

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 14-15, 2022**

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 14, 2022**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Idaho State University (ISU) Annual Progress Report

**REFERENCE**

August 2021

The Board received the previous Idaho State University annual report in compliance with Board policy I.M.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

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

**IMPACT**

ISU's strategic plans and initiatives drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports.

**ATTACHMENTS**

Attachment 1 – Idaho State University Annual Progress Report

Attachment 2 – Idaho State University Academic Program Prioritization Report

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

The institution's annual progress report gives the Board the opportunity to discuss advancement toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution's program prioritization implementation.

**BOARD ACTION**

This item is for informational purposes only.



**Idaho State  
University**

# **Progress Report**

**2022**

**ROAR**





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## Executive Summary

For the academic year of 2021-2022, Idaho State University focused institutional efforts and priorities around the four major themes that align with ISU's strategic plan and the State Board of Education's strategic plan.

Idaho State University continues to move forward, become healthier as an institution, and remain focused on our mission. Overall, ISU made substantial progress to meet our core mission of bettering student lives through education. For the first time in over a decade, total undergrad enrollment at the university increased, our research awards went up 10% over the prior year, we had a waitlist for student housing, and a positive enrollment workload number. Additionally, ISU successfully completed our year-7 accreditation visit and received re-accreditation with two commendations, and we completed the draft of our new strategic plan. As an institution, we are poised to continue our momentum for the upcoming year.

With regard to our four primary themes, ISU made substantial progress in developing and implementing initiatives aimed to make tangible improvements in the following areas. These goal areas transition to the goals and objectives outlined in the new 5-year strategic plan. Over the next year, we will transition all pre-existing project charters to align with the new strategic plan. Additionally, ISU will evaluate identified goal areas and commission new project charters as needed. Within these goals and priorities, we will continue to use identified project charters as our primary goals. New initiatives will be added at times to keep our efforts fresh and to demonstrate progress.

1. **Recruitment and Retention:** Commit to removing barriers to student access and success to ensure degree completion, while improving the go-on rate in Idaho.
2. **Focus on Relationships:** Build strong relationships with community and industry, creating a pipeline to employment upon graduation.
3. **Promote Identity and Culture:** Maintain an institutional identity that attracts students and fosters a student-centric approach..
4. **Efficiency and Effectiveness:** Explore operational and structural efficiencies while focusing resources to support the core mission of education.

*The intent of the following report is to provide the State Board of Education with high-level accomplishments made in the academic year 2021-2022 and outline specific initiatives to be implemented in the academic year 2022-2023.*



# A Year in Review

The following provides a high-level overview of Idaho State's accomplishments during the academic year 2021-2022.

Theme	Title	Description
Efficiency and Effectiveness	Workforce Needs	In a combined effort, our Advancement operation, Research Office, College of Technology, and College of Business jointly interviewed the top employers and CEO's in our region. The resultant data shows us what employers need from our graduates, and what programs, credentials, and skills we need to provide our students to make them more employable upon graduation. Our Deans are currently reviewing curriculum to determine what adjustments can be made to fit employer needs.
	Program Prioritization	ISU completed the first year of "continuous improvement" reports for the new Program Prioritization framework. In subsequent years, programs may be triggered for evaluation based on five-year rolling average metrics of degree/certification production. As a result of program prioritization, ISU has discontinued 12 programs, proposed 4 new programs, restructured 9 programs, and placed 48 programs on program improvement plans. The program improvement plans include deadlines. Additionally, upon selecting criteria from the SBOE policy, ISU completed 20 non-academic unit program prioritization evaluations. The remaining non-academic units will be evaluated over the next two years. Those already evaluated will complete annual updates based on their levels of effectiveness and efficiencies.
	Year 7 Accreditation	ISU successfully completed its NWCCU re-affirmation of its accreditation. The University's evaluation resulted in two commendations: <ul style="list-style-type: none"> <li>The work of the current administration to effectively and transparently communicate information to all campus constituents.</li> <li>Fostering an inviting, inclusive, and student-centric culture in which members of the campus community feel valued, seen, and heard.</li> </ul> and two recommendations (substantially in compliance but in need of improvement): <ul style="list-style-type: none"> <li>Consistently disaggregate data to report all indicators for student achievement by every category.</li> <li>Transition to a more aspirational strategic plan, that articulates one clear set of meaningful goals, objectives, and indicators to define mission fulfillment.</li> </ul> Work has commenced supporting the data requirements, and the University has submitted the new strategic plan for approval.



