45	0.063830
Department of Statistics	58.14%	25	37.21%	16	4.65%	2	0.767442	30	0.382979
Dept of Curriculum & Instruction	61.90%	26	35.71%	15	2.38%	1	0.797619	27	0.446809
Electrical & Computer Engineering	84.44%	38	15.56%	7	0.00%	0	0.922222	7.5	0.861702
English	78.26%	36	21.74%	10	0.00%	0	0.891304	14	0.723404
Family & Consumer Sciences	60.87%	28	28.26%	13	10.87%	5	0.750000	32	0.340426
Food Science	71.74%	33	19.57%	9	8.70%	4	0.815217	22.5	0.542553
Forest, Rangeland, & Fire Sciences	86.67%	39	11.11%	5	2.22%	1	0.922222	7.5	0.861702
Geography	72.09%	31	18.60%	8	9.30%	4	0.813953	24	0.510638
Geological Sciences	81.82%	36	15.91%	7	2.27%	1	0.897727	13	0.744681
Hampton School of Music	58.14%	25	34.88%	15	6.98%	3	0.755814	31	0.361702
History	65.85%	27	26.83%	11	7.32%	3	0.792683	28	0.425532
Interior Design	38.64%	17	36.36%	16	25.00%	11	0.568182	47	0.021277
Journalism and Mass Media	56.10%	23	31.71%	13	12.20%	5	0.719512	35	0.276596
Landscape Architecture	46.15%	18	43.59%	17	10.26%	4	0.679487	39	0.191489
Leadership and Counseling	28.57%	12	59.52%	25	11.90%	5	0.583333	46	0.042553
Martin Institute for Peace Studies	44.19%	19	41.86%	18	13.95%	6	0.651163	43	0.106383
Mathematics	85.71%	36	9.52%	4	4.76%	2	0.904762	12	0.765957
Mechanical Engineering	93.33%	42	6.67%	3	0.00%	0	0.966667	1	1.000000
Modern Languages and Cultures	60.42%	29	25.00%	12	14.58%	7	0.729167	34	0.297872
Natural Resources and Society	69.77%	30	20.93%	9	9.30%	4	0.802326	26	0.468085
Natural Resources Expt Station	47.62%	20	42.86%	18	9.52%	4	0.690476	37	0.234043
Physics	78.72%	37	14.89%	7	6.38%	3	0.861702	20	0.595745
Plant, Soil & Entomological Sciences	90.48%	38	9.52%	4	0.00%	0	0.952381	3	0.957447
Politics and Philosophy	52.38%	22	28.57%	12	19.05%	8	0.666667	42	0.127660
Psychology & Communication Studies	80.49%	33	17.07%	7	2.44%	1	0.890244	15.5	0.691489
Sociology & Anthropology	69.57%	32	23.91%	11	6.52%	3	0.815217	22.5	0.542553
Theatre Arts and Film	47.83%	22	28.26%	13	23.91%	11	0.619565	44	0.085106
UWP - Bioinfo & Computational Biol	57.14%	24	26.19%	11	16.67%	7	0.702381	36	0.255319
UWP - Bldg Sustainable Communities	20.45%	9	31.82%	14	47.73%	21	0.363636	48	0.000000
Virtual Technology and Design	52.50%	21	32.50%	13	15.00%	6	0.687500	38	0.212766
Wildlife Resources	86.05%	37	11.63%	5	2.33%	1	0.918605	9.5	0.819149

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Academic Programs
Narrative #1 Strategic Plan

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounting	10.17%	6	35.59%	21	54.24%	32	0.279661	40	0.170213
Agr Economics & Rural Sociology	57.97%	40	34.78%	24	7.25%	5	0.753623	6	0.893617
Agricultural & Extension Education	27.12%	16	30.51%	18	42.37%	25	0.423729	30	0.382979
Animal & Veterinary Science	50.77%	33	38.46%	25	10.77%	7	0.700000	11	0.787234
Architecture	14.29%	8	41.07%	23	44.64%	25	0.348214	34	0.297872
Art & Design	15.71%	11	27.14%	19	57.14%	40	0.292857	38	0.212766
Biological & Agr Engineering	34.33%	23	49.25%	33	16.42%	11	0.589552	21	0.574468
Biological Engineering	30.30%	20	42.42%	28	27.27%	18	0.515152	26	0.468085
Biological Sciences	64.38%	47	30.14%	22	5.48%	4	0.794521	3	0.957447
Business	26.09%	18	44.93%	31	28.99%	20	0.485507	27	0.446809
Chemical & Materials Engineering	54.17%	39	34.72%	25	11.11%	8	0.715278	9	0.829787
Chemistry	48.39%	30	37.10%	23	14.52%	9	0.669355	12	0.765957
Civil Engineering	40.85%	29	45.07%	32	14.08%	10	0.633803	16	0.680851
CLASS General Studies	10.61%	7	22.73%	15	66.67%	44	0.219697	44.5	0.074468
College of Law	40.00%	30	40.00%	30	20.00%	15	0.600000	20	0.595745
Computer Science	48.68%	37	34.21%	26	17.11%	13	0.657895	13	0.744681
Department of Movement Sciences	18.57%	13	40.00%	28	41.43%	29	0.385714	32	0.340426
Department of Statistics	38.57%	27	38.57%	27	22.86%	16	0.578571	23	0.531915
Dept of Curriculum & Instruction	28.57%	18	30.16%	19	41.27%	26	0.436508	29	0.404255
Electrical & Computer Engineering	55.56%	35	39.68%	25	4.76%	3	0.753968	5	0.914894
English	37.68%	26	39.13%	27	23.19%	16	0.572464	24	0.510638
Family & Consumer Sciences	8.06%	5	33.87%	21	58.06%	36	0.250000	43	0.106383
Food Science	59.42%	41	28.99%	20	11.59%	8	0.739130	7	0.872340
Forest, Rangeland, & Fire Sciences	81.82%	63	14.29%	11	3.90%	3	0.889610	1	1.000000
Geography	32.86%	23	51.43%	36	15.71%	11	0.585714	22	0.553191
Geological Sciences	36.62%	26	40.85%	29	22.54%	16	0.570423	25	0.489362
Hampton School of Music	47.14%	33	35.71%	25	17.14%	12	0.650000	15	0.702128
History	14.49%	10	46.38%	32	39.13%	27	0.376812	33	0.319149
Interior Design	4.35%	3	21.74%	15	73.91%	51	0.152174	47	0.021277
Journalism and Mass Media	17.14%	12	18.57%	13	64.29%	45	0.264286	41	0.148936
Landscape Architecture	8.70%	6	52.17%	36	39.13%	27	0.347826	35	0.276596
Leadership and Counseling	4.69%	3	25.00%	16	70.31%	45	0.171875	46	0.042553
Martin Institute for Peace Studies	4.23%	3	19.72%	14	76.06%	54	0.140845	48	0.000000
Mathematics	26.15%	17	41.54%	27	32.31%	21	0.469231	28	0.425532
Mechanical Engineering	44.26%	27	36.07%	22	19.67%	12	0.622951	17	0.659574
Modern Languages and Cultures	16.42%	11	23.88%	16	59.70%	40	0.283582	39	0.191489
Natural Resources and Society	63.49%	40	20.63%	13	15.87%	10	0.738095	8	0.851064
Natural Resources Expt Station	50.00%	31	30.65%	19	19.35%	12	0.653226	14	0.723404
Physics	36.11%	26	50.00%	36	13.89%	10	0.611111	18	0.638298
Plant, Soil & Entomological Sciences	69.57%	48	18.84%	13	11.59%	8	0.789855	4	0.936170
Politics and Philosophy	9.86%	7	30.99%	22	59.15%	42	0.253521	42	0.127660
Psychology & Communication Studies	10.14%	7	44.93%	31	44.93%	31	0.326087	37	0.234043
Sociology & Anthropology	22.06%	15	33.82%	23	44.12%	30	0.389706	31	0.361702
Theatre Arts and Film	18.42%	14	31.58%	24	50.00%	38	0.342105	36	0.255319
UWP - Bioinfo & Computational Biol	56.58%	43	27.63%	21	15.79%	12	0.703947	10	0.808511
UWP - Bldg Sustainable Communities	13.64%	9	16.67%	11	69.70%	46	0.219697	44.5	0.074468
Virtual Technology and Design	44.44%	32	31.94%	23	23.61%	17	0.604167	19	0.617021
Wildlife Resources	63.77%	44	33.33%	23	2.90%	2	0.804348	2	0.978723

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Narrative #2 Strategic Plan

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounting	8.47%	5	32.20%	19	59.32%	35	0.245763	48	0.000000
Agr Economics & Rural Sociology	63.77%	44	26.09%	18	10.14%	7	0.768116	4	0.936170
Agricultural & Extension Education	47.46%	28	32.20%	19	20.34%	12	0.635593	10	0.808511
Animal & Veterinary Science	53.85%	35	30.77%	20	15.38%	10	0.692308	7	0.872340
Architecture	26.79%	15	46.43%	26	26.79%	15	0.500000	23	0.531915
Art & Design	30.00%	21	31.43%	22	38.57%	27	0.457143	26	0.468085
Biological & Agr Engineering	29.85%	20	37.31%	25	32.84%	22	0.485075	24	0.510638
Biological Engineering	19.70%	13	45.45%	30	34.85%	23	0.424242	33	0.319149
Biological Sciences	28.77%	21	43.84%	32	27.40%	20	0.506849	22	0.553191
Business	39.13%	27	36.23%	25	24.64%	17	0.572464	14	0.723404
Chemical & Materials Engineering	30.56%	22	43.06%	31	26.39%	19	0.520833	20	0.595745
Chemistry	25.81%	16	33.87%	21	40.32%	25	0.427419	32	0.340426
Civil Engineering	19.72%	14	47.89%	34	32.39%	23	0.436620	29	0.404255
CLASS General Studies	13.64%	9	31.82%	21	54.55%	36	0.295455	46	0.042553
College of Law	61.33%	46	25.33%	19	13.33%	10	0.740000	5	0.914894
Computer Science	21.05%	16	38.16%	29	40.79%	31	0.401316	37	0.234043
Department of Movement Sciences	22.86%	16	38.57%	27	38.57%	27	0.421429	34.5	0.287234
Department of Statistics	24.29%	17	38.57%	27	37.14%	26	0.435714	30.5	0.372340
Dept of Curriculum & Instruction	38.10%	24	14.29%	9	47.62%	30	0.452381	27	0.446809
Electrical & Computer Engineering	42.86%	27	36.51%	23	20.63%	13	0.611111	11	0.787234
English	39.13%	27	34.78%	24	26.09%	18	0.565217	16	0.680851
Family & Consumer Sciences	19.35%	12	38.71%	24	41.94%	26	0.387097	39	0.191489
Food Science	28.99%	20	47.83%	33	23.19%	16	0.528986	19	0.617021
Forest, Rangeland, & Fire Sciences	51.95%	40	36.36%	28	11.69%	9	0.701299	6	0.893617
Geography	20.00%	14	44.29%	31	35.71%	25	0.421429	34.5	0.287234
Geological Sciences	18.31%	13	39.44%	28	42.25%	30	0.380282	40	0.170213
Hampton School of Music	72.86%	51	18.57%	13	8.57%	6	0.821429	1	1.000000
History	24.64%	17	40.58%	28	34.78%	24	0.449275	28	0.425532
Interior Design	24.64%	17	28.99%	20	46.38%	32	0.391304	38	0.212766
Journalism and Mass Media	28.57%	20	30.00%	21	41.43%	29	0.435714	30.5	0.372340
Landscape Architecture	21.74%	15	37.68%	26	40.58%	28	0.405797	36	0.255319
Leadership and Counseling	12.50%	8	25.00%	16	62.50%	40	0.250000	47	0.021277
Martin Institute for Peace Studies	43.66%	31	21.13%	15	35.21%	25	0.542254	18	0.638298
Mathematics	16.92%	11	35.38%	23	47.69%	31	0.346154	43	0.106383
Mechanical Engineering	37.70%	23	37.70%	23	24.59%	15	0.565574	15	0.702128
Modern Languages and Cultures	35.82%	24	31.34%	21	32.84%	22	0.514925	21	0.574468
Natural Resources and Society	66.67%	42	23.81%	15	9.52%	6	0.785714	3	0.957447
Natural Resources Expt Station	45.16%	28	30.65%	19	24.19%	15	0.604839	12	0.765957
Physics	15.28%	11	38.89%	28	45.83%	33	0.347222	42	0.127660
Plant, Soil & Entomological Sciences	69.57%	48	20.29%	14	10.14%	7	0.797101	2	0.978723
Politics and Philosophy	23.94%	17	22.54%	16	53.52%	38	0.352113	41	0.148936
Psychology & Communication Studies	24.64%	17	18.84%	13	56.52%	39	0.340580	44	0.085106
Sociology & Anthropology	42.65%	29	32.35%	22	25.00%	17	0.588235	13	0.744681
Theatre Arts and Film	51.32%	39	31.58%	24	17.11%	13	0.671053	9	0.829787
UWP - Bioinfo & Computational Biol	28.95%	22	38.16%	29	32.89%	25	0.480263	25	0.489362
UWP - Bldg Sustainable Communities	19.70%	13	24.24%	16	56.06%	37	0.318182	45	0.063830
Virtual Technology and Design	36.11%	26	37.50%	27	26.39%	19	0.548611	17	0.659574
Wildlife Resources	49.28%	34	36.23%	25	14.49%	10	0.673913	8	0.851064

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Terminal Degrees

Banner Department	Three Year Average	Rank	Normed Score
Accounting	0	37.5	0.223404
Agr Economics & Rural Sociology	0	37.5	0.223404
Agricultural & Extension Education	0	37.5	0.223404
Animal & Veterinary Science	2	20.5	0.585106
Architecture	26.333	2	0.978723
Art & Design	4	10.5	0.797872
Biological & Agr Engineering	0	37.5	0.223404
Biological Engineering	0	37.5	0.223404
Biological Sciences	5.333	8	0.851064
Business	0	37.5	0.223404
Chemical & Materials Engineering	2.667	18	0.638298
Chemistry	4.333	9	0.829787
Civil Engineering	2.667	18	0.638298
CLASS General Studies	0	37.5	0.223404
College of Law	114.667	1	1.000000
Computer Science	3	15.5	0.691489
Department of Movement Sciences	3.333	13	0.744681
Department of Statistics	0	37.5	0.223404
Dept of Curriculum & Instruction	0	37.5	0.223404
Electrical & Computer Engineering	4	10.5	0.797872
English	12	5	0.914894
Family & Consumer Sciences	0	37.5	0.223404
Food Science	1.5	23	0.531915
Forest, Rangeland, & Fire Sciences	0	37.5	0.223404
Geography	1	25	0.489362
Geological Sciences	2	20.5	0.585106
Hampton School of Music	0	37.5	0.223404
History	1	25	0.489362
Interior Design	0	37.5	0.223404
Journalism and Mass Media	0	37.5	0.223404
Landscape Architecture	10.667	6	0.893617
Leadership and Counseling	0	37.5	0.223404
Martin Institute for Peace Studies	0	37.5	0.223404
Mathematics	1.667	22	0.553191
Mechanical Engineering	2.667	18	0.638298
Modern Languages and Cultures	0	37.5	0.223404
Natural Resources and Society	20.667	3	0.957447
Natural Resources Expt Station	12.667	4	0.936170
Physics	3	15.5	0.691489
Plant, Soil & Entomological Sciences	3.333	13	0.744681
Politics and Philosophy	1	25	0.489362
Psychology & Communication Studies	0	37.5	0.223404
Sociology & Anthropology	0	37.5	0.223404
Theatre Arts and Film	6	7	0.872340
UWP - Bioinfo & Computational Biol	3.333	13	0.744681
UWP - Bldg Sustainable Communities	0	37.5	0.223404
Virtual Technology and Design	0	37.5	0.223404
Wildlife Resources	0	37.5	0.223404

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Research Expenditures

Banner Department	Sum of Total Research Expenditures	Rank	Normed Score
Accounting	-	45.5	0.053191
Agr Economics & Rural Sociology	1,902,561.45	7	0.872340
Agricultural & Extension Education	306,573.15	22	0.553191
Animal & Veterinary Science	1,664,788.80	8	0.851064
Architecture	-	45.5	0.053191
Art & Design	11,079.08	39	0.191489
Biological & Agr Engineering	702,385.06	15	0.702128
Biological Engineering	211,623.56	23	0.531915
Biological Sciences	2,463,979.79	5	0.914894
Business	78,144.19	28	0.425532
Chemical & Materials Engineering	1,345,129.19	10	0.808511
Chemistry	2,051,295.06	6	0.893617
Civil Engineering	345,124.62	21	0.574468
CLASS General Studies	-	45.5	0.053191
College of Law	2,148.43	42	0.127660
Computer Science	193,244.86	24	0.510638
Department of Movement Sciences	65,020.19	30	0.382979
Department of Statistics	57,815.40	31	0.361702
Dept of Curriculum & Instruction	35,513.51	32	0.340426
Electrical & Computer Engineering	600,084.11	17	0.659574
English	20,033.80	36	0.255319
Family & Consumer Sciences	418,480.09	18	0.638298
Food Science	2,487,750.50	4	0.936170
Forest, Rangeland, & Fire Sciences	2,578,311.34	3	0.957447
Geography	1,160,388.10	12	0.765957
Geological Sciences	858,303.73	14	0.723404
Hampton School of Music	31,732.78	33	0.319149
History	23,411.02	35	0.276596
Interior Design	-	45.5	0.053191
Journalism and Mass Media	19,967.82	37	0.234043
Landscape Architecture	624,176.65	16	0.680851
Leadership and Counseling	12,047.22	38	0.212766
Martin Institute for Peace Studies	-	45.5	0.053191
Mathematics	376,043.35	19	0.617021
Mechanical Engineering	370,058.57	20	0.595745
Modern Languages and Cultures	3,200.50	41	0.148936
Natural Resources and Society	1,546,207.23	9	0.829787
Natural Resources Expt Station	3,145,749.33	2	0.978723
Physics	974,032.83	13	0.744681
Plant, Soil & Entomological Sciences	13,841,545.42	1	1.000000
Politics and Philosophy	26,351.29	34	0.297872
Psychology & Communication Studies	185,072.40	25	0.489362
Sociology & Anthropology	72,246.27	29	0.404255
Theatre Arts and Film	9,850.25	40	0.170213
UWP - Bioinfo & Computational Biol	-	45.5	0.053191
UWP - Bldg Sustainable Communities	113,519.56	27	0.446809
Virtual Technology and Design	118,163.01	26	0.468085
Wildlife Resources	1,304,676.05	11	0.787234

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Undergraduate Majors

Banner Department	Three Year Average	Rank	Normed Score
Accounting	167.044	19	0.617021
Agr Economics & Rural Sociology	95.041	28	0.425532
Agricultural & Extension Education	83.963	31	0.361702
Animal & Veterinary Science	189	12	0.765957
Architecture	134.422	21	0.574468
Art & Design	106.911	25	0.489362
Biological & Agr Engineering	41.822	39	0.191489
Biological Engineering	58.556	34	0.297872
Biological Sciences	396.23	3	0.957447
Business	914.589	1	1.000000
Chemical & Materials Engineering	174.226	16	0.680851
Chemistry	100.807	27	0.446809
Civil Engineering	164.156	20	0.595745
CLASS General Studies	277.422	9	0.829787
College of Law	0	45.5	0.053191
Computer Science	183.189	13	0.744681
Department of Movement Sciences	339.722	5	0.914894
Department of Statistics	0	45.5	0.053191
Dept of Curriculum & Instruction	332.785	6	0.893617
Electrical & Computer Engineering	265.052	10	0.808511
English	131.248	22	0.553191
Family & Consumer Sciences	278.948	8	0.851064
Food Science	37.233	40	0.170213
Forest, Rangeland, & Fire Sciences	174.504	15	0.702128
Geography	22.663	42	0.127660
Geological Sciences	48.815	38	0.212766
Hampton School of Music	167.619	18	0.638298
History	71.881	33	0.319149
Interior Design	56.367	35	0.276596
Journalism and Mass Media	280.622	7	0.872340
Landscape Architecture	27.989	41	0.148936
Leadership and Counseling	0	45.5	0.053191
Martin Institute for Peace Studies	104.885	26	0.468085
Mathematics	86.807	30	0.382979
Mechanical Engineering	418.085	2	0.978723
Modern Languages and Cultures	92.259	29	0.404255
Natural Resources and Society	178.967	14	0.723404
Natural Resources Expt Station	0	45.5	0.053191
Physics	56.341	36	0.255319
Plant, Soil & Entomological Sciences	55.985	37	0.234043
Politics and Philosophy	118.126	23	0.531915
Psychology & Communication Studies	386.719	4	0.936170
Sociology & Anthropology	214.537	11	0.787234
Theatre Arts and Film	73.681	32	0.340426
UWP - Bioinfo & Computational Biol	0	45.5	0.053191
UWP - Bldg Sustainable Communities	0	45.5	0.053191
Virtual Technology and Design	117.822	24	0.510638
Wildlife Resources	170.4	17	0.659574

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Graduate/Professional Majors

Banner Department	Three Year Average	Rank	Normed Score
Accounting	28.482	12	0.765957
Agr Economics & Rural Sociology	5.567	36	0.255319
Agricultural & Extension Education	4.75	38	0.212766
Animal & Veterinary Science	10.333	33	0.319149
Architecture	39.077	8	0.851064
Art & Design	13.639	30	0.382979
Biological & Agr Engineering	0	47.5	0.010638
Biological Engineering	5	37	0.234043
Biological Sciences	20.798	16	0.680851
Business	22.849	13	0.744681
Chemical & Materials Engineering	13.528	31	0.361702
Chemistry	19.125	18	0.638298
Civil Engineering	38.417	9	0.829787
CLASS General Studies	0.188	46	0.042553
College of Law	341.698	1	1.000000
Computer Science	22.222	14	0.723404
Department of Movement Sciences	89.319	4	0.936170
Department of Statistics	17.097	21	0.574468
Dept of Curriculum & Instruction	30.347	11	0.787234
Electrical & Computer Engineering	41.208	7	0.872340
English	57.319	5	0.914894
Family & Consumer Sciences	14.222	29	0.404255
Food Science	8.417	34	0.297872
Forest, Rangeland, & Fire Sciences	0.755	41	0.148936
Geography	16.139	24	0.510638
Geological Sciences	19.75	17	0.659574
Hampton School of Music	14.331	28	0.425532
History	7.806	35	0.276596
Interior Design	0	47.5	0.010638
Journalism and Mass Media	0.687	42	0.127660
Landscape Architecture	17.694	20	0.595745
Leadership and Counseling	92.483	3	0.957447
Martin Institute for Peace Studies	0.583	44	0.085106
Mathematics	14.361	27	0.446809
Mechanical Engineering	21.778	15	0.702128
Modern Languages and Cultures	1.841	40	0.170213
Natural Resources and Society	128.116	2	0.978723
Natural Resources Expt Station	50.509	6	0.893617
Physics	15.833	26	0.468085
Plant, Soil & Entomological Sciences	30.403	10	0.808511
Politics and Philosophy	11.145	32	0.340426
Psychology & Communication Studies	15.992	25	0.489362
Sociology & Anthropology	16.911	22	0.553191
Theatre Arts and Film	18.097	19	0.617021
UWP - Bioinfo & Computational Biol	16.792	23	0.531915
UWP - Bldg Sustainable Communities	4.538	39	0.191489
Virtual Technology and Design	0.396	45	0.063830
Wildlife Resources	0.646	43	0.106383

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Undergraduate Conferrals

Banner Department	Three Year Average	Rank	Normed Score
Accounting	53	11	0.787234
Agr Economics & Rural Sociology	21.667	32	0.340426
Agricultural & Extension Education	19.333	33	0.319149
Animal & Veterinary Science	42.667	16	0.680851
Architecture	32.667	22	0.553191
Art & Design	30.333	25	0.489362
Biological & Agr Engineering	7.333	42	0.127660
Biological Engineering	12.333	39	0.191489
Biological Sciences	77	9.5	0.819149
Business	277	1	1.000000
Chemical & Materials Engineering	26.333	28	0.425532
Chemistry	22	30.5	0.372340
Civil Engineering	31.333	23	0.531915
CLASS General Studies	79.667	7	0.872340
College of Law	0	45.5	0.053191
Computer Science	22	30.5	0.372340
Department of Movement Sciences	77.333	8	0.851064
Department of Statistics	0	45.5	0.053191
Dept of Curriculum & Instruction	91.667	5	0.914894
Electrical & Computer Engineering	40	17.5	0.648936
English	45.333	13	0.744681
Family & Consumer Sciences	98	3	0.957447
Food Science	8.667	41	0.148936
Forest, Rangeland, & Fire Sciences	44.667	14	0.723404
Geography	29.333	26	0.468085
Geological Sciences	17.333	34	0.297872
Hampton School of Music	31	24	0.510638
History	27.333	27	0.446809
Interior Design	12.667	37.5	0.223404
Journalism and Mass Media	92	4	0.936170
Landscape Architecture	10.667	40	0.170213
Leadership and Counseling	0	45.5	0.053191
Martin Institute for Peace Studies	38.667	20	0.595745
Mathematics	35.333	21	0.574468
Mechanical Engineering	77	9.5	0.819149
Modern Languages and Cultures	39	19	0.617021
Natural Resources and Society	47.333	12	0.765957
Natural Resources Expt Station	0	45.5	0.053191
Physics	12.667	37.5	0.223404
Plant, Soil & Entomological Sciences	16	35	0.276596
Politics and Philosophy	43	15	0.702128
Psychology & Communication Studies	142.667	2	0.978723
Sociology & Anthropology	87.333	6	0.893617
Theatre Arts and Film	15.667	36	0.255319
UWP - Bioinfo & Computational Biol	0	45.5	0.053191
UWP - Bldg Sustainable Communities	0	45.5	0.053191
Virtual Technology and Design	22.667	29	0.404255
Wildlife Resources	40	17.5	0.648936

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Graduate/Professional Conferrals

Banner Department	Three Year Average	Rank	Normed Score
Accounting	25.667	10	0.808511
Agr Economics & Rural Sociology	5	34	0.297872
Agricultural & Extension Education	2.667	38	0.212766
Animal & Veterinary Science	6.667	27	0.446809
Architecture	26.667	9	0.829787
Art & Design	5.333	32.5	0.329787
Biological & Agr Engineering	0	44	0.085106
Biological Engineering	0	44	0.085106
Biological Sciences	6.667	27	0.446809
Business	12.667	15	0.702128
Chemical & Materials Engineering	8.333	19.5	0.606383
Chemistry	6.333	29	0.404255
Civil Engineering	30	8	0.851064
CLASS General Studies	0	44	0.085106
College of Law	114.667	1	1.000000
Computer Science	15	14	0.723404
Department of Movement Sciences	25.333	11	0.787234
Department of Statistics	15.333	13	0.744681
Dept of Curriculum & Instruction	32.333	6	0.893617
Electrical & Computer Engineering	41.667	4	0.936170
English	31	7	0.872340
Family & Consumer Sciences	5.333	32.5	0.329787
Food Science	2.333	39	0.191489
Forest, Rangeland, & Fire Sciences	4.333	35.5	0.265957
Geography	7	24	0.510638
Geological Sciences	6.667	27	0.446809
Hampton School of Music	7.333	22	0.553191
History	3	37	0.234043
Interior Design	0	44	0.085106
Journalism and Mass Media	0	44	0.085106
Landscape Architecture	10.667	17	0.659574
Leadership and Counseling	112.667	2	0.978723
Martin Institute for Peace Studies	0	44	0.085106
Mathematics	11.333	16	0.680851
Mechanical Engineering	17.667	12	0.765957
Modern Languages and Cultures	0	44	0.085106
Natural Resources and Society	76.333	3	0.957447
Natural Resources Expt Station	33.333	5	0.914894
Physics	6	30.5	0.372340
Plant, Soil & Entomological Sciences	10	18	0.638298
Politics and Philosophy	7	24	0.510638
Psychology & Communication Studies	8.333	19.5	0.606383
Sociology & Anthropology	8	21	0.574468
Theatre Arts and Film	6	30.5	0.372340
UWP - Bioinfo & Computational Biol	4.333	35.5	0.265957
UWP - Bldg Sustainable Communities	7	24	0.510638
Virtual Technology and Design	0	44	0.085106
Wildlife Resources	0	44	0.085106

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Student Credit Hours

Banner Department	Three Year Average	Rank	Normed Score
Accounting	6522	15	0.702128
Agr Economics & Rural Sociology	1706	38	0.212766
Agricultural & Extension Education	1120	40	0.170213
Animal & Veterinary Science	3229	31	0.361702
Architecture	3930	28	0.425532
Art & Design	5724	19	0.617021
Biological & Agr Engineering	557	46	0.042553
Biological Engineering	673	45	0.063830
Biological Sciences	11888	7	0.872340
Business	21371	1	1.000000
Chemical & Materials Engineering	2978	34	0.297872
Chemistry	9415	9	0.829787
Civil Engineering	4068	27	0.446809
CLASS General Studies	828	42	0.127660
College of Law	10085	8	0.851064
Computer Science	4119	26	0.468085
Department of Movement Sciences	14165	6	0.893617
Department of Statistics	4129	25	0.489362
Dept of Curriculum & Instruction	14807	5	0.914894
Electrical & Computer Engineering	4548	23	0.531915
English	18922	3	0.957447
Family & Consumer Sciences	6476	16	0.680851
Food Science	1475	39	0.191489
Forest, Rangeland, & Fire Sciences	4559	22	0.553191
Geography	3371	30	0.382979
Geological Sciences	3727	29	0.404255
Hampton School of Music	7142	12	0.765957
History	6379	17	0.659574
Interior Design	805	43	0.106383
Journalism and Mass Media	5186	20	0.595745
Landscape Architecture	1106	41	0.148936
Leadership and Counseling	4183	24	0.510638
Martin Institute for Peace Studies	714	44	0.085106
Mathematics	17864	4	0.936170
Mechanical Engineering	6804	13	0.744681
Modern Languages and Cultures	6660	14	0.723404
Natural Resources and Society	3112	32	0.340426
Natural Resources Expt Station	1868	36	0.255319
Physics	6106	18	0.638298
Plant, Soil & Entomological Sciences	5021	21	0.574468
Politics and Philosophy	7410	11	0.787234
Psychology & Communication Studies	21060	2	0.978723
Sociology & Anthropology	8951	10	0.808511
Theatre Arts and Film	3009	33	0.319149
UWP - Bioinfo & Computational Biol	6	48	0.000000
UWP - Bldg Sustainable Communities	41	47	0.021277
Virtual Technology and Design	1715	37	0.234043
Wildlife Resources	2375	35	0.276596

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Underrepresented Student Enrollment

Banner Department	Three Year Average	Rank	Normed Score
Accounting	59	14	0.723404
Agr Economics & Rural Sociology	8	44	0.085106
Agricultural & Extension Education	8	44	0.085106
Animal & Veterinary Science	37.667	21	0.574468
Architecture	57.333	15	0.702128
Art & Design	26.667	24	0.510638
Biological & Agr Engineering	1.667	47	0.021277
Biological Engineering	14.333	40	0.170213
Biological Sciences	105	4	0.936170
Business	248.333	1	1.000000
Chemical & Materials Engineering	52.333	16	0.680851
Chemistry	37	22	0.553191
Civil Engineering	71.667	10	0.808511
CLASS General Studies	100.333	6	0.893617
College of Law	67	11	0.787234
Computer Science	52	17	0.659574
Department of Movement Sciences	98.333	7	0.872340
Department of Statistics	6	46	0.042553
Dept of Curriculum & Instruction	46.333	19	0.617021
Electrical & Computer Engineering	123.333	2	0.978723
English	48.333	18	0.638298
Family & Consumer Sciences	76	9	0.829787
Food Science	18	33	0.319149
Forest, Rangeland, & Fire Sciences	25.667	26	0.468085
Geography	8.333	42	0.127660
Geological Sciences	10	41	0.148936
Hampton School of Music	26.333	25	0.489362
History	15.333	37.5	0.223404
Interior Design	15	39	0.191489
Journalism and Mass Media	59.667	13	0.744681
Landscape Architecture	16.667	34	0.297872
Leadership and Counseling	19.667	32	0.340426
Martin Institute for Peace Studies	38.333	20	0.595745
Mathematics	15.667	35.5	0.265957
Mechanical Engineering	105.667	3	0.957447
Modern Languages and Cultures	15.333	37.5	0.223404
Natural Resources and Society	61.333	12	0.765957
Natural Resources Expt Station	20	31	0.361702
Physics	23.667	29	0.404255
Plant, Soil & Entomological Sciences	24.667	27	0.446809
Politics and Philosophy	30	23	0.531915
Psychology & Communication Studies	103.333	5	0.914894
Sociology & Anthropology	76.333	8	0.851064
Theatre Arts and Film	15.667	35.5	0.265957
UWP - Bioinfo & Computational Biol	8	44	0.085106
UWP - Bldg Sustainable Communities	1	48	0.000000
Virtual Technology and Design	24.333	28	0.425532
Wildlife Resources	23	30	0.382979

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Multicultural Faculty and Staff

Banner Department	% Multicultural Faculty and Staff	Rank	Normed Score
Accounting	0.00%	45	0.063830
Agr Economics & Rural Sociology	13.33%	27	0.446809
Agricultural & Extension Education	0.00%	45	0.063830
Animal & Veterinary Science	16.13%	22	0.553191
Architecture	31.58%	6	0.893617
Art & Design	17.65%	20	0.595745
Biological & Agr Engineering	35.71%	4	0.936170
Biological Engineering	61.90%	1	1.000000
Biological Sciences	9.72%	34.5	0.287234
Business	29.41%	9	0.829787
Chemical & Materials Engineering	58.06%	2	0.978723
Chemistry	22.22%	17	0.659574
Civil Engineering	20.00%	19	0.617021
CLASS General Studies	0.00%	45	0.063830
College of Law	9.72%	34.5	0.287234
Computer Science	8.70%	38	0.212766
Department of Movement Sciences	12.90%	29	0.404255
Department of Statistics	30.77%	7	0.872340
Dept of Curriculum & Instruction	9.52%	36	0.255319
Electrical & Computer Engineering	26.92%	13	0.744681
English	27.27%	12	0.765957
Family & Consumer Sciences	10.71%	31	0.361702
Food Science	25.93%	14	0.723404
Forest, Rangeland, & Fire Sciences	2.56%	41	0.148936
Geography	13.33%	27	0.446809
Geological Sciences	5.26%	39	0.191489
Hampton School of Music	12.00%	30	0.382979
History	14.29%	24.5	0.500000
Interior Design	0.00%	45	0.063830
Journalism and Mass Media	10.00%	33	0.319149
Landscape Architecture	22.22%	17	0.659574
Leadership and Counseling	15.00%	23	0.531915
Martin Institute for Peace Studies	33.33%	5	0.914894
Mathematics	50.00%	3	0.957447
Mechanical Engineering	30.30%	8	0.851064
Modern Languages and Cultures	27.78%	10.5	0.797872
Natural Resources and Society	22.22%	17	0.659574
Natural Resources Expt Station	10.53%	32	0.340426
Physics	4.00%	40	0.170213
Plant, Soil & Entomological Sciences	24.64%	15	0.702128
Politics and Philosophy	16.67%	21	0.574468
Psychology & Communication Studies	9.38%	37	0.234043
Sociology & Anthropology	13.33%	27	0.446809
Theatre Arts and Film	0.00%	45	0.063830
UWP - Bioinfo & Computational Biol	0.00%	45	0.063830
UWP - Bldg Sustainable Communities	0.00%	45	0.063830
Virtual Technology and Design	14.29%	24.5	0.500000
Wildlife Resources	27.78%	10.5	0.797872

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Academic Programs
 Institutional Investment

Banner Department	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Accounting	\$ 767,350.00	25	0.489362
Agr Economics & Rural Sociology	\$ 319,202.00	10	0.808511
Agricultural & Extension Education	\$ 263,030.00	8	0.851064
Animal & Veterinary Science	\$ 461,791.00	14	0.723404
Architecture	\$ 724,323.00	24	0.510638
Art & Design	\$ 550,954.00	16	0.680851
Biological & Agr Engineering	\$ 141,428.00	4	0.936170
Biological Engineering	\$ 341,610.00	11	0.787234
Biological Sciences	\$ 3,209,060.00	48	0.000000
Business	\$ 2,733,242.00	46	0.042553
Chemical & Materials Engineering	\$ 1,236,978.00	35	0.276596
Chemistry	\$ 1,952,277.00	44	0.085106
Civil Engineering	\$ 1,324,018.00	37	0.234043
CLASS General Studies	\$ 129,979.00	3	0.957447
College of Law	\$ 2,996,489.00	47	0.021277
Computer Science	\$ 1,015,871.00	30	0.382979
Department of Movement Sciences	\$ 1,060,426.00	33	0.319149
Department of Statistics	\$ 623,636.00	19	0.617021
Dept of Curriculum & Instruction	\$ 1,323,553.00	36	0.255319
Electrical & Computer Engineering	\$ 1,430,735.00	38	0.212766
English	\$ 1,886,724.00	43	0.106383
Family & Consumer Sciences	\$ 653,651.00	20	0.595745
Food Science	\$ 288,895.00	9	0.829787
Forest, Rangeland, & Fire Sciences	\$ 876,840.00	26	0.468085
Geography	\$ 940,467.00	28	0.425532
Geological Sciences	\$ 1,046,888.00	32	0.340426
Hampton School of Music	\$ 1,574,771.00	40	0.170213
History	\$ 678,500.00	21	0.574468
Interior Design	\$ 239,364.00	7	0.872340
Journalism and Mass Media	\$ 682,444.00	22	0.553191
Landscape Architecture	\$ 361,814.00	12	0.765957
Leadership and Counseling	\$ 948,795.00	29	0.404255
Martin Institute for Peace Studies	\$ 152,386.00	5	0.914894
Mathematics	\$ 1,670,629.00	42	0.127660
Mechanical Engineering	\$ 1,578,036.00	41	0.148936
Modern Languages and Cultures	\$ 454,903.00	13	0.744681
Natural Resources and Society	\$ 613,625.00	18	0.638298
Natural Resources Expt Station	\$ 2,169,979.00	45	0.063830
Physics	\$ 1,165,928.00	34	0.297872
Plant, Soil & Entomological Sciences	\$ 543,584.00	15	0.702128
Politics and Philosophy	\$ 898,240.00	27	0.446809
Psychology & Communication Studies	\$ 1,476,270.00	39	0.191489
Sociology & Anthropology	\$ 1,021,579.00	31	0.361702
Theatre Arts and Film	\$ 721,397.00	23	0.531915
UWP - Bioinfo & Computational Biol	\$ 72,303.00	2	0.978723
UWP - Bldg Sustainable Communities	\$ 41,026.00	1	1.000000
Virtual Technology and Design	\$ 233,233.00	6	0.893617
Wildlife Resources	\$ 602,669.00	17	0.659574

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Student/Faculty Service Departments
 Summary

	20%	50%	30%			
Banner Department	Normed Mission Fulfillment Score	Normed Strategic Plan Contribution Score	Normed Institutional Investment	Overall Raw Score	Overall Rank SFS Departments	Normed Score SFS Departments
Academic Advising	0.916667	0.805556	0.750000	0.811111	2	0.972222
Academic Support Programs	0.861111	1.000000	0.527778	0.830556	1	1.000000
Campus Recreation	0.361111	0.500000	1.000000	0.622222	9	0.777778
Career Center	0.527778	0.722222	0.222222	0.533333	22	0.416667
College of Education-Off Campus	0.694444	0.694444	0.250000	0.561111	18	0.527778
College of Graduate Studies	0.972222	0.861111	0.027778	0.633333	8	0.805556
Counseling & Testing Center	0.611111	0.888889	0.166667	0.616667	11	0.722222
Dean of Students	0.722222	0.777778	0.194444	0.591667	14	0.638889
Distance Education	0.888889	0.611111	0.777778	0.716667	4	0.916667
Engineering Outreach	0.944444	0.638889	0.305556	0.600000	13	0.666667
Honors Programs	0.833333	0.583333	0.472222	0.600000	12	0.694444
Idaho Commons	0.444444	0.444444	0.361111	0.419444	23	0.388889
International Programs (IPO)	0.805556	0.916667	0.333333	0.719444	3	0.944444
Law Library	0.666667	0.388889	0.000000	0.327778	27	0.277778
Men's Basketball	0.305556	0.305556	0.277778	0.297222	31	0.166667
Men's Football	0.250000	0.250000	0.055556	0.191667	37	0.000000
Men's Golf	0.111111	0.013889	0.861111	0.287500	33	0.111111
Men's Tennis	0.000000	0.055556	0.902778	0.298611	30	0.194444
Men's Track	0.027778	0.111111	0.680556	0.265278	34	0.083333
Native American Student Center	0.583333	0.555556	0.500000	0.544444	21	0.444444
Office of Multicultural Affairs	0.555556	0.833333	0.555556	0.694444	6	0.861111
Officer Education-Army	0.638889	0.416667	0.944444	0.619444	10	0.750000
Officer Education-Navy	0.388889	0.361111	0.972222	0.550000	20	0.472222
Professional Golf Mgmt (PGM)	0.333333	0.333333	0.583333	0.408333	24	0.361111
Registrars Office	0.777778	0.750000	0.138889	0.572222	16	0.583333
Student Financial Aid	1.000000	0.944444	0.111111	0.705556	5	0.888889
UG Admissions-Recruitment	0.750000	0.972222	0.083333	0.661111	7	0.833333
Vice Provost for Faculty	0.416667	0.472222	0.833333	0.569444	17	0.555556
ViceProvost for AcademicInitiatives	0.500000	0.666667	0.416667	0.558333	19	0.500000
Women's Basketball	0.277778	0.277778	0.388889	0.311111	28.5	0.236111
Women's Center	0.472222	0.527778	0.722222	0.575000	15	0.611111
Women's Golf	0.055556	0.013889	0.805556	0.259722	35	0.055556
Women's Soccer	0.083333	0.166667	0.638889	0.291667	32	0.138889
Women's Swimming	0.152778	0.194444	0.611111	0.311111	28.5	0.236111
Women's Tennis	0.152778	0.083333	0.902778	0.343056	26	0.305556
Women's Track	0.222222	0.222222	0.680556	0.359722	25	0.333333
Women's Volleyball	0.194444	0.138889	0.444444	0.241667	36	0.027778