Theme	Title	Description
Focus on Relationships	System Collaboration	MOUs with College of Southern Idaho (February) and College of Eastern Idaho (April) were signed, and a three-way partnership document has been created between ISU, CEI, and U of I for our Idaho Falls operations with a phased approach plan.
	Top Employers	In a combined effort, our Advancement operation, our Research Office, and our Colleges of Technology and Business jointly conducted interviews and meetings with the top employers and CEO's in our region. The resultant data is being used to help us know what employers need to see from our graduates and what types of programs, credentials, and skills we need to be providing to our students to make them as employable as possible upon graduation.
	Alumni Support	ISU has focused on increasing our connections with ISU alumni through targeted Advancement efforts. We are well underway on a two-year scholarship campaign to raise \$20 million for ISU students, and our Alumni Relations team has revamped outreach efforts to ISU alumni with targeted events and touchpoints. Using the data we gain from the smaller campaign, we will launch a comprehensive fundraising campaign within the next few years. In response to these efforts, we are seeing an increase in philanthropic support for ISU as well as an increase in attendance at ISU events. Recently we held our first annual Bengal Giving Day and surpassed the prior year's giving. 30% of Bengal Giving Day gifts were donated from people that have never before given to the University.



Theme	Title	Description
Recruitment and Retention	<b>CCA Game Changer: Math Pathways</b>	Implemented ISU's first Math Summit with a focus on gateway math course completion. Corerequisite support has been scaled campus-wide and is available for all students needing additional support. Open educational resources are used for STEM and statistics pathways.
	<b>Academic Advising</b>	ISU conducted a comprehensive review of academic advising services transitioning from a reactive model with decentralized operations, to a model by which advisors proactively engage all new and continuing students. This effort is ongoing.
	<b>Recruitment Efforts</b>	We conducted a comprehensive review of recruitment efforts specifically looking at elevating expectations for recruiting events, leveraging dual credit, and remedying identified barriers to student recruitment. We revamped all our recruiting events and initiatives and invested in new recruiting materials, videos, and communication tools to enhance our outreach.
	<b>Career Path Internship Program</b>	ISU's Career Path Internship program provides career and major-related internships for students. The University is undergoing outreach efforts with employers to increase the number of off-campus CPI internships to help students acquire experience in their field of study and more successfully transition into the workforce.
	<b>Retention Initiatives</b>	ISU evaluated institutional efforts on student retention. We launched initiatives targeted to revamp the first-year student experience, increase student events and activities, and have evaluated all operations to ensure we promote a student-centric culture.
	<b>CCA Game Changer: Momentum Year</b>	ISU Implemented a new student-centric change of major process, providing students with clear and direct access to major-specific advising and information. In addition, Academic Affairs created and implemented teaching in the momentum year guidance to help build greater faculty-student connectedness for a student's first year.
	<b>Strategic Enrollment Management Plan</b>	ISU launched the Strategic Enrollment Management Plan last fall. The SEM committee identified ISU's competitive context, target student markets, and recruiting strategies. The SEM planning is occurring in a phased approach. Phase 1 was implemented in March 2021, focusing on five primary target markets: first-time students/high school graduates, stop-out students, transfer students, Hispanic students, and parents. These efforts are yielding results and we have seen an increase in enrollment for these areas. Phase II has started with work to develop the needed tactical plans, and Phase III will align the SEM plan with the institutional strategic planning process.
	<b>EAB Navigate</b>	In fall 2021, ISU launched a new platform called ISU Navigate that will bring about a new era of student support and retention. Navigate, an EAB platform, is designed to identify students in need of assistance as early as possible in their academic journey and then connect them immediately to retention-supporting resources. ISU is in the final stages of implementation and is already seeing a positive impact. Navigate is now live in every college. Changes to Academic Advising and Tutoring are accompanying the software implementation.





Theme	Title	Description
Promote Identity and Culture	Marketing Campaign	In 2018, Idaho State launched a statewide brand image and marketing campaign. The campaign is now closely tied to the University's Strategic Enrollment Management Plan, which identifies target markets, competitive advantages, and key performance indicators. The marketing campaign has garnered millions of impressions across streaming platforms, social media, broadcast television, and out-of-home advertisements. The efficacy of the campaign is measured by enrollment-related metrics, including the number of campus visits, requests for information, and in-state applications.
	Strategic Planning	Last fall we re-launched our strategic planning effort and completed the final draft. The themes that guide that plan are: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience. We engaged the entire campus community in this effort.
	Capital Projects	Construction is underway for the Idaho Central Credit Union Bengal Alumni Center. This facility will provide an event center to serve ISU and the community and house our Advancement operations. The project is scheduled for completion by early 2023. A significant project is also underway for renovations to Holt Arena with new seating to be installed throughout the arena along with a new President's Deck and loge boxes for donors and community partners. The north side renovation, including the new President's Deck, is scheduled for completion by September of 2022 with the south side scheduled to be completed in 2023. Additional donor funded capital projects in the planning and design stages include significant renovations to the Eli. M. Oboler Library to include enhanced group study spaces with an improved student lounge and cafe, and a major renovation to the Leonard Hall College of Pharmacy building with improved laboratory and classroom spaces.
	University Culture	Continue to build positive culture through consistent monthly communication, transparent processes and demonstrated trust and compassion from institutional leadership. Over the last year, the University continued university-wide town halls to share information more broadly across campus and provide the opportunity to ask questions of administration and the President. ISU also established an employee engagement task force composed of faculty, staff, and students. The task force's goals include regularly collecting data and feedback related to engagement, workplace satisfaction, employee wellbeing, and serving as liaison with shared governance groups, leadership, and HR on matters related to employee morale and long-term engagement strategies. Using results of regular survey efforts, the task force supports academic and non-academic units across campuses in continually improving programs and processes with the goal to create a work environment based on trust that provides stability, cultivates compassion, and instills hope.



## College and Research Highlights

- The ISU College of Arts and Letters is continuing work on the INCLUDE (Idaho Needs Connectivity Leading University Distance Education) Project, made possible by community partners and donors as well as two large USDA grants. This effort purchases and installs state-of-the-art distance education technology in Idaho high schools in rural communities so the students can be part of ISU classes taught by the very best ISU faculty. These high school students earn college credit through the Idaho State Department of Education's Fast Forward Program. As an extension of this initiative, the College of Arts and Letters is partnering with community health clinics to provide broader service to these rural schools and communities including telehealth and health education focusing on opioid and substance use and suicide.
- Through partnering with alumni and other friends of ISU, the College of Arts and Letters has established a number of new Endowed Faculty Legacy Scholarships. These scholarships will provide ongoing financial support for future ISU students, and they are built on the legacies of ISU faculty members who devoted their lives to outstanding work.
- The ISU College of Business received a significant financial gift to create the Orin C. Smith Global Finance Lab. The Smith Global Finance Lab will be a state-of-the-art trading room, including a Bloomberg terminal, for College of Business students and faculty to use, learn, and apply current, in-demand finance and analytics tools.
- The College of Business created 14 new Permanently Endowed Scholarships this year through philanthropic gifts.
- The ISU College of Business received a significant gift to permanently endow the Walter P. Brown Center for Sales Excellence. Construction of the Brown Center for Sales Excellence is expected to conclude in 2022, enabling students and professionals to develop sales skills, enhance their personal brand, as well as construct, practice, and train for individual and team sales presentations, interviews, and proposals.
- The College of Education's graduate program in elementary education was rated #3 in the country in the category "Best Online Elementary Education Master's Degree Program" by OnlineMastersDegrees.org. This ranking was based on measures related to academic quality, affordability and flexibility.
- ISU's College of Education, College of Science and Engineering, and the College of Technology received a National Science Foundation Capacity Building Grant to support efforts to diversify and strengthen the STEM teacher pipeline by focusing on underserved rural school districts. This project entitled IMPACTS: Idaho Making Progress Against Critical Teacher Shortages seeks to understand how to better recruit, retain, and support secondary STEM teachers in those rural communities.
- In response to regional industry demand, the College of Science and Engineering has developed Bachelor's and Master's degrees in Computer Engineering and Cyber Security.
- The College of Science and Engineering's "STEM IS U" Scholarship Fund has attracted nearly \$500,000 in financial commitments to support students in financial need as they improve their lives by obtaining degrees in STEM.
- College of Science and Engineering faculty are co-principal investigators with INL scientists and engineers on six Center for Advanced Energy Studies (CAES) Collaboration Program Development Fund Grants. These awards demonstrate the growing interrelatedness of research and educational efforts between ISU and INL.