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Student/Faculty Service Departments
 Mission Fulfillment

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Academic Advising	43.18%	19	45.45%	20	11.36%	5	0.659091	4	0.916667
Academic Support Programs	34.09%	15	59.09%	26	6.82%	3	0.636364	6	0.861111
Campus Recreation	10.26%	4	33.33%	13	56.41%	22	0.269231	24	0.361111
Career Center	14.63%	6	53.66%	22	31.71%	13	0.414634	18	0.527778
College of Education-Off Campus	28.57%	12	57.14%	24	14.29%	6	0.571429	12	0.694444
College of Graduate Studies	56.25%	27	27.08%	13	16.67%	8	0.697917	2	0.972222
Counseling & Testing Center	23.81%	10	52.38%	22	23.81%	10	0.500000	15	0.611111
Dean of Students	34.88%	15	51.16%	22	13.95%	6	0.604651	11	0.722222
Distance Education	42.86%	18	42.86%	18	14.29%	6	0.642857	5	0.888889
Engineering Outreach	48.84%	21	39.53%	17	11.63%	5	0.686047	3	0.944444
Honors Programs	40.48%	17	45.24%	19	14.29%	6	0.630952	7	0.833333
Idaho Commons	9.52%	4	52.38%	22	38.10%	16	0.357143	21	0.444444
International Programs (IPO)	32.56%	14	58.14%	25	9.30%	4	0.616279	8	0.805556
Law Library	20.00%	8	70.00%	28	10.00%	4	0.550000	13	0.666667
Men's Basketball	0.00%	-	20.93%	9	79.07%	34	0.104651	26	0.305556
Men's Football	2.27%	1	13.64%	6	84.09%	37	0.090909	28	0.250000
Men's Golf	0.00%	-	9.09%	4	90.91%	40	0.045455	33	0.111111
Men's Tennis	0.00%	-	0.00%	-	100.00%	44	0.000000	37	0.000000
Men's Track	0.00%	-	2.27%	1	97.73%	43	0.011364	36	0.027778
Native American Student Center	23.26%	10	48.84%	21	27.91%	12	0.476744	16	0.583333
Office of Multicultural Affairs	15.56%	7	62.22%	28	22.22%	10	0.466667	17	0.555556
Officer Education-Army	32.61%	15	41.30%	19	26.09%	12	0.532609	14	0.638889
Officer Education-Navy	18.18%	8	31.82%	14	50.00%	22	0.340909	23	0.388889
Professional Golf Mgmt (PGM)	11.90%	5	26.19%	11	61.90%	26	0.250000	25	0.333333
Registrars Office	43.18%	19	36.36%	16	20.45%	9	0.613636	9	0.777778
Student Financial Aid	52.38%	22	38.10%	16	9.52%	4	0.714286	1	1.000000
UG Admissions-Recruitment	40.48%	17	40.48%	17	19.05%	8	0.607143	10	0.750000
Vice Provost for Faculty	9.52%	4	50.00%	21	40.48%	17	0.345238	22	0.416667
ViceProvost for AcademicInitiatives	15.91%	7	43.18%	19	40.91%	18	0.375000	19	0.500000
Women's Basketball	0.00%	-	19.05%	8	80.95%	34	0.095238	27	0.277778
Women's Center	17.07%	7	39.02%	16	43.90%	18	0.365854	20	0.472222
Women's Golf	0.00%	-	4.44%	2	95.56%	43	0.022222	35	0.055556
Women's Soccer	0.00%	-	6.67%	3	93.33%	42	0.033333	34	0.083333
Women's Swimming	0.00%	-	10.87%	5	89.13%	41	0.054348	31.5	0.152778
Women's Tennis	0.00%	-	10.87%	5	89.13%	41	0.054348	31.5	0.152778
Women's Track	0.00%	-	17.07%	7	82.93%	34	0.085366	29	0.222222
Women's Volleyball	0.00%	-	13.64%	6	86.36%	38	0.068182	30	0.194444

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Student/Faculty Service Departments
 Strategic Plan Contribution

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Academic Advising	68.18%	30	22.73%	10	9.09%	4	0.795455	8	0.805556
Academic Support Programs	81.25%	39	18.75%	9	0.00%	-	0.906250	1	1.000000
Campus Recreation	26.67%	12	51.11%	23	22.22%	10	0.522222	19	0.500000
Career Center	58.14%	25	32.56%	14	9.30%	4	0.744186	11	0.722222
College of Education-Off Campus	46.51%	20	46.51%	20	6.98%	3	0.697674	12	0.694444
College of Graduate Studies	70.45%	31	20.45%	9	9.09%	4	0.806818	6	0.861111
Counseling & Testing Center	68.89%	31	24.44%	11	6.67%	3	0.811111	5	0.888889
Dean of Students	63.27%	31	26.53%	13	10.20%	5	0.765306	9	0.777778
Distance Education	45.65%	21	41.30%	19	13.04%	6	0.663043	15	0.611111
Engineering Outreach	47.37%	18	39.47%	15	13.16%	5	0.671053	14	0.638889
Honors Programs	45.65%	21	39.13%	18	15.22%	7	0.652174	16	0.583333
Idaho Commons	22.45%	11	48.98%	24	28.57%	14	0.469388	21	0.444444
International Programs (IPO)	70.73%	29	24.39%	10	4.88%	2	0.829268	4	0.916667
Law Library	21.28%	10	40.43%	19	38.30%	18	0.414894	23	0.388889
Men's Basketball	2.27%	1	40.91%	18	56.82%	25	0.227273	26	0.305556
Men's Football	4.44%	2	31.11%	14	64.44%	29	0.200000	28	0.250000
Men's Golf	0.00%	-	2.33%	1	97.67%	42	0.011628	36.5	0.013889
Men's Tennis	0.00%	-	4.35%	2	95.65%	44	0.021739	35	0.055556
Men's Track	0.00%	-	8.89%	4	91.11%	41	0.044444	33	0.111111
Native American Student Center	39.02%	16	43.90%	18	17.07%	7	0.609756	17	0.555556
Office of Multicultural Affairs	69.77%	30	20.93%	9	9.30%	4	0.802326	7	0.833333
Officer Education-Army	20.45%	9	52.27%	23	27.27%	12	0.465909	22	0.416667
Officer Education-Navy	18.75%	9	41.67%	20	39.58%	19	0.395833	24	0.361111
Professional Golf Mgmt (PGM)	16.28%	7	23.26%	10	60.47%	26	0.279070	25	0.333333
Registrars Office	59.57%	28	31.91%	15	8.51%	4	0.755319	10	0.750000
Student Financial Aid	69.57%	32	28.26%	13	2.17%	1	0.836957	3	0.944444
UG Admissions-Recruitment	80.49%	33	14.63%	6	4.88%	2	0.878049	2	0.972222
Vice Provost for Faculty	27.50%	11	40.00%	16	32.50%	13	0.475000	20	0.472222
ViceProvost for AcademicInitiatives	47.83%	22	43.48%	20	8.70%	4	0.695652	13	0.666667
Women's Basketball	6.38%	3	31.91%	15	61.70%	29	0.223404	27	0.277778
Women's Center	35.42%	17	50.00%	24	14.58%	7	0.604167	18	0.527778
Women's Golf	0.00%	-	2.33%	1	97.67%	42	0.011628	36.5	0.013889
Women's Soccer	1.92%	1	15.38%	8	82.69%	43	0.096154	31	0.166667
Women's Swimming	2.50%	1	17.50%	7	80.00%	32	0.112500	30	0.194444
Women's Tennis	0.00%	-	6.38%	3	93.62%	44	0.031915	34	0.083333
Women's Track	2.04%	1	28.57%	14	69.39%	34	0.163265	29	0.222222
Women's Volleyball	0.00%	-	13.04%	6	86.96%	40	0.065217	32	0.138889

University of Idaho

Program Prioritization

FY18

Student/Faculty Service Departments

Institutional Investment

Banner Department	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Academic Advising	\$ 81,876.00	10	0.750000
Academic Support Programs	\$ 127,026.00	18	0.527778
Campus Recreation	\$ 25,472.00	1	1.000000
Career Center	\$ 641,653.00	29	0.222222
College of Education-Off Campus	\$ 560,524.00	28	0.250000
College of Graduate Studies	\$ 1,673,443.00	36	0.027778
Counseling & Testing Center	\$ 769,951.00	31	0.166667
Dean of Students	\$ 748,712.00	30	0.194444
Distance Education	\$ 71,577.00	9	0.777778
Engineering Outreach	\$ 435,241.00	26	0.305556
Honors Programs	\$ 205,193.00	20	0.472222
Idaho Commons	\$ 324,282.00	24	0.361111
International Programs (IPO)	\$ 370,100.00	25	0.333333
Law Library	\$ 2,296,592.00	37	0.000000
Men's Basketball	\$ 530,930.00	27	0.277778
Men's Football	\$ 1,380,692.00	35	0.055556
Men's Golf	\$ 54,644.00	6	0.861111
Men's Tennis	\$ 54,628.00	4.5	0.902778
Men's Track	\$ 105,066.00	12.5	0.680556
Native American Student Center	\$ 190,781.00	19	0.500000
Office of Multicultural Affairs	\$ 125,251.00	17	0.555556
Officer Education-Army	\$ 37,639.00	3	0.944444
Officer Education-Navy	\$ 37,548.00	2	0.972222
Professional Golf Mgmt (PGM)	\$ 122,450.00	16	0.583333
Registrars Office	\$ 1,035,673.00	32	0.138889
Student Financial Aid	\$ 1,051,917.00	33	0.111111
UG Admissions-Recruitment	\$ 1,169,498.00	34	0.083333
Vice Provost for Faculty	\$ 54,738.00	7	0.833333
ViceProvost for AcademicInitiatives	\$ 319,343.00	22	0.416667
Women's Basketball	\$ 321,353.00	23	0.388889
Women's Center	\$ 97,750.00	11	0.722222
Women's Golf	\$ 64,095.00	8	0.805556
Women's Soccer	\$ 107,440.00	14	0.638889
Women's Swimming	\$ 112,979.00	15	0.611111
Women's Tennis	\$ 54,628.00	4.5	0.902778
Women's Track	\$ 105,066.00	12.5	0.680556
Women's Volleyball	\$ 239,909.00	21	0.444444

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Centrally Provided Services Departments
 Summary

	20%	50%	30%			
Banner Department	Normed Mission Fulfillment Score	Normed Strategic Plan Contribution Score	Normed Institutional Investment	Overall Raw Score	Overall Rank CPS Departments	Normed Score CPS Departments
Utility/HVAC Maint & Operations	0.245614	0.140351	0.228070	0.187719	58	0.000000
Athletics Admin	0.000000	0.052632	0.543860	0.189474	57	0.017544
Custodial Services	0.289474	0.228070	0.087719	0.198246	56	0.035088
Landscape and Exterior Services	0.228070	0.263158	0.157895	0.224561	55	0.052632
Business Process	0.070175	0.070175	0.754386	0.275439	54	0.070175
Creative Services	0.122807	0.105263	0.701754	0.287719	53	0.087719
Faculty Secretary	0.035088	0.017544	0.929825	0.294737	52	0.105263
Children's Center	0.070175	0.000000	0.947368	0.298246	51	0.122807
General-Program Support	0.017544	0.201754	0.649123	0.299123	50	0.140351
Accounts Payable	0.157895	0.201754	0.561404	0.300877	49	0.157895
Civil Rights and Investigations	0.263158	0.157895	0.666667	0.331579	48	0.175439
Facility Management	0.491228	0.315789	0.298246	0.345614	47	0.192982
Purchasing	0.140351	0.175439	0.771930	0.347368	46	0.210526
Asset Accounting	0.192982	0.035088	0.982456	0.350877	45	0.228070
UI Sustainability Center	0.105263	0.122807	1.000000	0.382456	44	0.245614
Professional Development & Learning	0.070175	0.245614	0.824561	0.384211	43	0.263158
Architectural & Engineering Service	0.175439	0.447368	0.456140	0.395614	42	0.280702
Building Maintenance	0.377193	0.614035	0.052632	0.398246	41	0.298246
Environmental Health and Safety	0.543860	0.368421	0.385965	0.408772	40	0.315789
Accounts Receivable	0.438596	0.350877	0.526316	0.421053	39	0.333333
Urban Design Center	0.614035	0.087719	0.859649	0.424561	38	0.350877
Boise Center - Treasure Valley	0.824561	0.333333	0.315789	0.426316	37	0.368421
University Communications	0.403509	0.666667	0.122807	0.450877	36	0.385965
Human Resource Services	0.596491	0.447368	0.421053	0.469298	35	0.403509
Infrastructure	0.473684	0.596491	0.280702	0.477193	34	0.421053
Instl Effectiveness & Accreditation	0.561404	0.385965	0.596491	0.484211	33	0.438596
Admin Operations/Capital Planning	0.315789	0.298246	0.912281	0.485965	32	0.456140
Public Safety & Security	0.333333	0.403509	0.736842	0.489474	31	0.473684
General Counsel	0.377193	0.543860	0.473684	0.489474	30	0.491228
University Advancement	0.508772	0.578947	0.350877	0.496491	29	0.508772
Risk Management	0.350877	0.280702	0.964912	0.500000	28	0.526316
ITS-Administrative Technologies	0.736842	0.719298	0.017544	0.512281	27	0.543860
General Accounting	0.456140	0.421053	0.719298	0.517544	26	0.561404
University Development	0.675439	0.771930	0.035088	0.531579	25	0.578947
Payroll	0.289474	0.473684	0.807018	0.536842	24	0.596491
Benefit Services	0.210526	0.526316	0.789474	0.542105	23	0.614035
General Library	0.877193	0.736842	0.000000	0.543860	22	0.631579
Art & Architecture Admin	0.754386	0.491228	0.508772	0.549123	21	0.649123
Coeur d'Alene Center	0.789474	0.631579	0.263158	0.552632	20	0.666667
Provost Office	0.771930	0.824561	0.070175	0.587719	19	0.684211
Finance	0.675439	0.701754	0.368421	0.596491	18	0.701754
Idaho Falls Center	0.859649	0.754386	0.175439	0.601754	17	0.719298
Budget Office	0.526316	0.649123	0.578947	0.603509	16	0.736842
VP Res and Econ Dev	0.842105	0.842105	0.105263	0.621053	15	0.754386
President's Office	0.807018	0.807018	0.192982	0.622807	14	0.771930
Col of Letters, Arts & Soc Sci	0.947368	0.789474	0.140351	0.626316	13	0.789474
Summer Session	0.421053	0.561404	0.894737	0.633333	11.5	0.815789
Tribal Relations	0.578947	0.508772	0.877193	0.633333	11.5	0.815789
Controller	0.649123	0.684211	0.684211	0.677193	10	0.842105
College of Education	0.929825	0.929825	0.245614	0.724561	9	0.859649
College of Engineering	0.964912	0.947368	0.210526	0.729825	8	0.877193
College of Business & Economics	0.912281	0.912281	0.333333	0.738596	7	0.894737
UG Admissions-Processing	0.701754	0.859649	0.614035	0.754386	6	0.912281
Enrollment Management	0.631579	0.894737	0.631579	0.763158	5	0.929825
College of Science	0.894737	0.964912	0.491228	0.808772	4	0.947368
College of Natural Resources	0.982456	0.982456	0.438596	0.819298	3	0.964912
College of Agriculture	1.000000	1.000000	0.403509	0.821053	2	0.982456
Student Affairs	0.719298	0.877193	0.842105	0.835088	1	1.000000

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Centrally Provided Services Departments
 Mission Fulfillment

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounts Payable	9.52%	4	28.57%	12	61.90%	26	0.238095	49	0.157895
Accounts Receivable	14.29%	6	40.48%	17	45.24%	19	0.345238	33	0.438596
Admin Operations/Capital Planning	13.95%	6	34.88%	15	51.16%	22	0.313953	40	0.315789
Architectural & Engineering Service	6.67%	3	37.78%	17	55.56%	25	0.255556	48	0.175439
Art & Architecture Admin	38.64%	17	40.91%	18	20.45%	9	0.590909	15	0.754386
Asset Accounting	13.04%	6	28.26%	13	58.70%	27	0.271739	47	0.192982
Athletics Admin	2.27%	1	11.36%	5	86.36%	38	0.079545	58	0.000000
Benefit Services	9.52%	4	35.71%	15	54.76%	23	0.273810	46	0.210526
Boise Center - Treasure Valley	51.22%	21	36.59%	15	12.20%	5	0.695122	11	0.824561
Budget Office	17.78%	8	40.00%	18	42.22%	19	0.377778	28	0.526316
Building Maintenance	12.50%	5	40.00%	16	47.50%	19	0.325000	36.5	0.377193
Business Process	5.00%	2	25.00%	10	70.00%	28	0.175000	54	0.070175
Children's Center	7.50%	3	20.00%	8	72.50%	29	0.175000	54	0.070175
Civil Rights and Investigations	9.30%	4	39.53%	17	51.16%	22	0.290698	43	0.263158
Coeur d'Alene Center	46.51%	20	44.19%	19	9.30%	4	0.686047	13	0.789474
Col of Letters, Arts & Soc Sci	85.71%	36	9.52%	4	4.76%	2	0.904762	4	0.947368
College of Agriculture	88.37%	38	11.63%	5	0.00%	-	0.941860	1	1.000000
College of Business & Economics	75.00%	30	20.00%	8	5.00%	2	0.850000	6	0.912281
College of Education	80.00%	32	15.00%	6	5.00%	2	0.875000	5	0.929825
College of Engineering	85.00%	34	15.00%	6	0.00%	-	0.925000	3	0.964912
College of Natural Resources	86.96%	40	13.04%	6	0.00%	-	0.934783	2	0.982456
College of Science	75.00%	33	18.18%	8	6.82%	3	0.840909	7	0.894737
Controller	30.95%	13	35.71%	15	33.33%	14	0.488095	21	0.649123
Creative Services	4.65%	2	30.23%	13	65.12%	28	0.197674	51	0.122807
Custodial Services	9.52%	4	40.48%	17	50.00%	21	0.297619	41.5	0.289474
Enrollment Management	30.23%	13	34.88%	15	34.88%	15	0.476744	22	0.631579
Environmental Health and Safety	18.60%	8	41.86%	18	39.53%	17	0.395349	27	0.543860
Facility Management	20.00%	9	33.33%	15	46.67%	21	0.366667	30	0.491228
Faculty Secretary	2.27%	1	27.27%	12	70.45%	31	0.159091	56	0.035088
Finance	28.89%	13	40.00%	18	31.11%	14	0.488889	19.5	0.675439
General Accounting	14.63%	6	41.46%	17	43.90%	18	0.353659	32	0.456140
General Counsel	5.00%	2	55.00%	22	40.00%	16	0.325000	36.5	0.377193
General Library	60.00%	27	37.78%	17	2.22%	1	0.788889	8	0.877193
General-Program Support	2.38%	1	11.90%	5	85.71%	36	0.083333	57	0.017544
Human Resource Services	26.19%	11	40.48%	17	33.33%	14	0.464286	24	0.596491
Idaho Falls Center	53.33%	24	42.22%	19	4.44%	2	0.744444	9	0.859649
Infrastructure	14.63%	6	43.90%	18	41.46%	17	0.365854	31	0.473684
Instl Effectiveness & Accreditation	12.20%	5	58.54%	24	29.27%	12	0.414634	26	0.561404
ITS-Administrative Technologies	31.82%	14	52.27%	23	15.91%	7	0.579545	16	0.736842
Landscape and Exterior Services	7.69%	3	41.03%	16	51.28%	20	0.282051	45	0.228070
Payroll	14.29%	6	30.95%	13	54.76%	23	0.297619	41.5	0.289474
President's Office	54.17%	26	29.17%	14	16.67%	8	0.687500	12	0.807018
Professional Development & Learning	7.50%	3	20.00%	8	72.50%	29	0.175000	54	0.070175
Provost Office	43.48%	20	36.96%	17	19.57%	9	0.619565	14	0.771930
Public Safety & Security	14.63%	6	34.15%	14	51.22%	21	0.317073	39	0.333333
Purchasing	8.89%	4	26.67%	12	64.44%	29	0.222222	50	0.140351
Risk Management	15.91%	7	31.82%	14	52.27%	23	0.318182	38	0.350877
Student Affairs	26.67%	12	55.56%	25	17.78%	8	0.544444	17	0.719298
Summer Session	13.64%	6	40.91%	18	45.45%	20	0.340909	34	0.421053
Tribal Relations	21.74%	10	43.48%	20	34.78%	16	0.434783	25	0.578947
UG Admissions-Processing	31.71%	13	43.90%	18	24.39%	10	0.536585	18	0.701754
UI Sustainability Center	2.38%	1	30.95%	13	66.67%	28	0.178571	52	0.105263
University Advancement	16.67%	7	40.48%	17	42.86%	18	0.369048	29	0.508772
University Communications	6.98%	3	51.16%	22	41.86%	18	0.325581	35	0.403509
University Development	26.67%	12	44.44%	20	28.89%	13	0.488889	19.5	0.675439
Urban Design Center	23.08%	9	48.72%	19	28.21%	11	0.474359	23	0.614035
Utility/HVAC Maint & Operations	9.09%	4	38.64%	17	52.27%	23	0.284091	44	0.245614
VP Res and Econ Dev	52.27%	23	38.64%	17	9.09%	4	0.715909	10	0.842105