## College and Research Highlights

- To further meet the critical shortage of physical therapists in Idaho, the Doctorate of Physical Therapy program expanded to Meridian and the first cohort has graduated. This expansion doubles the number of physical therapy graduates from ISU. We are also expanding our Masters of Occupational Therapy program to address the state-wide shortage of occupational therapists in Idaho.
- The College of Pharmacy received the largest one-time donation in university history to renovate research facilities. The gift of \$14M from The ALSAM Foundation is being combined with other donations and a state appropriation of \$3.4M to fund a \$21M remodel of the teaching and research spaces in Leonard Hall.
- Faculty in the Sign Language Studies and Sign Language Interpreting program won a \$2.1M grant from the US Department of Education to train health care interpreters. Interpreting is considered a high-demand field with a critical need for interpreters in Idaho and the US at large.
- The University saw an 8.3% increase in Graduate School enrollment for fall of 2022 over fall of 2021. Graduate enrollment has experienced a total increase of 16% since August 2016.
- Faculty in the Department of Biological Sciences were awarded a 5-year, \$1,950,000 grant from the National Institutes of Health to support research addressing critical barriers to identifying and developing new drug targets for malaria.
- As a response to the NCAA's change to its Name, Image, Likeness (NIL) Policy, the College of Business partnered with the Athletics Department to offer the Bengal NIL Academy. While most institutions planned third-party training to help assist their student-athletes in managing these new types of agreements, our College of Business developed six training modules taught by College of Business faculty, including personal branding, financial literacy, social media marketing, basic taxes, entrepreneurship, and professional selling.
- The College of Technology has partnered with the Pocatello Housing Alliance and Community Partnerships, United Way of Southeastern Idaho, and other community partners to advance access to educational opportunities among all residents of eastern Idaho, especially those experiencing economic barriers. This partnership supports the creation of a Skills Development Center in Pocatello.
- The College of Technology has started programs to offer certificates in Nuclear Welding and Amazon Cloud Computing. A new online BS in Respiratory Therapy program will also begin in Fall 2022.
- The Kasiska Division of Health Sciences received \$1.5 million in scholarships and stipends from Blue Cross of Idaho to support our rural and mental health mission to deliver much-needed care in underserved areas.





## The Year Ahead

The following provides a high-level overview of ISU's initiatives that will be the focus of the academic year 2022-2023. It should be noted that many initiatives have delayed target completion dates from those previously reported, due to bandwidth limitations related to the pandemic response.

Theme	Title	Description	Target Completion
Efficiency and Effectiveness	<b>Strategic Plan</b>	Complete strategic planning effort guided by the initial themes of: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience	Summer 2022
	<b>Program Review and Prioritization</b>	Complete a thorough program review and prioritization effort. Identify programs that are not in high demand or meeting significant workforce needs and be prepared to close programs and reallocate resources to academic programs of higher impact.	Ongoing
	<b>Data and Analytics Plan and Process</b>	Conduct a comprehensive review of the university's data and analytics capabilities across all divisions and units. Ensure we have the appropriate data systems that are capturing the data we need with the reporting capabilities necessary to make data-informed decisions.	Fall 2023
	<b>Budget Model</b>	Identify a new budget model system that allows the university to evaluate the base allocation, properly incentivize program growth and retention, and decentralize budgetary authority to colleges, departments and units.	Spring 2023
	<b>Employee Relations</b>	Human Resources will develop the tools, resources and philosophies that provide the ability to manage performance issues and handle progressive discipline appropriately. The program will ensure managers have the resources to manage and actively address employee issues.	Ongoing
	<b>Innovation of Campus Technology and Services</b>	Review and assess service delivery for all information technology support on campus, including services provided by ITS, ETS, ITRC, System Administrators, clinics/auxiliaries and any other functional units that support information technology for Idaho State University's campus.	Fall 2023



Theme	Title	Description	Target Completion
Focus on Relationships	<b>System Coordination: Idaho Falls and Twin Falls</b>	Develop an educational environment in Idaho Falls and Twin Falls where students are directed to the optimal degree offering utilizing ISU, UI, CEI, and CSI institutions.	Summer 2024
	<b>INL Relationship and Polytechnic Initiative</b>	Idaho State University will become the institution with the strongest Idaho National Laboratory partnership through the development and delivery of high-quality programs and cutting-edge research expertise that complements the laboratory mission. ISU will leverage the Polytechnic legislative funding, the Center for Advanced Energy Studies, and the INL Educational Contract as well as existing educational and research expertise to build this relationship.	Fall 2023
	<b>Employer Needs</b>	Idaho State University will work to ensure students can acquire meaningful jobs and fulfilling careers upon graduation. To meet this end, ISU will engage in a University-wide workforce analysis. Each college at ISU will perform an analysis of the top employers they currently work with to ensure that our academic majors and programs are positioned to prepare, inspire, and empower graduates for a lifetime of meaningful work.	Summer 2023
Promote Identity and Culture	<b>Research Initiative</b>	Idaho State University will work with faculty, staff, students and external stakeholders to determine the research aspirations of the campus and the role of the Office for Research at ISU as we work to strategically develop research and other scholarly activities.	Ongoing
	<b>Employee Engagement, Morale and Culture</b>	Human Resources will focus on management philosophies, emphasizing "our people are our biggest resource." HR will serve as the campus resource in helping departments establish trust, compassion, stability and hope within their units.	Ongoing
	<b>Employee Engagement Task Force</b>	An Employee Engagement Task Force will be assembled to identify barriers to engagement, and actively address these barriers through employee engagement initiatives.	Ongoing

Theme	Title	Description	Target Completion
Recruitment and Retention	Residential Life Improvements	The University is investing \$5 million in housing facilities upgrades. This project charter will ensure that those funds will be maximized by improving the overall residential experience for our students. The focus of the improvements are the items that make our housing attractive to students and meets their needs.	Fall 2022
	First-Year Experience	Redesign the onboarding process and New Student Orientation for new first-year and transfer students. Incorporate financial literacy programming into New Student Orientation. Develop the programming necessary to ensure that students have an opportunity for meaningful engagement during their first year.	Summer 2022
	EAB Navigate	Implement the EAB Navigate program to drive student success and communication utilizing a single software that allows for clear, action-focused, and synergistic messaging to all students. Implement a faculty and staff user-friendly early alert intervention system designed to immediately identify and intervene with students who are struggling to succeed.	Summer 2022
	Recruiting Initiatives	Enrollment Management will work to improve our ability to attract new students to ISU by hosting an annual recruiting event for high school students, working to solidify our tracking of students as they progress through our recruitment funnel, and through consistent usage and promotion of a master schedule of recruitment events/activities. The crux of the efforts will be towards best leveraging of our efforts both within Enrollment Management and across the University.	Ongoing
	Strategic Enrollment Plan	Develop a strategic enrollment management plan that provides a comprehensive strategy designed to achieve and maintain optimum recruitment, retention, and graduation rates. The plan will outline ISU's strategy and anticipated outcomes to identify, recruit, enroll, retain, and graduate students in alignment with ISU's mission. It will communicate a clear picture of Idaho State's identity and brand; create a value proposition; clearly articulate outcomes; distinguish ISU from competition; focus on demographics of entering classes; and fiscal sustainability. The development of the strategic enrollment management plan will require institution-wide effort, coordination, and support.	Summer 2023



# The Numbers

- We support industry needs - 18 of 20 Idaho Hot Jobs are in fields offered at ISU
- We continue to meet community health needs - ISU teaches 32 of the Department of Labor's 46 top health care programs in the U.S.
- We offer quality education - 92% of ISU students in 2021 met or exceeded the national average for first-time pass rates for health program certification testing.
- We adapt to changes and strive for efficiency - Discontinued 12 programs, proposed 4 new programs, restructured 9 programs
- We strive for excellence - Once again, 100% of ISU's specialized accredited programs are in good standing with their accrediting organizations