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Centrally Provided Services Departments
 Strategic Plan Contribution

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounts Payable	22.03%	13	44.07%	26	33.90%	20	0.440678	46.5	0.201754
Accounts Receivable	26.32%	15	45.61%	26	28.07%	16	0.491228	38	0.350877
Admin Operations/Capital Planning	25.42%	15	40.68%	24	33.90%	20	0.457627	41	0.298246
Architectural & Engineering Service	30.65%	19	45.16%	28	24.19%	15	0.532258	32.5	0.447368
Art & Architecture Admin	39.66%	23	32.76%	19	27.59%	16	0.560345	30	0.491228
Asset Accounting	11.48%	7	39.34%	24	49.18%	30	0.311475	56	0.035088
Athletics Admin	19.40%	13	26.87%	18	53.73%	36	0.328358	55	0.052632
Benefit Services	30.00%	18	53.33%	32	16.67%	10	0.566667	28	0.526316
Boise Center - Treasure Valley	33.93%	19	28.57%	16	37.50%	21	0.482143	39	0.333333
Budget Office	42.42%	28	42.42%	28	15.15%	10	0.636364	21	0.649123
Building Maintenance	35.48%	22	51.61%	32	12.90%	8	0.612903	23	0.614035
Business Process	20.75%	11	26.42%	14	52.83%	28	0.339623	54	0.070175
Children's Center	11.67%	7	26.67%	16	61.67%	37	0.250000	58	0.000000
Civil Rights and Investigations	18.64%	11	45.76%	27	35.59%	21	0.415254	49	0.157895
Coeur d'Alene Center	42.62%	26	37.70%	23	19.67%	12	0.614754	22	0.631579
Col of Letters, Arts & Soc Sci	61.90%	39	23.81%	15	14.29%	9	0.738095	13	0.789474
College of Agriculture	85.00%	51	10.00%	6	5.00%	3	0.900000	1	1.000000
College of Business & Economics	71.43%	45	22.22%	14	6.35%	4	0.825397	6	0.912281
College of Education	77.97%	46	16.95%	10	5.08%	3	0.864407	5	0.929825
College of Engineering	80.00%	48	15.00%	9	5.00%	3	0.875000	4	0.947368
College of Natural Resources	82.81%	53	12.50%	8	4.69%	3	0.890625	2	0.982456
College of Science	79.31%	46	17.24%	10	3.45%	2	0.879310	3	0.964912
Controller	45.45%	30	42.42%	28	12.12%	8	0.666667	19	0.684211
Creative Services	15.63%	10	39.06%	25	45.31%	29	0.351563	52	0.105263
Custodial Services	18.03%	11	52.46%	32	29.51%	18	0.442623	45	0.228070
Enrollment Management	72.13%	44	16.39%	10	11.48%	7	0.803279	7	0.894737
Environmental Health and Safety	25.00%	16	48.44%	31	26.56%	17	0.492188	37	0.368421
Facility Management	19.35%	12	53.23%	33	27.42%	17	0.459677	40	0.315789
Faculty Secretary	12.31%	8	33.85%	22	53.85%	35	0.292308	57	0.017544
Finance	45.76%	27	44.07%	26	10.17%	6	0.677966	18	0.701754
General Accounting	22.22%	12	59.26%	32	18.52%	10	0.518519	34	0.421053
General Counsel	34.48%	20	48.28%	28	17.24%	10	0.586207	27	0.543860
General Library	55.56%	35	30.16%	19	14.29%	9	0.706349	16	0.736842
General-Program Support	23.73%	14	40.68%	24	35.59%	21	0.440678	46.5	0.201754
Human Resource Services	22.58%	14	61.29%	38	16.13%	10	0.532258	32.5	0.447368
Idaho Falls Center	61.40%	35	22.81%	13	15.79%	9	0.728070	15	0.754386
Infrastructure	42.86%	24	35.71%	20	21.43%	12	0.607143	24	0.596491
Instl Effectiveness & Accreditation	28.36%	19	44.78%	30	26.87%	18	0.507463	36	0.385965
ITS-Administrative Technologies	51.52%	34	37.88%	25	10.61%	7	0.704545	17	0.719298
Landscape and Exterior Services	21.88%	14	45.31%	29	32.81%	21	0.445313	43	0.263158
Payroll	35.48%	22	37.10%	23	27.42%	17	0.540323	31	0.473684
President's Office	62.90%	39	22.58%	14	14.52%	9	0.741935	12	0.807018
Professional Development & Learning	19.05%	12	50.79%	32	30.16%	19	0.444444	44	0.245614
Provost Office	62.71%	37	23.73%	14	13.56%	8	0.745763	11	0.824561
Public Safety & Security	20.97%	13	59.68%	37	19.35%	12	0.508065	35	0.403509
Purchasing	17.74%	11	51.61%	32	30.65%	19	0.435484	48	0.175439
Risk Management	22.39%	15	46.27%	31	31.34%	21	0.455224	42	0.280702
Student Affairs	72.58%	45	14.52%	9	12.90%	8	0.798387	8	0.877193
Summer Session	42.62%	26	32.79%	20	24.59%	15	0.590164	26	0.561404
Tribal Relations	39.34%	24	34.43%	21	26.23%	16	0.565574	29	0.508772
UG Admissions-Processing	58.21%	39	37.31%	25	4.48%	3	0.768657	9	0.859649
UI Sustainability Center	24.59%	15	21.31%	13	54.10%	33	0.352459	51	0.122807
University Advancement	38.98%	23	40.68%	24	20.34%	12	0.593220	25	0.578947
University Communications	44.12%	30	44.12%	30	11.76%	8	0.661765	20	0.666667
University Development	62.71%	37	20.34%	12	16.95%	10	0.728814	14	0.771930
Urban Design Center	18.03%	11	32.79%	20	49.18%	30	0.344262	53	0.087719
Utility/HVAC Maint & Operations	16.07%	9	39.29%	22	44.64%	25	0.357143	50	0.140351
VP Res and Econ Dev	66.67%	42	15.87%	10	17.46%	11	0.746032	10	0.842105

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
 Program Prioritization
 FY18
 Centrally Provided Services Departments
 Institutional Investment

Banner Department	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Accounts Payable	\$ 386,731.00	26	0.561404
Accounts Receivable	\$ 540,538.00	28	0.526316
Admin Operations/Capital Planning	\$ 116,880.00	6	0.912281
Architectural & Engineering Service	\$ 597,679.00	32	0.456140
Art & Architecture Admin	\$ 567,487.00	29	0.508772
Asset Accounting	\$ 78,107.00	2	0.982456
Athletics Admin	\$ 492,077.00	27	0.543860
Benefit Services	\$ 185,924.00	13	0.789474
Boise Center - Treasure Valley	\$ 726,519.00	40	0.315789
Budget Office	\$ 370,450.00	25	0.578947
Building Maintenance	\$ 2,460,574.00	55	0.052632
Business Process	\$ 226,850.00	15	0.754386
Children's Center	\$ 95,536.00	4	0.947368
Civil Rights and Investigations	\$ 261,583.00	20	0.666667
Coeur d'Alene Center	\$ 905,500.00	43	0.263158
Col of Letters, Arts & Soc Sci	\$ 1,766,096.00	50	0.140351
College of Agriculture	\$ 612,395.00	35	0.403509
College of Business & Economics	\$ 725,633.00	39	0.333333
College of Education	\$ 1,055,264.00	44	0.245614
College of Engineering	\$ 1,346,032.00	46	0.210526
College of Natural Resources	\$ 600,167.00	33	0.438596
College of Science	\$ 569,268.00	30	0.491228
Controller	\$ 261,185.00	19	0.684211
Creative Services	\$ 260,474.00	18	0.701754
Custodial Services	\$ 2,100,354.00	53	0.087719
Enrollment Management	\$ 331,648.00	22	0.631579
Environmental Health and Safety	\$ 657,323.00	36	0.385965
Facility Management	\$ 786,721.00	41	0.298246
Faculty Secretary	\$ 97,600.00	5	0.929825
Finance	\$ 688,793.00	37	0.368421
General Accounting	\$ 237,789.00	17	0.719298
General Counsel	\$ 588,606.00	31	0.473684
General Library	\$ 6,909,810.00	58	0.000000
General-Program Support	\$ 278,213.00	21	0.649123
Human Resource Services	\$ 611,912.00	34	0.421053
Idaho Falls Center	\$ 1,572,768.00	48	0.175439
Infrastructure	\$ 831,681.00	42	0.280702
Instl Effectiveness & Accreditation	\$ 352,683.00	24	0.596491
ITS-Administrative Technologies	\$ 4,892,825.00	57	0.017544
Landscape and Exterior Services	\$ 1,756,465.00	49	0.157895
Payroll	\$ 178,181.00	12	0.807018
President's Office	\$ 1,534,506.00	47	0.192982
Professional Development & Learning	\$ 170,536.00	11	0.824561
Provost Office	\$ 2,166,710.00	54	0.070175
Public Safety & Security	\$ 231,379.00	16	0.736842
Purchasing	\$ 190,711.00	14	0.771930
Risk Management	\$ 82,718.00	3	0.964912
Student Affairs	\$ 165,711.00	10	0.842105
Summer Session	\$ 123,671.00	7	0.894737
Tribal Relations	\$ 132,751.00	8	0.877193
UG Admissions-Processing	\$ 338,233.00	23	0.614035
UI Sustainability Center	\$ 70,848.00	1	1.000000
University Advancement	\$ 723,639.00	38	0.350877
University Communications	\$ 1,829,646.00	51	0.122807
University Development	\$ 2,859,676.00	56	0.035088
Urban Design Center	\$ 151,367.00	9	0.859649
Utility/HVAC Maint & Operations	\$ 1,219,912.00	45	0.228070
VP Res and Econ Dev	\$ 1,953,453.00	52	0.105263

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Research Centers/Extension/Community Engagement Departments
Summary

	20%	50%	30%			
Banner Department	Normed Mission Fulfillment Score	Normed Strategic Plan Contribution Score	Normed Institutional Investment	Overall Raw Score	Overall Rank REC Departments	Normed Score REC Departments
Alumni Office	0.176471	0.058824	0.058824	0.082353	18	0.000000
Anthropology Lab	0.647059	0.176471	0.823529	0.464706	12	0.352941
Aquaculture	0.941176	0.823529	0.117647	0.635294	4	0.823529
CAA Gallery	0.058824	0.235294	0.470588	0.270588	16	0.117647
Ctr for Ecohydraulics Research	0.588235	0.647059	0.588235	0.617647	7	0.647059
Ctr on Disabilities & Human Dev	0.235294	0.705882	0.647059	0.594118	8	0.588235
Ctr Secure & Dependable Software	0.411765	0.294118	0.705882	0.441176	13	0.294118
Engineering Experiment Station	0.705882	0.882353	0.000000	0.582353	9	0.529412
Idaho Space Grant	0.470588	0.529412	0.882353	0.623529	6	0.705882
Institute for Bioinfo & Evol Study	0.764706	0.941176	0.235294	0.694118	2	0.941176
Jazz Festival	0.117647	0.117647	1.000000	0.382353	15	0.176471
McClure Ctr Public Policy Res	0.294118	0.411765	0.411765	0.388235	14	0.235294
NIATT	0.352941	0.588235	0.529412	0.523529	11	0.411765
Palouse Rsrch Ext Education Ctr	0.823529	0.470588	0.764706	0.629412	5	0.764706
Special Allocations	0.000000	0.000000	0.294118	0.088235	17	0.058824
STEM Education	1.000000	0.764706	0.352941	0.688235	3	0.882353
Taylor Wilderness Research Station	0.529412	0.352941	0.941176	0.564706	10	0.470588
Water/Energy Resources Res Inst	0.882353	1.000000	0.176471	0.729412	1	1.000000

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho

Program Prioritization

FY18

Research Centers/Extension/Community Engagement Departments

Mission Fulfillment

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Alumni Office	13.64%	6	45.45%	20	40.91%	18	0.363636	15	0.176471
Anthropology Lab	34.78%	16	47.83%	22	17.39%	8	0.586957	7	0.647059
Aquaculture	51.16%	22	44.19%	19	4.65%	2	0.732558	2	0.941176
CAA Gallery	4.76%	2	30.95%	13	64.29%	27	0.202381	17	0.058824
Ctr for Ecohydraulics Research	30.00%	12	55.00%	22	15.00%	6	0.575000	8	0.588235
Ctr on Disabilities & Human Dev	19.57%	9	47.83%	22	32.61%	15	0.434783	14	0.235294
Ctr Secure & Dependable Software	26.83%	11	48.78%	20	24.39%	10	0.512195	11	0.411765
Engineering Experiment Station	42.86%	18	42.86%	18	14.29%	6	0.642857	6	0.705882
Idaho Space Grant	24.39%	10	56.10%	23	19.51%	8	0.524390	10	0.470588
Institute for Bioinfo & Evol Study	46.34%	19	41.46%	17	12.20%	5	0.670732	5	0.764706
Jazz Festival	7.32%	3	31.71%	13	60.98%	25	0.231707	16	0.117647
McClure Ctr Public Policy Res	20.45%	9	47.73%	21	31.82%	14	0.443182	13	0.294118
NIATT	27.27%	12	45.45%	20	27.27%	12	0.500000	12	0.352941
Palouse Rsrch Ext Education Ctr	53.33%	24	37.78%	17	8.89%	4	0.722222	4	0.823529
Special Allocations	0.00%	-	9.30%	4	90.70%	39	0.046512	18	0.000000
STEM Education	53.33%	24	40.00%	18	6.67%	3	0.733333	1	1.000000
Taylor Wilderness Research Station	23.91%	11	63.04%	29	13.04%	6	0.554348	9	0.529412
Water/Energy Resources Res Inst	58.70%	27	28.26%	13	13.04%	6	0.728261	3	0.882353

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Research Centers/Extension/Community Engagement Departments
Strategic Plan Contribution

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Alumni Office	16.13%	5	22.58%	7	61.29%	19	0.274194	17	0.058824
Anthropology Lab	9.68%	3	41.94%	13	48.39%	15	0.306452	15	0.176471
Aquaculture	40.00%	12	46.67%	14	13.33%	4	0.633333	4	0.823529
CAA Gallery	17.50%	7	27.50%	11	55.00%	22	0.312500	14	0.235294
Ctr for Ecohydraulics Research	33.33%	11	42.42%	14	24.24%	8	0.545455	7	0.647059
Ctr on Disabilities & Human Dev	36.67%	11	43.33%	13	20.00%	6	0.583333	6	0.705882
Ctr Secure & Dependable Software	21.62%	8	32.43%	12	45.95%	17	0.378378	13	0.294118
Engineering Experiment Station	54.55%	18	27.27%	9	18.18%	6	0.681818	3	0.882353
Idaho Space Grant	36.84%	14	21.05%	8	42.11%	16	0.473684	9	0.529412
Institute for Bioinfo & Evol Study	58.33%	21	27.78%	10	13.89%	5	0.722222	2	0.941176
Jazz Festival	18.18%	6	24.24%	8	57.58%	19	0.303030	16	0.117647
McClure Ctr Public Policy Res	25.00%	8	34.38%	11	40.63%	13	0.421875	11	0.411765
NIATT	29.41%	10	38.24%	13	32.35%	11	0.485294	8	0.588235
Palouse Rsrch Ext Education Ctr	25.00%	7	39.29%	11	35.71%	10	0.446429	10	0.470588
Special Allocations	12.50%	4	15.63%	5	71.88%	23	0.203125	18	0.000000
STEM Education	41.18%	14	44.12%	15	14.71%	5	0.632353	5	0.764706
Taylor Wilderness Research Station	19.35%	6	38.71%	12	41.94%	13	0.387097	12	0.352941
Water/Energy Resources Res Inst	67.65%	23	29.41%	10	2.94%	1	0.823529	1	1.000000

University of Idaho

Program Prioritization

FY18

Research Centers/Extension/Community Engagement Departments

Institutional Investment

Banner Department	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Alumni Office	\$ 617,290.00	17	0.058824
Anthropology Lab	\$ 59,343.00	4	0.823529
Aquaculture	\$ 445,702.00	16	0.117647
CAA Gallery	\$ 110,606.00	10	0.470588
Ctr for Ecohydraulics Research	\$ 94,325.00	8	0.588235
Ctr on Disabilities & Human Dev	\$ 67,814.00	7	0.647059
Ctr Secure & Dependable Software	\$ 60,135.00	6	0.705882
Engineering Experiment Station	\$ 1,235,592.00	18	0.000000
Idaho Space Grant	\$ 45,716.00	3	0.882353
Institute for Bioinfo & Evol Study	\$ 222,862.00	14	0.235294
Jazz Festival	\$ 30,452.00	1	1.000000
McClure Ctr Public Policy Res	\$ 134,979.00	11	0.411765
NIATT	\$ 102,435.00	9	0.529412
Palouse Rsrch Ext Education Ctr	\$ 59,840.00	5	0.764706
Special Allocations	\$ 159,474.00	13	0.294118
STEM Education	\$ 147,046.00	12	0.352941
Taylor Wilderness Research Station	\$ 36,649.00	2	0.941176
Water/Energy Resources Res Inst	\$ 302,556.00	15	0.176471

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Other Departments
Summary

Banner Department	Functional Area	20%	50%	30%	Overall Raw Score	Overall Rank REC Departments	Normed Score REC Departments
		Normed Mission Fulfillment Score	Normed Strategic Plan Contribution Score	Normed Institutional Investment			
AA Integrated Design Lab	Academic	0.000000	0.500000	0.500000	0.400000	2	0.500000
CLASS North Idaho	Academic	0.500000	0.000000	0.500000	0.250000	3	0.000000
Medical Education Program	Academic	1.000000	1.000000	0.500000	0.850000	1	1.000000
ASUI-Kibbie Activity Center	Centrally Provided Services	0.531250	0.218750	0.312500	0.309375	24	0.281250
Auditing Services	Centrally Provided Services	0.281250	0.468750	0.406250	0.412500	19	0.437500
BAAS Fixed Costs	Centrally Provided Services	0.187500	0.125000	0.250000	0.175000	32	0.031250
Caine Center Administration	Centrally Provided Services	0.625000	0.281250	0.843750	0.518750	16	0.531250
CALS Communications	Centrally Provided Services	0.718750	0.656250	0.843750	0.725000	7	0.812500
Capital Projects	Centrally Provided Services	0.593750	0.781250	0.437500	0.640625	13	0.625000
Central Summer & Intercession	Centrally Provided Services	0.406250	0.312500	0.093750	0.265625	27.5	0.171875
Central University	Centrally Provided Services	0.250000	0.625000	0.000000	0.362500	20	0.406250
College of Education-Project Fds	Centrally Provided Services	0.812500	0.812500	0.843750	0.821875	3	0.937500
Commencement	Centrally Provided Services	0.375000	0.500000	0.468750	0.465625	18	0.468750
Econ Dev & Tech Transfer	Centrally Provided Services	0.875000	0.875000	0.343750	0.715625	10	0.718750
Engineering in Boise	Centrally Provided Services	0.843750	0.562500	0.593750	0.628125	14	0.593750
Equity and Diversity	Centrally Provided Services	0.781250	0.843750	0.562500	0.746875	4	0.906250
Facilities Management-Shops/Misc.	Centrally Provided Services	0.687500	0.687500	0.843750	0.734375	5	0.875000
Facilities Stores	Centrally Provided Services	0.312500	0.375000	0.843750	0.503125	17	0.500000
General Athletic Support	Centrally Provided Services	0.468750	0.093750	0.187500	0.196875	30.5	0.078125
General-Vandal Scholarship Fund	Centrally Provided Services	0.500000	0.750000	0.843750	0.728125	6	0.843750
Liability & Fidelity Insurance	Centrally Provided Services	0.093750	0.187500	0.375000	0.225000	29	0.125000
McCall Field Campus	Centrally Provided Services	0.937500	0.937500	0.843750	0.909375	1	1.000000
Men's Gifts	Centrally Provided Services	0.062500	0.000000	0.843750	0.265625	27.5	0.171875
Parking & Transportation Services	Centrally Provided Services	0.156250	0.250000	0.531250	0.315625	23	0.312500
Property Insurance Fixed Costs	Centrally Provided Services	0.343750	0.031250	0.218750	0.150000	33	0.000000
Research Assurances	Centrally Provided Services	0.906250	0.906250	0.281250	0.718750	9	0.750000
Research Development	Centrally Provided Services	1.000000	1.000000	0.500000	0.850000	2	0.968750
Security Fixed Costs	Centrally Provided Services	0.218750	0.406250	0.125000	0.284375	25.5	0.234375
Sponsored Programs	Centrally Provided Services	0.968750	0.968750	0.156250	0.725000	8	0.781250
Staff Council	Centrally Provided Services	0.562500	0.531250	0.625000	0.565625	15	0.562500
Twin Falls Center - Magic Valley	Centrally Provided Services	0.750000	0.593750	0.656250	0.643750	12	0.656250

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

Banner Department	Functional Area	20%	50%	30%	Overall Raw Score	Overall Rank REC Departments	Normed Score REC Departments
		Normed Mission Fulfillment Score	Normed Strategic Plan Contribution Score	Normed Institutional Investment			
UI Golf	Centrally Provided Services	0.125000	0.156250	0.843750	0.356250	22	0.343750
University Debt Service	Centrally Provided Services	0.031250	0.343750	0.062500	0.196875	30.5	0.078125
University Support Services	Centrally Provided Services	0.437500	0.718750	0.843750	0.700000	11	0.687500
Utilities	Centrally Provided Services	0.656250	0.437500	0.031250	0.359375	21	0.375000
Women's Gifts	Centrally Provided Services	0.000000	0.062500	0.843750	0.284375	25.5	0.234375
4-H Programs	Research Centers/Extension/Community Engagement	0.472222	0.777778	0.541667	0.645833	10	0.750000
Ag & Extension Distance Education	Research Centers/Extension/Community Engagement	0.138889	0.472222	0.541667	0.426389	22	0.416667
Ag Extension-Counties	Research Centers/Extension/Community Engagement	0.972222	0.861111	0.541667	0.787500	3.5	0.930556
Branch Stations-Aberdeen	Research Centers/Extension/Community Engagement	0.638889	0.388889	0.541667	0.484722	19	0.500000
Branch Stations-Caldwell	Research Centers/Extension/Community Engagement	0.888889	0.555556	0.541667	0.618056	15	0.611111
Branch Stations-Dubois	Research Centers/Extension/Community Engagement	0.055556	0.055556	0.541667	0.201389	33	0.111111
Branch Stations-Hagerman	Research Centers/Extension/Community Engagement	0.805556	0.166667	0.541667	0.406944	24.5	0.347222
Branch Stations-Kimberly	Research Centers/Extension/Community Engagement	0.750000	0.500000	0.541667	0.562500	17	0.555556
Branch Stations-Parma	Research Centers/Extension/Community Engagement	0.375000	0.250000	0.541667	0.362500	28	0.250000
Branch Stations-Tetonia	Research Centers/Extension/Community Engagement	0.305556	0.194444	0.541667	0.320833	30	0.194444
Caine Center Clinics	Research Centers/Extension/Community Engagement	0.000000	0.000000	0.541667	0.162500	35	0.055556
Center for Advanced Energy Studies	Research Centers/Extension/Community Engagement	0.833333	0.916667	0.541667	0.787500	3.5	0.930556
Center of Resilient Communities	Research Centers/Extension/Community Engagement	0.083333	0.222222	0.541667	0.290278	31	0.166667
CMCI	Research Centers/Extension/Community Engagement	0.416667	0.527778	0.541667	0.509722	18	0.527778
Confucius Institute	Research Centers/Extension/Community Engagement	0.027778	0.027778	0.541667	0.181944	34	0.083333
District III	Research Centers/Extension/Community Engagement	0.444444	0.416667	0.541667	0.459722	20	0.472222
Eastern District	Research Centers/Extension/Community Engagement	0.708333	0.666667	0.541667	0.637500	12	0.694444
Executive Education	Research Centers/Extension/Community Engagement	0.250000	0.083333	0.055556	0.108333	36	0.027778
Extension Forestry	Research Centers/Extension/Community Engagement	0.527778	0.611111	0.541667	0.573611	16	0.583333
F&W-Coop Unit	Research Centers/Extension/Community Engagement	0.375000	0.361111	0.541667	0.418056	23	0.388889
Fire Science Program	Research Centers/Extension/Community Engagement	0.555556	1.000000	0.541667	0.773611	6	0.861111
Fish & Wildlife Resources	Research Centers/Extension/Community Engagement	1.000000	0.944444	0.541667	0.834722	2	0.972222
Fisheries Unit	Research Centers/Extension/Community Engagement	0.916667	0.583333	0.541667	0.637500	12	0.694444
Forest Utilization Research	Research Centers/Extension/Community Engagement	0.777778	0.805556	0.541667	0.720833	7.5	0.819444
Idaho Geological Survey	Research Centers/Extension/Community Engagement	0.277778	0.305556	0.541667	0.370833	27	0.277778
INBRE	Research Centers/Extension/Community Engagement	0.861111	0.888889	0.541667	0.779167	5	0.888889
N. Cummings Rsrch Ext Ed Ctr	Research Centers/Extension/Community Engagement	0.611111	0.694444	0.541667	0.631944	14	0.638889
Northern District	Research Centers/Extension/Community Engagement	0.333333	0.333333	0.541667	0.395833	26	0.305556
Northwest Knowledge Network	Research Centers/Extension/Community Engagement	0.111111	0.444444	0.541667	0.406944	24.5	0.347222
Southern District	Research Centers/Extension/Community Engagement	0.666667	0.722222	0.541667	0.656944	9	0.777778
State Funding CDA Computer Science	Research Centers/Extension/Community Engagement	0.194444	0.111111	0.000000	0.094444	37	0.000000
Stillinger	Research Centers/Extension/Community Engagement	0.166667	0.277778	0.541667	0.334722	29	0.222222

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

Banner Department	Functional Area	20%	50%	30%	Overall Raw Score	Overall Rank REC Departments	Normed Score REC Departments
		Normed Mission Fulfillment Score	Normed Strategic Plan Contribution Score	Normed Institutional Investment			
Tree Nutrition Coop (IFTNC)	Research Centers/Extension/Community Engagement	0.222222	0.138889	0.541667	0.276389	32	0.138889
TRIO Pre-College Projects	Research Centers/Extension/Community Engagement	0.500000	0.750000	0.541667	0.637500	12	0.694444
UI Experimental Forest	Research Centers/Extension/Community Engagement	0.708333	0.833333	0.541667	0.720833	7.5	0.819444
UI Forest Research Nursery	Research Centers/Extension/Community Engagement	0.583333	0.638889	0.027778	0.444444	21	0.444444
University Research - EPSCoR	Research Centers/Extension/Community Engagement	0.944444	0.972222	0.541667	0.837500	1	1.000000
ASUI Communications	Student/Faculty Service	0.285714	0.142857	0.642857	0.321429	12	0.214286
ASUI General	Student/Faculty Service	0.714286	0.928571	0.642857	0.800000	1	1.000000
Auxiliary Services	Student/Faculty Service	0.142857	0.071429	0.642857	0.257143	13	0.142857
Independent Study	Student/Faculty Service	0.642857	0.428571	0.642857	0.535714	7	0.571429
International Programs (CALS)	Student/Faculty Service	1.000000	0.571429	0.642857	0.678571	5	0.714286
LGBTQA	Student/Faculty Service	0.214286	0.285714	0.642857	0.378571	11	0.285714
Officer Education-Air Force	Student/Faculty Service	0.857143	0.357143	0.214286	0.414286	10	0.357143
State CCI Funding	Student/Faculty Service	0.928571	1.000000	0.071429	0.707143	3	0.857143
Student Assistance Matching	Student/Faculty Service	0.357143	0.714286	0.000000	0.428571	9	0.428571
Student Benefits, Health, & Wellness	Student/Faculty Service	0.571429	0.642857	0.642857	0.628571	6	0.642857
Student Union	Student/Faculty Service	0.428571	0.500000	0.642857	0.528571	8	0.500000
University Bookstore	Student/Faculty Service	0.071429	0.000000	0.642857	0.207143	14	0.071429
University Housing	Student/Faculty Service	0.785714	0.857143	0.642857	0.778571	2	0.928571
Women's Scholarships	Student/Faculty Service	0.000000	0.214286	0.142857	0.150000	15	0.000000
Work Study	Student/Faculty Service	0.500000	0.785714	0.642857	0.685714	4	0.785714

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Other Departments
Mission Fulfillment

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
AA Integrated Design Lab	Academic	25.00%	10	50.00%	20	25.00%	10	0.500000	3	0.000000
CLASS North Idaho	Academic	38.10%	16	50.00%	21	11.90%	5	0.630952	2	0.500000
Medical Education Program	Academic	80.00%	36	15.56%	7	4.44%	2	0.877778	1	1.000000
ASUI-Kibbie Activity Center	Centrally Provided Services	6.98%	3	23.26%	10	69.77%	30	0.186047	16	0.531250
Auditing Services	Centrally Provided Services	9.30%	4	4.65%	2	86.05%	37	0.116279	24	0.281250
BAAS Fixed Costs	Centrally Provided Services	4.76%	2	7.14%	3	88.10%	37	0.083333	27	0.187500
Caine Center Administration	Centrally Provided Services	10.87%	5	28.26%	13	60.87%	28	0.250000	13	0.625000
CALS Communications	Centrally Provided Services	11.90%	5	38.10%	16	50.00%	21	0.309524	10	0.718750
Capital Projects	Centrally Provided Services	9.09%	4	22.73%	10	68.18%	30	0.204545	14	0.593750
Central Summer & Intersession	Centrally Provided Services	4.65%	2	18.60%	8	76.74%	33	0.139535	20	0.406250
Central University	Centrally Provided Services	2.33%	1	16.28%	7	81.40%	35	0.104651	25	0.250000
College of Education-Project Fds	Centrally Provided Services	22.22%	10	44.44%	20	33.33%	15	0.444444	7	0.812500
Commencement	Centrally Provided Services	0.00%	-	26.83%	11	73.17%	30	0.134146	21	0.375000
Econ Dev & Tech Transfer	Centrally Provided Services	11.63%	5	72.09%	31	16.28%	7	0.476744	5	0.875000
Engineering in Boise	Centrally Provided Services	22.73%	10	47.73%	21	29.55%	13	0.465909	6	0.843750
Equity and Diversity	Centrally Provided Services	16.67%	7	50.00%	21	33.33%	14	0.416667	8	0.781250
Facilities Management-Shops/Misc.	Centrally Provided Services	9.09%	4	43.18%	19	47.73%	21	0.306818	11	0.687500
Facilities Stores	Centrally Provided Services	0.00%	-	24.44%	11	75.56%	34	0.122222	23	0.312500
General Athletic Support	Centrally Provided Services	4.65%	2	23.26%	10	72.09%	31	0.162791	18	0.468750
General-Vandal Scholarship Fund	Centrally Provided Services	2.50%	1	30.00%	12	67.50%	27	0.175000	17	0.500000
Liability & Fidelity Insurance	Centrally Provided Services	2.22%	1	6.67%	3	91.11%	41	0.055556	30	0.093750
McCall Field Campus	Centrally Provided Services	30.00%	12	57.50%	23	12.50%	5	0.587500	3	0.937500
Men's Gifts	Centrally Provided Services	0.00%	-	6.98%	3	93.02%	40	0.034884	31	0.062500
Parking & Transportation Services	Centrally Provided Services	0.00%	-	15.00%	6	85.00%	34	0.075000	28	0.156250
Property Insurance Fixed Costs	Centrally Provided Services	2.17%	1	21.74%	10	76.09%	35	0.130435	22	0.343750
Research Assurances	Centrally Provided Services	25.58%	11	55.81%	24	18.60%	8	0.534884	4	0.906250
Research Development	Centrally Provided Services	35.71%	15	54.76%	23	9.52%	4	0.630952	1	1.000000
Security Fixed Costs	Centrally Provided Services	2.17%	1	15.22%	7	82.61%	38	0.097826	26	0.218750
Sponsored Programs	Centrally Provided Services	40.91%	18	43.18%	19	15.91%	7	0.625000	2	0.968750
Staff Council	Centrally Provided Services	4.88%	2	29.27%	12	65.85%	27	0.195122	15	0.562500
Twin Falls Center - Magic Valley	Centrally Provided Services	26.83%	11	19.51%	8	53.66%	22	0.365854	9	0.750000
UI Golf	Centrally Provided Services	0.00%	-	12.20%	5	87.80%	36	0.060976	29	0.125000
University Debt Service	Centrally Provided Services	0.00%	-	6.82%	3	93.18%	41	0.034091	32	0.031250
University Support Services	Centrally Provided Services	2.56%	1	23.08%	9	74.36%	29	0.141026	19	0.437500
Utilities	Centrally Provided Services	11.63%	5	32.56%	14	55.81%	24	0.279070	12	0.656250
Women's Gifts	Centrally Provided Services	0.00%	-	2.50%	1	97.50%	39	0.012500	33	0.000000
4-H Programs	Research Centers/Extension/Community Engagement	41.46%	17	39.02%	16	19.51%	8	0.609756	20	0.472222
Ag & Extension Distance Education	Research Centers/Extension/Community Engagement	29.55%	13	29.55%	13	40.91%	18	0.443182	32	0.138889
Ag Extension-Counties	Research Centers/Extension/Community Engagement	60.47%	26	37.21%	16	2.33%	1	0.790698	2	0.972222

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Branch Stations-Aberdeen	Research Centers/Extension/Community Engagement	41.30%	19	47.83%	22	10.87%	5	0.652174	14	0.638889
Branch Stations-Caldwell	Research Centers/Extension/Community Engagement	57.78%	26	33.33%	15	8.89%	4	0.744444	5	0.888889
Branch Stations-Dubois	Research Centers/Extension/Community Engagement	17.07%	7	31.71%	13	51.22%	21	0.329268	35	0.055556
Branch Stations-Hagerman	Research Centers/Extension/Community Engagement	46.51%	20	41.86%	18	11.63%	5	0.674419	8	0.805556
Branch Stations-Kimberly	Research Centers/Extension/Community Engagement	43.90%	18	43.90%	18	12.20%	5	0.658537	10	0.750000
Branch Stations-Parma	Research Centers/Extension/Community Engagement	36.59%	15	46.34%	19	17.07%	7	0.597561	23.5	0.375000
Branch Stations-Tetonia	Research Centers/Extension/Community Engagement	31.71%	13	51.22%	21	17.07%	7	0.573171	26	0.305556
Caine Center Clinics	Research Centers/Extension/Community Engagement	4.65%	2	30.23%	13	65.12%	28	0.197674	37	0.000000
Center for Advanced Energy Studies	Research Centers/Extension/Community Engagement	44.19%	19	48.84%	21	6.98%	3	0.686047	7	0.833333
Center of Resilient Communities	Research Centers/Extension/Community Engagement	14.63%	6	53.66%	22	31.71%	13	0.414634	34	0.083333
CMCI	Research Centers/Extension/Community Engagement	33.33%	15	53.33%	24	13.33%	6	0.600000	22	0.416667
Confucius Institute	Research Centers/Extension/Community Engagement	2.38%	1	42.86%	18	54.76%	23	0.238095	36	0.027778
District III	Research Centers/Extension/Community Engagement	38.10%	16	45.24%	19	16.67%	7	0.607143	21	0.444444
Eastern District	Research Centers/Extension/Community Engagement	42.22%	19	46.67%	21	11.11%	5	0.655556	11.5	0.708333
Executive Education	Research Centers/Extension/Community Engagement	24.44%	11	51.11%	23	24.44%	11	0.500000	28	0.250000
Extension Forestry	Research Centers/Extension/Community Engagement	35.71%	15	54.76%	23	9.52%	4	0.630952	18	0.527778
F&W-Coop Unit	Research Centers/Extension/Community Engagement	43.90%	18	31.71%	13	24.39%	10	0.597561	23.5	0.375000
Fire Science Program	Research Centers/Extension/Community Engagement	42.22%	19	42.22%	19	15.56%	7	0.633333	17	0.555556
Fish & Wildlife Resources	Research Centers/Extension/Community Engagement	86.36%	38	13.64%	6	0.00%	-	0.931818	1	1.000000
Fisheries Unit	Research Centers/Extension/Community Engagement	52.50%	21	45.00%	18	2.50%	1	0.750000	4	0.916667
Forest Utilization Research	Research Centers/Extension/Community Engagement	48.89%	22	35.56%	16	15.56%	7	0.666667	9	0.777778
Idaho Geological Survey	Research Centers/Extension/Community Engagement	32.61%	15	41.30%	19	26.09%	12	0.532609	27	0.277778
INBRE	Research Centers/Extension/Community Engagement	50.00%	22	38.64%	17	11.36%	5	0.693182	6	0.861111
N. Cummings Rsrch Ext Ed Ctr	Research Centers/Extension/Community Engagement	39.53%	17	51.16%	22	9.30%	4	0.651163	15	0.611111
Northern District	Research Centers/Extension/Community Engagement	38.64%	17	40.91%	18	20.45%	9	0.590909	25	0.333333
Northwest Knowledge Network	Research Centers/Extension/Community Engagement	16.67%	7	54.76%	23	28.57%	12	0.440476	33	0.111111
Southern District	Research Centers/Extension/Community Engagement	43.59%	17	43.59%	17	12.82%	5	0.653846	13	0.666667
State Funding CDA Computer Science	Research Centers/Extension/Community Engagement	19.51%	8	58.54%	24	21.95%	9	0.487805	30	0.194444
Stillinger	Research Centers/Extension/Community Engagement	13.33%	6	64.44%	29	22.22%	10	0.455556	31	0.166667
Tree Nutrition Coop (IFTNC)	Research Centers/Extension/Community Engagement	25.00%	11	47.73%	21	27.27%	12	0.488636	29	0.222222
TRIO Pre-College Projects	Research Centers/Extension/Community Engagement	43.18%	19	36.36%	16	20.45%	9	0.613636	19	0.500000
UI Experimental Forest	Research Centers/Extension/Community Engagement	46.67%	21	37.78%	17	15.56%	7	0.655556	11.5	0.708333
UI Forest Research Nursery	Research Centers/Extension/Community Engagement	42.86%	18	42.86%	18	14.29%	6	0.642857	16	0.583333
University Research - EPSCoR	Research Centers/Extension/Community Engagement	60.00%	27	33.33%	15	6.67%	3	0.766667	3	0.944444