Idaho State University Key Data	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY 2022
Total Annual Enrollment Full-Time Equivalency (FTE) <sup>1</sup>	10,589	10,233	9,960	9,775	9,589	9,322	Available Late May 2022
- Career Technical	788	771	747	828	819	749	
- Undergraduate	7,759	7,378	7,108	6,864	6,587	6,246	
- Graduate	2,042	2,084	2,105	2,083	2,183	2,327	
Total Idaho resident new degree-seeking undergraduate students <sup>2</sup>	1,562	1,500	1,643	1,681	1,584	1,437	Available Fall 2022
<b>Retention Rate:</b> fall-to-fall, full-time, first-time bachelor degree-seeking student FYs 18-22	68%	69%	64%	63%	63%	65%	Available Fall 2022
<b>Retention Rate:</b> Freshman to Sophomore (all degree-seeking, fall-to-fall retention)	69%	65%	63%	62%	62%	61%	Available Fall 2022
<b>Retention Rate:</b> Sophomore to Junior (all degree-seeking, fall-to-fall retention)	78%	76%	80%	80%	80%	78%	Available Fall 2022
<b>Retention Rate:</b> Junior to Senior (all degree-seeking, fall-to-fall retention)	87%	88%	88%	90%	88%	86%	Available Fall 2022
<b>Graduation Rate:</b> percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (bachelor degree-seeking)	28%	29%	32%	34%	33%	36%	Available February 2023
<b>Graduation Rate:</b> percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (all degree-seeking)	29%	30%	33%	36%	34%	39%	Available February 2023
<b>Graduation Rate:</b> methodology includes full-time new first-year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program.	38% (Fall 2010 cohort)	40% (Fall 2011 cohort)	42% (Fall 2012 cohort)	45% (Fall 2013 cohort)	43% (Fall 2014 cohort)	46% (Fall 2015 cohort)	Available February 2023
<b>Graduation Rate:</b> methodology includes full-time new first-year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program. Idaho Residents Only	36% (Fall 2010 cohort)	38% (Fall 2011 cohort)	40% (Fall 2012 cohort)	45% (Fall 2013 cohort)	45% (Fall 2014 cohort)	46% (Fall 2015 cohort)	(Fall 2016 cohort)
<b>Overall Transfer Out Rate:</b> percent of full-time, first time students from the cohort of new first-year students who transfer out of the institution prior to completing a degree (all degree-seeking)	23%	22%	23%	19%	19%	20%	Available February 2023

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

2. New students in the summer semester enrolled in the subsequent fall semester are counted as "new" in the fall semester.



Idaho State University Foundation Key Data	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022 ESTIMATES
Contributions, Net <sup>1</sup>	\$6,036,570	\$5,315,986	\$9,827,927	\$12,444,201	\$10,496,438	\$9,954,563	\$12,000,000
Cash, Property and in Kind Gifts <sup>2</sup>	\$6,819,544	\$5,150,490	\$11,084,469	\$13,288,124	\$9,163,485	\$10,157,216	\$11,925,000
Endowment Funds <sup>3</sup>	\$48,958,701	\$53,258,798	\$57,584,648	\$56,133,138	\$56,346,446	\$75,190,280	\$78,000,000

<sup>1</sup> Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges, stated at NPV

<sup>2</sup> Cash basis, rather than accrual

<sup>3</sup> Not all of the endowed funds are dedicated to scholarships

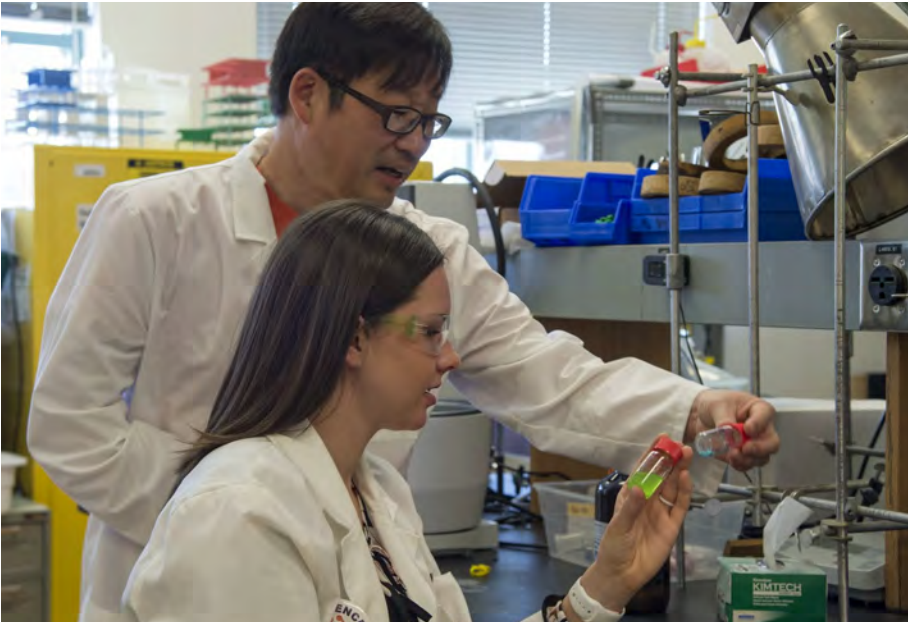


Idaho State University



## Conclusion

Substantial progress was made in the 2022-2022 academic year. The University has good momentum moving into this Fall semester. We are optimistic for the future and as always, Idaho State is dedicated to being a higher education leader with a mission of changing student lives through education.





**Idaho State University**

PROGRAM  
PRIORITIZATION  
REPORT

**ACADEMIC AND NON-INSTRUCTIONAL  
PROGRAMS**

2021-2022

# Idaho State University

## PROGRAM PRIORITIZATION REPORT

2021-2022

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## EXECUTIVE SUMMARY, 2022

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 on student needs. Its goal is to support growth and ensure that programs demonstrate the need for new, increased, or reallocated resources. The program prioritization process for ISU's most recent five-year report was initiated during Fall 2018 with the formation of a committee that included broad campus representation charged with designing a model for prioritizing its programs. The resulting program prioritization model, internally known as the Program Health and Sustainability Model, led to a number of innovative developments that will enhance student experience, increase retention, and support student success.

Programs in the first and second quintiles of prioritization developed action plans during the spring semester of 2021. These programs submitted mid-cycle updates on November 1, 2021. These mid-cycle updates included:

- Program discontinuations – 12
- New program proposals – 4
- Program improvement plans – 48
- Investment or reallocation of resources – 3
- Program restructure – 9
- Other innovation – 1
- Program inactive – 1

The mid-cycle updates were reviewed by the Administrative Council February 2022 and this feedback was shared with all academic deans.

Several consistent action themes emerged across improvement plans. These themes suggest that programs are implementing improvement/restructuring plans and reallocating resources to deliver high quality educational experiences in numerous ways including:

- creating streamlined and accelerated pathways for students to move from undergraduate to graduate programs;
- developing support for students for increased retention;
- expanding course delivery options (through Online Idaho, for example);
- aligning programs with workforce needs;
- utilizing Open Educational Resources (OER) to increase access and affordability for instructional materials; and
- working collaboratively across academic units to increase efficient use of resources.

With a focus of continuous improvement, each academic dean provided a college-level Program Health and Sustainability Executive Summary in March 2022. These Executive Summaries focused on those programs within the lowest two quintiles yet also included key information from each respective college. These summaries were reviewed by the Administrative Council and feedback was shared with all academic deans.

## PROGRAM PRIORITIZATION PROCESS NARRATIVE

### Academic Program Prioritization

#### 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 co-chairs of the Faculty Senate, and 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 precise Program Health and Sustainability process steps for ISU's most recent five-year report are detailed in the [June 2021 Program Prioritization Report](#). Several of the key components of the process are summarized below, yet this annual update focuses on progress made during the 2021-2022 academic year.

In January 2021, Academic Affairs assembled a master document of all of the colleges' quintiled programs and narratives, which was reviewed by the Faculty Senate, the Council of Deans, and the Administrative Council. The Council of Deans and the Administrative Council reviewed and provided feedback to the programs in the lowest two quintiles in order to support their development of individualized action plans.

Faculty, department chairs, and academic deans with programs in the lowest two quintiles developed action plans based on the leadership's feedback, employing responses to a common set of questions. Action plans that had FY2022 impacts were submitted by March 5, 2021. Action plans that had subsequent fiscal year impacts were submitted by May 1, 2021. From May 10-14, 2021, faculty members provided additional reviews of the proposed action plans.

The Administrative Council reviewed the program action plans, included as Appendix A, throughout August 2021. The feedback was compiled and presented to the academic deans in late August and early September 2021. Academic deans shared this information with their departmental leadership and faculty in order to support the development of mid-cycle action plan updates (Appendix B) by November 1, 2021.

The Administrative Council reviewed the mid-cycle action plan updates throughout January 2022. Academic deans received this feedback from the Administrative Council in February 2022. Academic deans prepared college-level Program Health and Sustainability Executive Summaries and submitted them in March 2022. These Executive Summaries, attached as Appendix C, focused on the progress of programs with action plans but also included additional information on specific college programmatic successes.

## Non-Instructional Program Prioritization

### Goal

Support strategic initiatives, institutional mission, strategic plan and core themes by appropriating resources based on institutional effectiveness, student achievement, and student success.

### Process

Reviewed in Spring 2022 were numerous non-instructional units across the university.

SBOE Policy III.F. does not require these units to be quintiled; thus, they were not assessed with the Program Health and Sustainability Model. Instead, these units were evaluated based on alignment with the institutional mission and strategic plan; performance goals and outcomes specific to each unit; program strengths and weaknesses; external constraints and challenges; and cost efficiencies.