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
ASUI Communications	Student/Faculty Service	9.30%	4	34.88%	15	55.81%	24	0.267442	11	0.285714
ASUI General	Student/Faculty Service	20.93%	9	39.53%	17	39.53%	17	0.406977	5	0.714286
Auxiliary Services	Student/Faculty Service	13.95%	6	20.93%	9	65.12%	28	0.244186	13	0.142857
Independent Study	Student/Faculty Service	24.39%	10	31.71%	13	43.90%	18	0.402439	6	0.642857
International Programs (CALIS)	Student/Faculty Service	37.50%	15	40.00%	16	22.50%	9	0.575000	1	1.000000
LGBTQA	Student/Faculty Service	4.55%	2	40.91%	18	54.55%	24	0.250000	12	0.214286
Officer Education-Air Force	Student/Faculty Service	23.81%	10	42.86%	18	33.33%	14	0.452381	3	0.857143
State CCI Funding	Student/Faculty Service	20.00%	9	55.56%	25	24.44%	11	0.477778	2	0.928571
Student Assistance Matching	Student/Faculty Service	17.50%	7	22.50%	9	60.00%	24	0.287500	10	0.357143
Student Benefits, Health, & Wellness	Student/Faculty Service	13.95%	6	46.51%	20	39.53%	17	0.372093	7	0.571429
Student Union	Student/Faculty Service	4.35%	2	60.87%	28	34.78%	16	0.347826	9	0.428571
University Bookstore	Student/Faculty Service	4.76%	2	21.43%	9	73.81%	31	0.154762	14	0.071429
University Housing	Student/Faculty Service	22.22%	10	42.22%	19	35.56%	16	0.433333	4	0.785714
Women's Scholarships	Student/Faculty Service	8.51%	4	10.64%	5	80.85%	38	0.138298	15	0.000000
Work Study	Student/Faculty Service	12.82%	5	46.15%	18	41.03%	16	0.358974	8	0.500000

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Other Departments- Academics Only
Strategic Plan Contribution

Banner Department	Functional Area	Strategic Plan Contribution Score													Rank by Criteria 2	Normed Criteria 2
		Weight	0.20	0.35	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05		
		Normed Score -->	Narrative 1	Narrative 2	Terminal Degrees	Research Expenditures	UG majors	GR/Prof majors	UG conferrals	GR/Prof Conferrals	SCH	Underrep Enrollment	Multicultural Fac/Staff	Weighted Raw Score		
AA Integrated Design Lab	Academic		0.24	0.20	0.24	0.70	0.07	0.26	0.07	0.22	0.02	0.06	0.72	0.24	2	0.5
CLASS North Idaho	Academic		-	-	0.24	0.06	0.34	0.04	0.53	0.20	-	0.40	0.07	0.09	3	0
Medical Education Program	Academic		0.50	0.76	0.24	0.36	0.07	0.88	0.07	0.09	0.12	0.04	0.57	0.49	1	1

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Other Departments
Strategic Plan Contribution

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
ASUI-Kibbie Activity Center	Centrally Provided Services	5.26%	3	28.07%	16	66.67%	38	0.192982	26	0.218750
Auditing Services	Centrally Provided Services	10.17%	6	35.59%	21	54.24%	32	0.279661	18	0.468750
BAAS Fixed Costs	Centrally Provided Services	7.81%	5	18.75%	12	73.44%	47	0.171875	29	0.125000
Caine Center Administration	Centrally Provided Services	10.53%	6	19.30%	11	70.18%	40	0.201754	24	0.281250
CALS Communications	Centrally Provided Services	23.33%	14	38.33%	23	38.33%	23	0.425000	12	0.656250
Capital Projects	Centrally Provided Services	32.79%	20	49.18%	30	18.03%	11	0.573770	8	0.781250
Central Summer & Intersession	Centrally Provided Services	10.17%	6	22.03%	13	67.80%	40	0.211864	23	0.312500
Central University	Centrally Provided Services	27.87%	17	26.23%	16	45.90%	28	0.409836	13	0.625000
College of Education-Project Fds	Centrally Provided Services	44.64%	25	26.79%	15	28.57%	16	0.580357	7	0.812500
Commencement	Centrally Provided Services	15.52%	9	27.59%	16	56.90%	33	0.293103	17	0.500000
Econ Dev & Tech Transfer	Centrally Provided Services	45.00%	27	35.00%	21	20.00%	12	0.625000	5	0.875000
Engineering in Boise	Centrally Provided Services	21.74%	15	34.78%	24	43.48%	30	0.391304	15	0.562500
Equity and Diversity	Centrally Provided Services	42.11%	24	33.33%	19	24.56%	14	0.587719	6	0.843750
Facilities Management-Shops/Misc.	Centrally Provided Services	20.97%	13	48.39%	30	30.65%	19	0.451613	11	0.687500
Facilities Stores	Centrally Provided Services	9.43%	5	26.42%	14	64.15%	34	0.226415	21	0.375000
General Athletic Support	Centrally Provided Services	7.69%	4	15.38%	8	76.92%	40	0.153846	30	0.093750
General-Vandal Scholarship Fund	Centrally Provided Services	35.09%	20	38.60%	22	26.32%	15	0.543860	9	0.750000
Liability & Fidelity Insurance	Centrally Provided Services	6.35%	4	25.40%	16	68.25%	43	0.190476	27	0.187500
McCall Field Campus	Centrally Provided Services	62.07%	36	13.79%	8	24.14%	14	0.689655	3	0.937500
Men's Gifts	Centrally Provided Services	3.08%	2	16.92%	11	80.00%	52	0.115385	33	0.000000
Parking & Transportation Services	Centrally Provided Services	6.45%	4	25.81%	16	67.74%	42	0.193548	25	0.250000
Property Insurance Fixed Costs	Centrally Provided Services	5.36%	3	12.50%	7	82.14%	46	0.116071	32	0.031250
Research Assurances	Centrally Provided Services	47.46%	28	38.98%	23	13.56%	8	0.669492	4	0.906250
Research Development	Centrally Provided Services	75.00%	45	16.67%	10	8.33%	5	0.833333	1	1.000000
Security Fixed Costs	Centrally Provided Services	13.43%	9	19.40%	13	67.16%	45	0.231343	20	0.406250
Sponsored Programs	Centrally Provided Services	53.33%	32	31.67%	19	15.00%	9	0.691667	2	0.968750
Staff Council	Centrally Provided Services	15.38%	10	36.92%	24	47.69%	31	0.338462	16	0.531250
Twin Falls Center - Magic Valley	Centrally Provided Services	28.85%	15	21.15%	11	50.00%	26	0.394231	14	0.593750
UI Golf	Centrally Provided Services	8.33%	5	20.00%	12	71.67%	43	0.183333	28	0.156250
University Debt Service	Centrally Provided Services	9.84%	6	24.59%	15	65.57%	40	0.221311	22	0.343750
University Support Services	Centrally Provided Services	22.41%	13	46.55%	27	31.03%	18	0.456897	10	0.718750
Utilities	Centrally Provided Services	9.09%	6	36.36%	24	54.55%	36	0.272727	19	0.437500
Women's Gifts	Centrally Provided Services	1.61%	1	25.81%	16	72.58%	45	0.145161	31	0.062500
4-H Programs	Research Centers/Extension/Community Engagement	57.14%	20	20.00%	7	22.86%	8	0.671429	9	0.777778
Ag & Extension Distance Education	Research Centers/Extension/Community Engagement	41.03%	16	12.82%	5	46.15%	18	0.474359	20	0.472222
Ag Extension-Counties	Research Centers/Extension/Community Engagement	58.62%	17	20.69%	6	20.69%	6	0.689655	6	0.861111
Branch Stations-Aberdeen	Research Centers/Extension/Community Engagement	29.03%	9	32.26%	10	38.71%	12	0.451613	23	0.388889
Branch Stations-Caldwell	Research Centers/Extension/Community Engagement	31.25%	10	46.88%	15	21.88%	7	0.546875	17	0.555556
Branch Stations-Dubois	Research Centers/Extension/Community Engagement	11.76%	4	11.76%	4	76.47%	26	0.176471	35	0.055556

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 26, 2021

ATTACHMENT 4

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Branch Stations-Hagerman	Research Centers/Extension/Community Engagement	5.71%	2	51.43%	18	42.86%	15	0.314286	31	0.166667
Branch Stations-Kimberly	Research Centers/Extension/Community Engagement	30.30%	10	42.42%	14	27.27%	9	0.515152	19	0.500000
Branch Stations-Parma	Research Centers/Extension/Community Engagement	12.50%	4	40.63%	13	46.88%	15	0.328125	28	0.250000
Branch Stations-Tetonia	Research Centers/Extension/Community Engagement	13.33%	4	36.67%	11	50.00%	15	0.316667	30	0.194444
Caine Center Clinics	Research Centers/Extension/Community Engagement	3.23%	1	22.58%	7	74.19%	23	0.145161	37	0.000000
Center for Advanced Energy Studies	Research Centers/Extension/Community Engagement	58.82%	20	29.41%	10	11.76%	4	0.735294	4	0.916667
Center of Resilient Communities	Research Centers/Extension/Community Engagement	18.18%	6	27.27%	9	54.55%	18	0.318182	29	0.222222
CMCI	Research Centers/Extension/Community Engagement	38.89%	14	30.56%	11	30.56%	11	0.541667	18	0.527778
Confucius Institute	Research Centers/Extension/Community Engagement	5.56%	2	19.44%	7	75.00%	27	0.152778	36	0.027778
District III	Research Centers/Extension/Community Engagement	23.53%	8	44.12%	15	32.35%	11	0.455882	22	0.416667
Eastern District	Research Centers/Extension/Community Engagement	47.22%	17	27.78%	10	25.00%	9	0.611111	13	0.666667
Executive Education	Research Centers/Extension/Community Engagement	11.43%	4	20.00%	7	68.57%	24	0.214286	34	0.083333
Extension Forestry	Research Centers/Extension/Community Engagement	24.24%	8	69.70%	23	6.06%	2	0.590909	15	0.611111
F&W-Coop Unit	Research Centers/Extension/Community Engagement	20.00%	6	50.00%	15	30.00%	9	0.450000	24	0.361111
Fire Science Program	Research Centers/Extension/Community Engagement	66.67%	20	30.00%	9	3.33%	1	0.816667	1	1.000000
Fish & Wildlife Resources	Research Centers/Extension/Community Engagement	59.46%	22	29.73%	11	10.81%	4	0.743243	3	0.944444
Fisheries Unit	Research Centers/Extension/Community Engagement	36.84%	14	42.11%	16	21.05%	8	0.578947	16	0.583333
Forest Utilization Research	Research Centers/Extension/Community Engagement	43.75%	14	46.88%	15	9.38%	3	0.671875	8	0.805556
Idaho Geological Survey	Research Centers/Extension/Community Engagement	23.68%	9	39.47%	15	36.84%	14	0.434211	26	0.305556
INBRE	Research Centers/Extension/Community Engagement	60.00%	18	23.33%	7	16.67%	5	0.716667	5	0.888889
N. Cummings Rsrch Ext Ed Ctr	Research Centers/Extension/Community Engagement	44.12%	15	41.18%	14	14.71%	5	0.647059	12	0.694444
Northern District	Research Centers/Extension/Community Engagement	22.86%	8	42.86%	15	34.29%	12	0.442857	25	0.333333
Northwest Knowledge Network	Research Centers/Extension/Community Engagement	25.81%	8	41.94%	13	32.26%	10	0.467742	21	0.444444
Southern District	Research Centers/Extension/Community Engagement	43.24%	16	43.24%	16	13.51%	5	0.648649	11	0.722222
State Funding CDA Computer Science	Research Centers/Extension/Community Engagement	16.67%	6	19.44%	7	63.89%	23	0.263889	33	0.111111
Stillinger	Research Centers/Extension/Community Engagement	21.21%	7	42.42%	14	36.36%	12	0.424242	27	0.277778
Tree Nutrition Coop (IFTNC)	Research Centers/Extension/Community Engagement	8.82%	3	41.18%	14	50.00%	17	0.294118	32	0.138889
TRIO Pre-College Projects	Research Centers/Extension/Community Engagement	52.94%	18	26.47%	9	20.59%	7	0.661765	10	0.750000
UI Experimental Forest	Research Centers/Extension/Community Engagement	51.43%	18	34.29%	12	14.29%	5	0.685714	7	0.833333
UI Forest Research Nursery	Research Centers/Extension/Community Engagement	43.24%	16	35.14%	13	21.62%	8	0.608108	14	0.638889
University Research - EPSCoR	Research Centers/Extension/Community Engagement	71.05%	27	21.05%	8	7.89%	3	0.815789	2	0.972222
ASUI Communications	Student/Faculty Service	28.26%	13	30.43%	14	41.30%	19	0.434783	13	0.142857
ASUI General	Student/Faculty Service	48.78%	20	43.90%	18	7.32%	3	0.707317	2	0.928571
Auxiliary Services	Student/Faculty Service	10.87%	5	54.35%	25	34.78%	16	0.380435	14	0.071429
Independent Study	Student/Faculty Service	28.26%	13	43.48%	20	28.26%	13	0.500000	9	0.428571
International Programs (CALs)	Student/Faculty Service	46.94%	23	32.65%	16	20.41%	10	0.632653	7	0.571429
LGBTQA	Student/Faculty Service	20.00%	8	52.50%	21	27.50%	11	0.462500	11	0.285714
Officer Education-Air Force	Student/Faculty Service	25.00%	11	47.73%	21	27.27%	12	0.488636	10	0.357143
State CCI Funding	Student/Faculty Service	47.83%	22	47.83%	22	4.35%	2	0.717391	1	1.000000
Student Assistance Matching	Student/Faculty Service	48.89%	22	35.56%	16	15.56%	7	0.666667	5	0.714286
Student Benefits, Health, & Wellness	Student/Faculty Service	48.84%	21	34.88%	15	16.28%	7	0.662791	6	0.642857
Student Union	Student/Faculty Service	34.09%	15	40.91%	18	25.00%	11	0.545455	8	0.500000
University Bookstore	Student/Faculty Service	10.26%	4	46.15%	18	43.59%	17	0.333333	15	0.000000
University Housing	Student/Faculty Service	45.00%	18	47.50%	19	7.50%	3	0.687500	3	0.857143
Women's Scholarships	Student/Faculty Service	18.18%	8	54.55%	24	27.27%	12	0.454545	12	0.214286
Work Study	Student/Faculty Service	40.43%	19	55.32%	26	4.26%	2	0.680851	4	0.785714

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

University of Idaho
Program Prioritization
FY18
Other Departments
Institutional Investment

Banner Department	Functional Area	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
AA Integrated Design Lab	Academic	\$ -	2	0.500000
CLASS North Idaho	Academic	\$ -	2	0.500000
Medical Education Program	Academic	\$ -	2	0.500000
ASUI-Kibbie Activity Center	Centrally Provided Services	\$ 539,000.00	23	0.312500
Auditing Services	Centrally Provided Services	\$ 249,106.00	20	0.406250
BAAS Fixed Costs	Centrally Provided Services	\$ 760,400.00	25	0.250000
Caine Center Administration	Centrally Provided Services	\$ -	6	0.843750
CALS Communications	Centrally Provided Services	\$ -	6	0.843750
Capital Projects	Centrally Provided Services	\$ 240,949.00	19	0.437500
Central Summer & Intersession	Centrally Provided Services	\$ 4,222,146.00	30	0.093750
Central University	Centrally Provided Services	\$ 234,121,136.00	33	0.000000
College of Education-Project Fds	Centrally Provided Services	\$ -	6	0.843750
Commencement	Centrally Provided Services	\$ 131,184.00	18	0.468750
Econ Dev & Tech Transfer	Centrally Provided Services	\$ 391,547.00	22	0.343750
Engineering in Boise	Centrally Provided Services	\$ 17,567.00	14	0.593750
Equity and Diversity	Centrally Provided Services	\$ 28,279.00	15	0.562500
Facilities Management-Shops/Misc.	Centrally Provided Services	\$ -	6	0.843750
Facilities Stores	Centrally Provided Services	\$ -	6	0.843750
General Athletic Support	Centrally Provided Services	\$ 899,700.00	27	0.187500
General-Vandal Scholarship Fund	Centrally Provided Services	\$ -	6	0.843750
Liability & Fidelity Insurance	Centrally Provided Services	\$ 367,800.00	21	0.375000
McCall Field Campus	Centrally Provided Services	\$ -	6	0.843750
Men's Gifts	Centrally Provided Services	\$ -	6	0.843750
Parking & Transportation Services	Centrally Provided Services	\$ 42,192.00	16	0.531250
Property Insurance Fixed Costs	Centrally Provided Services	\$ 839,399.00	26	0.218750

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

Banner Department	Functional Area	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Research Assurances	Centrally Provided Services	\$ 567,359.00	24	0.281250
Research Development	Centrally Provided Services	\$ 81,619.00	17	0.500000
Security Fixed Costs	Centrally Provided Services	\$ 1,753,730.00	29	0.125000
Sponsored Programs	Centrally Provided Services	\$ 999,284.00	28	0.156250
Staff Council	Centrally Provided Services	\$ 15,500.00	13	0.625000
Twin Falls Center - Magic Valley	Centrally Provided Services	\$ 2,500.00	12	0.656250
UI Golf	Centrally Provided Services	\$ -	6	0.843750
University Debt Service	Centrally Provided Services	\$ 4,803,590.00	31	0.062500
University Support Services	Centrally Provided Services	\$ -	6	0.843750
Utilities	Centrally Provided Services	\$ 5,428,635.00	32	0.031250
Women's Gifts	Centrally Provided Services	\$ -	6	0.843750
4-H Programs	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Ag & Extension Distance Education	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Ag Extension-Counties	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Branch Stations-Aberdeen	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Branch Stations-Caldwell	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Branch Stations-Dubois	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Branch Stations-Hagerman	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Branch Stations-Kimberly	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Branch Stations-Parma	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Branch Stations-Tetonia	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Caine Center Clinics	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Center for Advanced Energy Studies	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Center of Resilient Communities	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
CMCI	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Confucius Institute	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
District III	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Eastern District	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Executive Education	Research Centers/Extension/Community Engagement	\$ 642.00	35	0.055556
Extension Forestry	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
F&W-Coop Unit	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Fire Science Program	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 4

Banner Department	Functional Area	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Fish & Wildlife Resources	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Fisheries Unit	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Forest Utilization Research	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Idaho Geological Survey	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
INBRE	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
N. Cummings Rsrch Ext Ed Ctr	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Northern District	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Northwest Knowledge Network	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Southern District	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
State Funding CDA Computer Science	Research Centers/Extension/Community Engagement	\$ 819,500.00	37	0.000000
Stillinger	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
Tree Nutrition Coop (IFTNC)	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
TRIO Pre-College Projects	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
UI Experimental Forest	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
UI Forest Research Nursery	Research Centers/Extension/Community Engagement	\$ 15,250.00	36	0.027778
University Research - EPSCoR	Research Centers/Extension/Community Engagement	\$ -	17.5	0.541667
ASUI Communications	Student/Faculty Service	\$ -	6	0.642857
ASUI General	Student/Faculty Service	\$ -	6	0.642857
Auxiliary Services	Student/Faculty Service	\$ -	6	0.642857
Independent Study	Student/Faculty Service	\$ -	6	0.642857
International Programs (CALS)	Student/Faculty Service	\$ -	6	0.642857
LGBTQA	Student/Faculty Service	\$ -	6	0.642857
Officer Education-Air Force	Student/Faculty Service	\$ 6,500.00	12	0.214286
State CCI Funding	Student/Faculty Service	\$ 792,600.00	14	0.071429
Student Assistance Matching	Student/Faculty Service	\$ 7,849,900.00	15	0.000000
Student Benefits, Health, & Wellness	Student/Faculty Service	\$ -	6	0.642857
Student Union	Student/Faculty Service	\$ -	6	0.642857
University Bookstore	Student/Faculty Service	\$ -	6	0.642857
University Housing	Student/Faculty Service	\$ -	6	0.642857
Women's Scholarships	Student/Faculty Service	\$ 260,630.00	13	0.142857
Work Study	Student/Faculty Service	\$ -	6	0.642857

Update on Program Prioritization at the University of Idaho

August 2019

Board Policy V.B.11: Program Prioritization

- a. Program Prioritization is a process adopted by the Board in setting priorities and allocating resources among programs and services with a specific focus on Mission, Core Themes and Strategic Plans.
- b. Program Prioritization shall be incorporated in the colleges and universities' annual budgeting and program review process.
- c. Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

Recent History of Program Prioritization at the University of Idaho

In 2013, the State Board of Education (SBOE) mandated that all universities engage in program prioritization as a way to address the Governor's zero-based budgeting requirement. Their intent was for institutions to critically review their academic programs and non-academic support functions, building a culture of continuous improvement and internal reallocation to meet institutions highest goals and objectives instead of reliance on new monies from the State of Idaho.

The University of Idaho conducted program prioritization several times between 2000 and 2013. Prior to 2013, there were at least two program prioritization processes that identified programs for closure and investment. The Board mandated 2013-2015 effort by interim leadership was branded "Focus for the Future" to highlight the need for a renewed approach, given the Board's interest in an ongoing process. The process initially resulted in a prioritization that the SBOE found not compliant with their guidelines. These results were adjusted to meet the Board's requirements and led to six moved/restructured degrees, five program consolidations, one name change and nineteen discontinued programs. For example the closure of the Office for Community Partnerships released over \$460,000 that was invested in faculty positions in international studies and natural resources as well as additional base funding for the Library.

New leadership worked with faculty senate in 2015-16 at the behest of the SBOE to continue to improve the program prioritization process at the UI. A [subsequent string of communication](#) and committee work ensued and a new transparent and collaborative program prioritization process developed. Updates regarding this new program prioritization were provided to the SBOE in August 2015 and August 2016. At the August 2016 meeting, the Board commended the institutions for their work on implementing program prioritization processes that were viable and sustainable.

The University of Idaho is now moving into a third improvement cycle of our program prioritization process. This process is embedded in our annual budgeting cycle and has yielded significant resources that have been dedicated toward university priorities.

The University of Idaho Program Prioritization Process

The University of Idaho assesses overall program priority by evaluation against three criteria:

1. Essentiality to the University of Idaho's mission (20% weighting)
2. Contribution to the University of Idaho's strategic plan (50% weighting)
3. Institutional financial investment in Banner departments (30% weighting)

This approach reflects the university community's desire to align our program prioritization and strategic planning efforts. These criteria were separately assessed using focused tools specific to each of four key functional areas of the university:

Academic departments

Student/Faculty service departments

Research centers/Extension/Community engagement departments

Centrally provided service departments

Banner is our Enterprise Resource Planning (ERP) tool and a department is a specific budgetary unit within the Banner ERP. Thus, the departments above encapsulate ALL units at the University of Idaho that have access to monetary resources.

The results of the assessment are all numeric and range in value from 0 (lowest performance/priority) to 1 (highest performance/priority) within each functional area above, and are available as an ordinal ranking or, per Board guidelines, as quintiles. Budget reductions have been defined for each Vice Presidential area based on the relative scores and current general education budget of each department.

University Budget and Finance Committee (UBFC) – Funding Priorities

Each year, the university community is invited to submit ideas requiring new sources of funding. The proposal process is managed by a committee of Faculty Senate (which includes Staff Council and student representatives). The committee evaluates and ranks all proposals, then sends them to the President's leadership team for further evaluation. Based on the amount of reallocated and new revenue, the President makes the final funding decisions. Recurring, base general education budget is considered during the program prioritization process, as are other new revenue sources such as net tuition revenue, state appropriations or increased overhead from Federal research grants. Additional one-time investments are typically funded through a separate mechanism of collecting unspent general education budget within units across all functional areas at the University of Idaho. Final funding decisions and amounts are shared broadly with the campus community.

Recent Results and Reallocations

The entire campus was encouraged to participate in developing the program prioritization process. However, there was significant consternation expressed by those that were not highly ranked in the process, a reaction which is to be expected in a process that places units in competition with each other. The results have been utilized twice to meet high priority financial needs since Fall 2017.

In Fall 2017, the two highest priorities identified by the UBFC were competitive Teaching Assistant (TA) packages and investment in faculty and staff salaries to improve market competitiveness. Program prioritization identified \$2 million. This funding was coupled with an additional \$2 million in anticipated new tuition revenue and centrally reallocated funds, to meet the required \$4 million target for increased compensation. The funding of our TA packages to competitive levels resulted in a significant increase in new graduate student enrollment in the subsequent Fall. The salary increases for faculty and staff addressed longstanding equity issues across many dimensions of our demographics. In addition, we applied a 1.86% flat rate contribution from prior year unspent general education budgets to yield \$500,000 of one-time funds for updated Zoom videoconferencing and to address emerging needs in University Communications, the library and Staff Council.

The same program prioritization process identified another \$5 million in permanent base general education funding reductions in Fall 2018. Given the significant base reductions required in academic programs, the Provost instituted a position control mechanism where faculty position turnover is managed at the University level rather than at the College or department level. Of the \$5 million in reallocated base funding, \$3 million was utilized to address ongoing tuition revenue shortfalls and the remainder was invested in UBFC priorities as well as allowing for a small strategic reserve for the new president. One-time unspent general education budget accumulations contributed at a rate of 6.87% to yield \$1.5 million for investment in faculty start up, University Communications, the Graduate College recruiting efforts, and the College of Art and Architecture technology upgrades.

The Third Evolution of Program Prioritization

This fiscal year, the University of Idaho will undergo its third evolution of the program prioritization process since the Board's initial charge in 2013. Several areas for improvement have been identified by the university community. First, the process in place relies heavily on surveys of university community members for relative centrality to mission of each unit. In such surveys, vital functions (e.g. utilities operations, Title IV investigation office, the Office of the President) were not "popular" uses of institutional funds and, thus, have taken a disproportionate cut during the last two cycles of program prioritization. It is time to reassess and adjust the approach and its impact on critical function units.

The Institutional Planning and Effectiveness Committee (IPEC) recommends that we modify criterion two of the current program prioritization process to minimize or eliminate narrative-based assessments. A subcommittee to IPEC has made specific recommendations on the use of dashboards and standard measures of productivity for academic units. In addition, there is widespread agreement the our Cascaded Planning process could be a proxy for assessing criteria for all units on campus and would likely be the best tool for non-academic departments.

Finally, we have utilized the program prioritization process primarily as a reallocation methodology and secondarily as a means of assessing the viability of academic programs. The new approach will more directly measure viability of academic programs and will likely yield more actionable data and information.



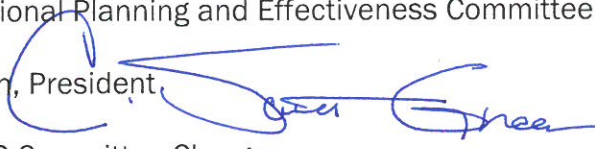
OFFICE OF THE PRESIDENT
875 Perimeter Drive MS 3151
Moscow ID 83844-3151

208-885-6365
president@uidaho.edu
uidaho.edu/president

MEMORANDUM

Date: November 22, 2019

To: John Wiencek, Provost and Executive Vice President
Chair, Institutional Planning and Effectiveness Committee

From: C. Scott Green, President 

Subject: 2019-20 IPEC Committee Charge

Provost Wiencek please share the information below with the members of the Institutional Planning and Effectiveness Committee (IPEC):

Thank you for serving in this important role to help guide our planning processes on campus. This year we will have a few activities requiring your guidance. As an advisory committee to me, please provide recommendations for action that I can consider. In particular, we are in need of a refresh to our program prioritization process. Please work quickly to refresh the academic program evaluation portion of the program prioritization process within the coming weeks so that we can consider academic programs that may no longer be viable. I also would appreciate it if all non-academic areas refresh and rerun the program prioritization process by the end of this academic year. Beyond program prioritization, we will need your assistance with some adjustments to our definition of mission fulfillment and strategic goals as required for the new NWCCU accreditation standards.

We have a white paper that describes our recent efforts on program prioritization, I am attaching it for your review and to also consider the work of the REAPP (Re-Envisioning Another Program Prioritization) committee, comprised by IPEC with faculty and staff, to suggest revisions to the process. The key revisions will be to criteria one and two. With respect to measures of productivity and contribution to strategic goals, metrics should reward enrollment, graduation and tangible measures of research productivity (e.g. program majors, student credit hours taught, research expenditures, F&A generation, degree production, etc.). I would anticipate that these measures will inform the work of our Sustainable Finance Budget workgroup. I also encourage a triage approach to allow a strict quantitative assessment that provides an initial binning into relative priorities followed by a focused process on those programs on the lower end of the evaluation scale for qualitative measures (quality, national reputation, potential for redirection, and future growth). A final step would be an appeal process to myself before any programs are recommended for closure.

For non-academic units, I encourage an approach that builds off of the program review process developed within the Provost's office for non-academic units. This process may need a few years to provide sufficient longitudinal data but should commence this year and be integrated into our larger accreditation process of continuous improvement.

In closing, I thank you for agreeing to serve on IPEC and look forward to hearing about your progress in the coming weeks. Provost Wiencek can answer any questions regarding deliverables and timelines. Again, I am grateful for your service.

Attachment: *Update on Program Prioritization at the University of Idaho Final*

**Update on Program Prioritization at the University of Idaho
April 2020**

I. Introduction**A. Board Policy V.B.11: Program Prioritization**

1. The State Board of Education mandates that all universities in Idaho engage in a Program Prioritization process. Results of that process are to be used by each institution as it sets priorities and allocates resources among programs and services. Program Prioritization is intended to direct resources to enable each institution to achieve its Mission, Core Themes and Strategic Plans.
2. Program Prioritization shall be incorporated in the colleges and universities' annual budgeting and program review process.
3. Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

B. Board Policy III.F. Program Prioritization

The University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College shall integrate program prioritization into their respective strategic planning, programming (academic and nonacademic) and budgeting processes. As part of the program prioritization process, the institutions shall conduct an evaluation of programs and services with specific and tangible objectives, and with a focus on specific evaluation criteria.

1. All academic programs shall be evaluated with an emphasis on:
 - a. External demand
 - b. Quality of outcomes
 - c. Costs and other expenses.
2. Additional criteria may be considered by institutions to evaluate programs. These criteria can be weighted within the evaluation process as the institution determines appropriate. Criteria may include:
 - a. History, development and expectations of the program
 - b. External demand
 - c. Internal demand
 - d. Quality of inputs and processes
 - e. Quality of outcomes
 - f. Size, scope and productivity
 - g. Revenue and other resources generated
 - h. Costs and other expenses
 - i. Impact, justification and overall essentiality
 - j. Opportunity analysis
3. Criteria for evaluation of non-academic programs may include:
 - a. Key objectives and how they are measured
 - b. Services provided and to which customers
 - c. Position-by-position analysis
 - d. Unmet needs and demands
 - e. Opportunities for collaboration and restructuring

- f. Opportunities to share skill sets and resources
- g. Opportunities for cross-training
- h. Technological improvements that are cost effective
- i. Process improvements to streamline operations
- j. Outsourcing exploration to improve service and cut costs

These criteria may be weighted as each institution determines appropriate.

- 4. Academic and non-academic programs shall be evaluated and grouped into quintiles based on relative cost efficiency and effectiveness.

All program reviews shall include an indicator of which quintile the program falls into. Annual program prioritization updates shall provide a description of the progress achieved toward implementing findings and recommendations. These are to be submitted annually to the board by the institutions in a format and timeline established by the Executive Director.

- 5. Institutions shall conduct program prioritization at least once every five years. Final reports must include:
 - a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.
 - b. Opportunities for improvements to organizational structure and function
 - c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.
 - d. Estimated institutional savings and efficiencies created through implementation of recommendations.
 - 6. As part of program planning processes pursuant Board Policy III.Z. and postsecondary program approval and discontinuance processes pursuant to Board Policy III.G. institutions must provide the board with information on how planned and proposed program action addresses needs identified from program prioritization.
 - 7. Program prioritization processes must involve a diverse range of stakeholder representation at each institution. Methodology will be reported to the Board and must be transparent to institution communities while meeting the outcomes defined in this section of Board Policy.
- C. Rationale to Conduct Academic Program Prioritization: The University of Idaho's current budget circumstances and cost reduction efforts engage all areas of the university's operations. The majority of university expenditures are committed to the academic areas of the institution. To ensure that careful, data informed decisions are made when considering those efforts in the academic areas a task force comprised of faculty and staff led the effort to conduct and complete a program prioritization process during FY20. Information gathered during that process formed the basis of analysis for the committee in formulating recommendations regarding program closures, consolidations and potentially other actions such as investment in high performing programs.

II. Background

In 2013, the State Board of Education (SBOE) mandated that all universities engage in program prioritization as a way to address the Governor's zero-based budgeting requirement. Their intent was for

institutions to critically review their academic programs and non-academic support functions, building a culture of continuous improvement and internal reallocation to meet each institutions' highest goals and objectives instead of reliance on new monies from the State of Idaho. This approach is based on Robert Dickeson's framework for clarifying institutional purpose and setting academic priorities, described in his book *Prioritizing Academic Program and Services: Reallocating Resources to Achieve Strategic Balance*.

Program Prioritization 2013-2015: The SBOE-mandated 2013-2015 effort by interim leadership was branded "Focus for the Future" to highlight the need for a renewed approach, given the SBOE's interest in an ongoing process. The process initially resulted in a prioritization that the SBOE found to be not compliant with their guidelines. Results and analysis were revised to meet the Board's requirements and led to six moved/restructured degrees, five program consolidations, one name change and nineteen discontinued programs. For example, the closure of the Office for Community Partnerships released over \$460,000 that was invested in faculty positions in international studies, the College of Natural Resources, and additional base funding for the Library. The process was heavily criticized by the UI community for being accomplished in closed door meetings among the interim provost and deans, and for inaccurate and incomplete data used to evaluate interdisciplinary programs (programs whose metrics are not captured in Banner or F&A distribution). Interdisciplinary programs were moved into colleges without measures to ensure existing students did not suffer in the transition, and without mechanisms to continue and to measure participation by faculty outside the college of program residence.

Program Prioritization 2015-2017: New leadership worked with faculty senate in 2015-16 at the behest of the SBOE to continue to improve the program prioritization process at the UI. Updates regarding this new program prioritization were provided to the SBOE in August 2015 and August 2016. UI moved into its next improvement cycle of our program prioritization process in 2017. This process is embedded in our annual budgeting cycle and has yielded significant resources that have been dedicated toward university priorities. UI assessed overall program priority by evaluation against three criteria:

1. Essentiality to the University of Idaho's mission (20% weighting)
2. Contribution to the University of Idaho's strategic plan (50% weighting)
3. Institutional financial investment in Banner departments (30% weighting)

This approach reflected the university community's desire to align our program prioritization and strategic planning efforts.

In Fall 2017, the two highest priorities identified by the University Budget and Finance Committee (UBFC) were competitive Teaching Assistant (TA) support packages and investment in faculty and staff salaries to improve market competitiveness. Program prioritization identified \$2 million in funding to commit to those efforts. This funding was coupled with an additional \$2 million in anticipated new tuition revenue and centrally reallocated funds, to meet the required \$4 million target for increased compensation. The funding of our TA packages to competitive levels resulted in a significant increase in new graduate student enrollment in the subsequent Fall. The salary increases for faculty and staff addressed longstanding equity issues across many dimensions of our demographics. In addition, we applied a 1.86% flat rate contribution from prior year unspent general education budgets to yield \$500,000 of one-time funds for updated Zoom videoconferencing resources and to address emerging needs in University Communications, the library and Staff Council.

The results of the program prioritization process informed another \$5 million in permanent base general education funding reductions in Fall 2018. Given the significant base reductions required in academic programs, the Provost instituted a position control mechanism where faculty position turnover is managed at the University level rather than at the College or department level. Of the \$5 million in reallocated base funding, \$3 million was utilized to address ongoing tuition revenue shortfalls and the remainder was

invested in UBFC priorities, while providing a small strategic reserve for the new president. One-time unspent general education budget accumulations contributed at a rate of 6.87% to yield \$1.5 million for investment in faculty start up, University Communications, the Graduate College recruiting efforts, and the College of Art and Architecture technology upgrades.

The 2015-2017 Program Prioritization Process was highly successful in generating and applying funds to priority areas. It was heavily criticized by the UI community for the lack of a supporting basis for the choice of weighting factors. Thus, the next process sought improvement in determining initial metrics.

III. Taskforce Selection and Meetings:

a. Committee Members:

Member Name (16 w/ JW & MS)	Employee Type/Work Unit	Email
Rachel Halverson, Chair	Faculty (CLASS)	rhelverson@uidaho.edu
Peter Allen	Faculty (COS)	pballen@uidaho.edu
Jim Alves-Foss	Faculty (COE)	jimaf@uidaho.edu
Linda Chen	Faculty (CBE)	lindachen@uidaho.edu
Louise-Marie Dandurand	Faculty (CALS)	lmnd@uidaho.edu
Ryan Long	Faculty (CNR)	ralong@uidaho.edu
Phillip Scruggs	Faculty (CEHHS)	pwscruggs@uidaho.edu
Barb Cosens	Faculty (LAW)	bcosens@uidaho.edu
Randall Teal	Faculty (CAA)	rteal@uidaho.edu
Cindy Ball	Staff (Chemistry)	bogar@uidaho.edu
Christian Elsberry	Staff (Advancement Services)	celsberry@uidaho.edu
Kris Freitag	Staff (OSP)	kfreitag@uidaho.edu
Ginger Carney	Dean (COS)	gingercarney@uidaho.edu
Marc Chopin	Dean (CBE)	mchopin@uidaho.edu

- b. **Staffing:** Terry Grieb (Chair, Faculty Senate) and Chad Neilson (Chair, Staff Council) selected committee members. They strove to ensure representation of all colleges, faculty ranks, and staff. Eight members of the committee had been assigned to serve on the UBFC.
- c. **Role of Consultants:** Given their disciplinary expertise, David Yopp and Rob Ely were invited to consult with the task force to ensure the assessment methods adopted by the task force were valid statistically. Professor Yopp was also a member of Re-Envisioning Another Program. Prioritization (REAPP) task force which made recommendations about how to improve the program prioritization process following the efforts of 2017-18. Rob Ely attended the taskforce meeting on January 10, 2020. David Yopp and Rob Ely also met separately with the Provost to discuss possible evaluation methods for the committee to employ when evaluating program presentations.
- d. **Role of the Provost:** Given the accelerated timeline for completion of the taskforce's work, the Provost was present at each meeting of the task force up until the point that selected programs were asked to make presentations to the task force, and guided the taskforce's articulation of the program prioritization process, collected and analyzed data as instructed and supplied the taskforce with

documents for review and keeping the taskforce moving forward with endorsement and/or amendment of the program prioritization process.

e. Number of Meetings/Topics Addressed:

There were six meetings preceding program presentations to the task force: December 13, 2019; January 7, 2020; January 10, 2020; February 7, 2020; February 24, 2020; and March 5, 2020.

December 13, 2019 (3 hours):

- Review of Academic Prioritization Process done in 2017, including recommendations from REAPP (re-envisioning another program prioritization) that the first stage of the process use quantitative measures and the second stage of the process use qualitative measures.
- Discussion of formation of a small committee to review programs' mission centrality. The taskforce agreed on the following composition: President, Provost, Dean, Department Chair/Head, Faculty member and Staff member. Ben Hunter will chair the committee.
- Discussion of RBA formula and populating quintiles, including not ranking individual programs within quintiles.

January 7, 2020 (3 hours):

- Review of 2017 program prioritization process: 20% mission essentiality, 50% contribution to strategic plan, 30% institutional E&G financial support.
- Review of president's charge for 2020 and REAPP recommendations. Discussion of revenue attribution based on 50% conferrals and 50% student credit hours.
- RBA Formula:

$$RBA = \frac{(Tuition + F\&A + G\&A - GenEd\ Budget)}{GenEd\ Budget} * 100\%$$
- Further discussion of weighting of conferrals and student credit hours.
- Overview of Current Process Steps Identified:
 1. Quantitative (RBA)
 2. Small Committee Determination of Mission Centrality
 3. APP (Academic Program Prioritization) formulates recommendations and identifies programs for closure.
 4. Provost shares results with IPEC and the deans.
 5. Recommendation to the President
 6. Appeal Process with the President

January 10, 2020 (3 hours):

- Rob Ely attended this meeting as a guest consultant.
- There was extensive discussion of whether the 50/50 mix of tuition and SCH is appropriate. The committee came to an agreement that the exact weighting will be set after some sensitivity testing. For the testing process, program names will be removed, consistently giving an alpha description. A sensitivity analysis will determine the weights where rankings are most stable. This will drive the discussion at the next meeting on February 7, 2020.
- The committee continued its discussion of the appeal process. It was decided that the programs identified for elimination give a presentation to the committee consisting of no more than five slides, one point per slide. The committee would work with David and Rob to develop a rubric to evaluate the presentations. Its recommendations to the president would be based on their evaluation of the presentations. These presentations also could be recorded for the president to review as he is making the final decision.

- Presentation protocols will be discussed at the next meeting.

February 7, 2020 (2 hours):

- Jodi Walker, Director of Communications, attended this meeting as a guest.
- The committee reviewed the results of the sensitivity analysis and agreed to use 54% for SCH and 46% for conferrals. This weighting appeared to produce rankings that are close to the average rank for any given program and minimized the maximum deviations from the average ranking. This weighting scheme was used to assign tuition revenue and calculate the Return on Budget Allocated (RBA). In the final analysis step, an overall ranking was determined using a weighted scoring of 80% RBA and 20% Mission Essentiality.
- The presentation process for selected programs was revisited and defined further:
 1. Maximum of 5 PPT.
 2. 10-minutes presentation; 20 minutes for Q&A.
 3. Considerations such as job placement, grad school placement, alumni giving, and philanthropy may be included in the presentation.
- The committee chose to attempt to identify \$2.5 million in savings.
- It was reinforced that the information discussed by the committee is confidential.
- Next Steps:
 1. Data will be disseminated to the deans for their review. The Provost will work with them to clarify the number of programs in the fifth quintile slated for elimination.
 2. At the committee's next meeting, members will review the data: RBA, rank by RBA, rank by mission essentiality, 80/20 RBA/mission score.

February 24, 2020 (1.5 hours):

- Discussion of reports and recommendations from deans.
- The committee identified the programs in the fifth quintile that would be invited to give a presentation to the committee: Geography, Geology, Interdisciplinary Studies, Materials Science, and Music.

March 5, 2020 (2 hours):

- Jodi Walker attended this meeting as a guest.
- Current efforts on the part of the Registrar and Cher Hendricks to review the catalog and reduce the number of options and emphases were shared with the taskforce.
- Taskforce chair updated the members on the e-mails sent to Geography, Geology, Interdisciplinary Studies, Materials Science, and Music to provide additional information.
- The provost shared the decision not to ask Geology and Interdisciplinary Studies to provide additional documentation.
- The taskforce agreed to review the additional documentation provided by Geography, Materials Science and Music and to complete a poll to indicate whether they felt the program needed to present to the taskforce. Polling results determine which programs present to the taskforce.
- The taskforce finalized the presentation format:
 1. Pre-Presentation Taskforce Discussion (30 Minutes)
 2. Program Presentation (10-minute presentation; 20 minutes for questions from the taskforce)
 3. Post-presentation Discussion to Articulate Recommendation (30 Minutes)

Presentation Schedule:

Geography –Wednesday, April 1, 2020

Materials Science – Friday, April 3, 2020

Music – Monday, April 6, 2020

IV. Resulting Recommendations:**Programs closed in recent past but still on inventory (clean up and standard processes)**

J.D. Law-Litigtn & Alt Disp Res Emph

LL.M. Law

M.S. School Counseling

M.Ed. School Counseling

Grad Academic Certificate Adv Materials Technology

P.S.M. Nat Res & Envr Science

B.S. Music-History & Lit Emph

Emphasis Areas to be removed or merged

B.S. Physics-Applied Physics Emph

B.A. Organizational Sciences

Programs to be Discontinued Voluntarily (did not request appeal to Taskforce)

M.A. Philosophy

Grad Academic Certificate Analog Integrated Circuit Dsgn

Grad Academic Certificate Organizational Dynamics

Grad Academic Certificate Bioregional Plng & Commun Design

Grad Academic Certificate Urban Design

M.S. Bioregional Plng & Commun Design

M.S. Rehab Couns & Human Services (1 Tenured Faculty separation – found new position as part of transition of the program to ISU)

Program recommended for merger/restructuring by Academic Program Prioritization Taskforce

B.S. Geography – will be merged with Geology

Ph.D. Geography – will be merged with Geology

Geography

1. Ballot Results:¹
 - a. Materials submitted were adequate to take action: 12 voted “yes”; 1 voted “no.”
 - b. Recommendation: 0 voted to “Close the program”; 13 voted to “Adjust the program for success.”

¹ Please note that one APP Taskforce member abstained due to conflict of interest.

2. The APP Taskforce supports Geography's plan to merge with the Department of Geology, rebrand its major, and intensify its recruitment efforts. This produces a cost savings of circa \$70,000 (Administrative Coordinator; Chair's stipend).
3. The taskforce recommends that Geography explore additional steps to increase its RBA. Suggestions include, but are not limited to (note that to improve RBA in the short term, a and b would need to result in reductions in number of faculty):
 - a. Increasing teaching loads;
 - b. Increasing class size;
 - c. Reducing general education expenses;
 - d. Increasing grant funding.
4. Annual review of the program should be undertaken to ensure that the changes implemented are producing the desired cost efficiencies and program effectiveness.

Note: Geography and Geology will merge to form a new academic department which will realize some cost savings for administrative costs and offer opportunity to build on shared research interests. The Geography faculty will be reduced via non-renewals of probationary tenure track faculty and non-tenured faculty.

Program recommended for closure by Academic Program Prioritization Taskforce

B.S.M.S.E. Materials Science & Engr (6 Tenured/Tenure Track Faculty will be issued nonrenewal pending SBOE approval)

Materials Science

1. Ballot Results:
 - a. Materials submitted were adequate to take action: 13 voted "yes"; 1 voted "no."
 - b. Recommendation: 9 voted to "Close the program"; 5 voted to "Adjust the program for success." These are the only two choices on the ballot. The next bullet indicates that the committee was in agreement with recommending the College's plan.
2. With the understanding that a graduate program in Materials Science and Engineering in Idaho Falls will not require general education funds, the APP Taskforce is unanimous in its support of the College of Engineering's plan to eliminate the B.S. Materials Science and Engineering on the Moscow campus and to move the Ph.D. Materials Science and Engineering to Idaho Falls.
3. The APP Taskforce recommends annual review of the graduate program in Idaho Falls by the taskforce, the dean, and the department chair to assess its viability.

Program recommended for adjustment for success by the Academic Program Prioritization Taskforce

Music

1. Ballot Results:
 - a. Materials submitted were adequate to take action: 8 voted "yes"; 6 voted "no."
 - b. Recommendation: 4 voted to "Close the program"; 10 voted to "Adjust the program for success."
2. The potential for improved fiscal performance was unclear from the information presented by the Director of LHSOM in response to the taskforce's questions. The Task Force recommends that the LHSOM and CLASS leadership work to clarify the expected outcomes from the proposed adjustments and to explore additional measures beyond efforts to increase enrollment to improve

the RBA. More information, for example, is necessary to determine whether eliminating B. Mus. Music Business Arts and Administration, Entrepreneurship emphasis, and General emphasis would produce a cost savings.

3. The APP Taskforce would like to emphasize that steps need to be taken to increase RBA and ensure the financial viability of the program. Short-term measures to improve RBA cannot rely on possible future increases in enrollment. Steps need to be taken to decrease costs and to increase revenue to ensure the financial viability of the program. The APP Taskforce recommends annual review of the LHSOM to assure budgets are reduced and revenues monitored appropriately.

V. Recommendations for Improving Academic Program Prioritization

The APP Taskforce offers the following recommendations for future APP processes:

1. We recommend that the APP Taskforce be convened annually to ensure that the process is continually updated and refined to produce consistent and useful information to improve the delivery and cost efficiency of academic programs. To provide continuity we recommend that the APP Taskforce members be appointed for 3 years, and to stagger appointments so that 1/3 of the Taskforce rotates onto and off the taskforce each year. Managing taskforce membership and appointments in this way will ensure at any given time institutional memory is embedded within the taskforce, while enabling a diverse and evolving contingent of faculty and staff to be engaged in the program prioritization process.
2. Quantitative and qualitative data considered during the last three program prioritization efforts have changed markedly. We recommend that university leadership work with faculty leadership and representatives of college level leadership to identify criteria that may be relied upon for more than one program prioritization cycle to inform decisions and recommendations related to program closure, investment, and related decisions. In particular, we recommend a reexamination of the use of the weighting of various factors. Despite criticism of the use of weighting in the 2015-2017 process, the 2020 process continued to do weighting (albeit at a reduced level). If weighting is used, we recommend establishing a basis for the weight of each metric that can be clearly articulated and transparent when explained to a general audience. An arbitrary weighting should not be considered sufficient.
3. We recommend an effort to acknowledge and count the interdisciplinary work that occurs outside or across programs and departments. The 2015, 2017, and this 2019/20 process have all shown that the University does not collect metrics for interdisciplinary work. Banner does not track this work and F&A is not tracked beyond the lead PI. If financial metrics are to be used for evaluation and if the University seeks to continue to hold out interdisciplinarity educational opportunities and research to be among its strengths, we must have a reliable and easily accessed means of determining:
 - a. grant collaboration outside or across programs;
 - b. graduate advising outside or across programs;
 - c. degree/certificate/emphasis participation outside programs;
 - d. and creative and scholarly activity that raises UI's reputation in areas with limited funding
4. We recommend that the next APP Taskforce reflect on whether program with concentration is the appropriate level of review and suggest that the taskforce solicit input from the deans as to which level is most appropriate to avoid arbitrary assignment of costs and benefits. The current process

looked at certificates, degree emphasis/concentrations, and all individually named degrees offered at the University. The committee recognizes that University funding models do not naturally align with degree programs, especially when those degrees are interdisciplinary in nature.

5. We recommend that future program prioritization processes provide more time for review of programs and documents, and have times set aside to meet with only members of the taskforce present early in the process. In addition, the timeline forced parallel rather than sequential processes between APP and the efforts of Colleges to meet budget reductions. This resulted in use of data prepared for APP, but not yet vetted or finalized by APP, by some deans as they considered their budget reduction strategies. We recommend future prioritization processes provide timelines that allow for deliberative, sequential processes and that provide more transparency in the data (i.e. provides a full data set) and spreadsheets. Specifically, the academic program prioritization process should be completed before budget reallocation processes take place. It is important for a future APP committee to review the data sets and models used so that they can further refine the metrics and ensure that we are collecting data that accurately informs a program prioritization process that best aligns with the university mission.

APPENDIX I

President's Charge to the Academic Program Prioritization Taskforce: Develop a two-step process:

1. Use quantitative metrics (program majors, Student Credit Hours (SCH) taught, research expenditures, F&A (Facilities and Administrative revenue associated with grants) generation, degree production, etc.) to do initial identification of programs upon which to focus additional analysis and potential closure.
2. Use additional qualitative metrics (program quality, national reputation, potential future growth, etc.) to recommend potential closures to IPEC.

Wiencek, John (johnwiencek@uidaho.edu)

From: Wiencek, John (johnwiencek@uidaho.edu)
Sent: Tuesday, April 14, 2020 3:03 PM
To: Green, Scott (scottgreen@uidaho.edu)
Cc: Lawrence, Torrey - VPF (tlawrence@uidaho.edu); Salisbury, Kimberly (kims@uidaho.edu); Stout, Mary (stoutm@uidaho.edu); Grieb, Terrance (tgrieb@uidaho.edu); Ewart, Daniel (dewart@uidaho.edu); Mahoney, Trina (tmahoney@uidaho.edu); McFadden, Mary Kay (marykaymcfadden@uidaho.edu); Ritts, Bradley (ritts@uidaho.edu); Nicotra, Jodie (jnicotra@uidaho.edu); Neilson, Chad (cneilson@uidaho.edu); Lockhart, Jacob (jacobl@uidaho.edu); Tibbals, Charles (ctibbals@uidaho.edu); Stout, Mary (stoutm@uidaho.edu); Foisy, Brian (brianfoisy@uidaho.edu); Halverson, Rachel (rhalverson@uidaho.edu); Sammarruca, Francesca (fsammarr@uidaho.edu); Espinoza, Joana (jespinoza@uidaho.edu)
Subject: Recommendations regarding Academic Program Prioritization
Attachments: APP Taskforce Report 2020.docx; Appendix APP Final Report.pdf

Dear President Green,

The Institutional Planning and Effectiveness Committee (IPEC) as well as the Academic Program Prioritization (APP) Taskforce submit to you the final report (attached) written by the APP Taskforce for your consideration.

IPEC met on April 13, 2020 to consider the recommendations of the report. IPEC was strongly in favor of accepting the recommendations of the APP Taskforce while offering its own additional recommendations. The vote was as follows: 9 in favor and 1 against (explained later). The additional recommendations follow:

1. The report focuses on roughly 20 programs out of 66 total programs in the Fifth Quintile (Q5). The other 45 programs were not named in this report because the APP Taskforce wanted to limit the exposure of these other programs as part of the process since they were deemed deserving of exemption or additional time to improve. One member of IPEC was reluctant to agree with the report, especially the rationale for excluding many of the Q5 programs from Step Two and closure consideration. It was recommended to give a summative table as an addendum to the report that articulates the disposition categories for Q5 programs and the numbers in each category. This table is below which will be included via this memo as an additional appendix to the report:

Q5 Disposition Category	Number of Programs in Category
Closure	10 (8 voluntary and 2 Material Sci programs)
Merger	7 (2 Geography, 5 in progress already)
Recently Discontinued	7
Newly Formed Program	15
Built Solely on Pre-existing Courses	8
Emphasis – Remove or Merge	2
Other Rationale for More Time	17

2. The merger of Geography and Geology opens up some intriguing possibilities even beyond the College of Science. IPEC recommends that a Presidential workgroup explore broader possibilities for such a merger.

3. Given the many Music related programs in Q5 and the lack of a plan coming from the School of Music, IPEC encourages you to engage with the Dean of CLASS to formulate an action plan to address the low RBA of the School of Music holistically.

There are numerous recommendations for continued improvements to the APP process within this report and the Taskforce recommends turning this activity into a standing committee. In addition, a parallel process needs to be run for non-academic programs consistent with the SBOE expectations. Given the unanticipated efforts that were directed towards COVID-19, IPEC recommends picking up these matters during the next Fiscal Year.

At this point, it is important that you communicate to the three academic areas that met with the APP Taskforce about your disposition in each of these cases. The programs should be offered a chance to meet with you after you relay your decision to them, so that they can make a case for reconsideration if they desire. Although the Taskforce only recommends closure of one of these programs, it certainly understands that its role is advisory and that you may opt to close other programs or to not close any program.

We hope this report meets your expectations. If you require any additional work, please reach out.

Sincerely

IPEC



TO: University of Idaho Faculty and Staff
FROM: Scott Green, President
DATE: April 30, 2020
SUBJECT: Program Prioritization Recommendations Approved

The University of Idaho's mission is to deliver education, outreach and research that benefits the people of Idaho. From our deep and unwavering commitment to agriculture to our recent focus on cybersecurity, we have continued to evolve and adapt to meet the changing needs of Idaho throughout our history. It is our responsibility to ensure that everything we do is relevant, cost-effective and impactful. That requires regular review and assessment of our offerings.

Thank you to outgoing Provost John Wiencek for leading the complex process of evaluating 338 academic programs these past few months. I especially appreciate the work of the Program Prioritization Task Force. Led by Rachel Halverson, department chair of Modern Languages and Cultures, the task force conducted a detailed assessment of designated programs and provided a thoughtful slate of recommendations for me to consider.

In general, the recommendations include:

- Ongoing monitoring of 39 programs;

- Restructuring three programs;
- Merging eight academic units into four, making the programs financially stronger and more efficient; and
- Closing 10 programs, eight of which were submitted voluntarily by the dean of the respective college.

The Impact

While cost savings is not the main reason for engaging in this process, it is an outcome that is especially helpful in the current environment. Total cost savings expected from Program Prioritization changes are expected to be \$1,591,000 realized over time as the changes are implemented and courses are taught out.

The deans used the Program Prioritization results as a tool to meet their \$15.74 million in budget reduction goals, representing the majority of our overall campus budget reduction goal of \$22 million for FY21. This approach demonstrates the commitment and resiliency of our community to make tough choices in hard times.

The Process

The task force of nine faculty, three staff and two deans began meeting in late 2019 to refresh the Program Prioritization process.

The task force implemented a two-step evaluation process. The first step focused on quantifying sources of revenue and contrasting revenue with expenditures, summarized by a metric referred to as “Return on Budget Allocated” or RBA. For programs with substantial negative RBA, additional analysis was conducted in a second step.

Step two included an opportunity for deans to self-identify programs for closure or significant change in curriculum or

structure. In addition, some recently established programs without the degree conferrals vital to the calculation of RBA were removed from further review.

Representatives from three program areas were invited to meet with the task force to discuss qualitative issues, contribution to the University of Idaho's mission and other mitigating factors. Following those discussions, the task force forwarded clear recommendations for all three programs to the Institutional Planning and Effectiveness Committee (IPEC). IPEC supported those recommendations and forwarded them to me. I approved the following actions based on those reports:

- Materials Science: All programs and degrees within this discipline will be closed, with appropriate approvals from the Idaho State Board of Education. Students in Material Sciences will be taught out to degree completion with care and attention to their individual needs.
- Music: Individual programs or emphases within this large program will be reviewed and a consolidation plan implemented. Consolidated programs will continue to improve degree completion and incorporate additional budget reductions.
- Geography and Geology: These two departments will be merged, and faculty will work on programmatic integration and improvements for the future.

As a final step in this process, I offered to meet with each program to discuss this decision. I appreciated that some faculty and program leadership shared their views on the recommendations.

The top priority now is to implement these changes with our students and their continued success as the focus. In addition,

improvement in the programs identified for restructuring is vital not only to the future sustainability of those individual programs, but also to the future of the university.

We value every program at U of I and those who work within them, which makes these decisions even more difficult. Despite our best attempts at mitigation, though, they will have a real impact on our students and the careers of our colleagues. And yet, the value of continuous program assessment and improvement is also real, not only in times of scarce resources but also as a spark for innovation and collaboration. We have been evolving as an institution for more than 130 years; embracing the possibilities of regular assessment and adaptation will ensure we not only survive, but thrive, as a prosperity engine for Idaho and beyond for the next 130.

Scott Green,
President

president@uidaho.edu
uidaho.edu/president

Copyright © 2020 University of Idaho, All rights reserved.

Not the email you wanted to get? Customize what emails you receive from the University of Idaho by **updating preferences for <<Email Address>>**. You can also **opt <<Email Address>> out** of all University of Idaho email communications.

You may wish to **forward this email to a friend**.



OFFICE OF THE PRESIDENT
875 Perimeter Drive MS 3151
Moscow ID 83844-3151

208-885-6365
president@uidaho.edu
uidaho.edu/president

Date: Tuesday, May 27, 2020

To: Torrey Lawrence, Interim Provost & Executive Vice President

From: Scott Green, President

Subject: Final Program Change Decisions

Based on the recommendations of IPEC, the Academic Program Prioritization Taskforce, and budget plans submitted by deans to meet budgetary challenges, I approve the closure, merge, or restructure of the following programs and departments:

PROGRAM CLOSURES

Program/Degree	College	Department
B.S.M.S.E. in Materials Science M.S. in Materials Science Ph.D. in Materials Science Minor in Materials Science M.S. in Metallurgical Engr. Minor in Metallurgical Engr.	ENGR	Chemical and Materials Engineering
Grad Cert Adv Materials Technology	ENGR	Chemical & Materials Engineering
Grad Cert Analog Integrated Circuit Design	ENGR	Electrical & Computer Engineering
B.A. Organizational Sciences	CLASS	Psychology & Comm. Studies
M.A. Philosophy	CLASS	Politics & Philosophy
Grad Cert Organizational Dynamics	CLASS	Psychology & Comm. Studies
Grad Cert Bioregional Plan & Comm Design Grad Cert Urban Design M.S. Bioregional Plan & Comm Design	CAA	Bioregional Planning & Community Design
M.S. and M.Ed. Rehab Counseling	CEHHS	Leadership & Counseling
LLM Law	LAW	--
J.D. Law-Litigtn & Alt Disp Res Emphasis	LAW	--

MERGERS

Departments/Schools	College
Geography and Geology	COS
Statistical Science and Mathematics	COS
Food Science and Animal & Veterinary Science	CALS
Chemical Engineering and Biological Engineering	ENGR

REORGANIZATION

Programs	College
Programs within School of Family and Consumer Sciences	CALS
Engineering programs located in Idaho Falls	ENGR
Move Management Information Systems to the Business Department	CBE