The units evaluated included GIS Training and Research Center; Center for Advanced Energy Studies (CAES); Institutional Effectiveness; Animal Facility; Environmental Health and Safety; Program for Instructional Effectiveness; Purchasing; Pond and Bennion Student Unions; Student Affairs Communications & Marketing; Disability Services; Access and Opportunity Programs; Office of the Dean of Students; Facilities Services Maintenance and Operations; Facilities Services Administration; Human Resources; Office of Marketing and Communications; Budget, Planning, & Analysis; Early College Program; University Health; President's Office; Alumni Relations; and Advancement Communications.

The review of these units confirmed the alignment of their mission statements with the missions of their respective divisions and the University; their focused support of institutional effectiveness, student learning, and student achievement; their strength in COVID-19 operational planning and execution; their development of well-formed assessment plans based on customer service, product quality, or achievements in institutional effectiveness, student achievement, or student success; and their success at meeting or exceeding expected cost-effectiveness. Weaknesses included need for additional funding in specific units; challenges with long-term assessment planning; and the need for additional data. Details of the review of non-instructional units are in Appendix D.

## Schedule of Program Health and Sustainability Presentations and Meetings: 2021-2022

Date	Group	Purpose
July 7, 2021	Administrative Council	Update, next step discussion
July 13, 2021	Dean's Council	Update, next step discussion
July 21, 2021	Administrative Council	Update, timeline
August 18, 2021	Administrative Council	Provide feedback to programs
August 27, 2021	College of Business Leadership	Update, feedback from Administrative Council
August 27, 2021	College of Education Leadership	Update, feedback from Administrative Council
August 30, 2021	College of Science and Engineering Leadership	Update, feedback from Administrative Council
August 31, 2021	College of Arts and Letters Leadership	Update, feedback from Administrative Council
August 31, 2021	Dean's Council	Discussion, next steps
September 2, 2021	College of Technology Leadership	Update, feedback from Administrative Council
September 3, 2021	Kasiska Division of Health Sciences Leadership	Update, feedback from Administrative Council
September 7, 2021	Dean's Council	Update, mid-cycle evaluations
October 27, 2021	Administrative Council	Presidential update
November 2, 2021	Dean's Council	Discussion, mid-cycle evaluations
December 22, 2021	Administrative Council	Update, next steps
January 5, 2022	Administrative Council	Review Mid-cycle evaluations
January 13, 2022	Chief of Staff	Process discussion
January 18, 2022	Deans Council	Update on Administrative Council review, next steps
February 2, 2022	Administrative Council	Non-instructional program prioritization overview
February 9, 2022	Office of Assessment	Update, next step discussion
February 9, 2022	Administrative Council	Review and approval
February 16, 2022	Administrative Council	Provide feedback to programs
February 23, 2022	Student Affairs	Provide direction to programs
March 1, 2022	Deans Council	Discussion, Executive Summaries
March 7, 2022	Office of the President	Update on the process and submissions
March 9, 2022	Early College Programs	Provide direction to programs
March 10, 2022	Academic Affairs Leadership	Discussion, next steps
March 18, 2022	MARCOM	Provide direction to programs
March 16, 2022	Administrative Council	Provide feedback to programs
March 25, 2022	Office of the President	Presidential update
March 28, 2022	Office of Assessment	Discussion, non-instructional final report development
April 5, 2022	Office of the President	Discussion, non-instructional report

## APPENDIX A

### Program Action Plans - Administrative Council Feedback

#### Anthropology BACH (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Anthropology BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. They are clearly assessing their program.
  - b. Student credit hours by Faculty FTE have declined significantly over the past few years. There is reference to reduced teaching loads for research, and it would be helpful to exclude these from the ratio to get a better understanding of efficiency. It would also be helpful to review disaggregated enrollment data by program.
  - c. I believe this is a good and realistic plan for program health and sustainability.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Anthropology BACH that will help this program move their action plan forward
  - a. Great plan
  - b. I am curious about the breadth and scope of offerings. It would be useful to identify specific enrollment and/or other objectives associated with the action plan.
  - c. Here are some thoughts: Incorporating the skills-based intervention workshop into class sessions is feasible. Requiring student meetings with advisors should be incorporated into the operations of the program.
  - d. Here are some questions that may be helpful: What is the timing to submit proposals for a certificate in cultural resources management and forensic anthropology. How will the dual teaching certificate be marketed? What is the timeframe for the alumni survey to be implemented?

Additional Comments: A clear timeline for and steps associated with the action plan would be helpful.

## Art-BACH (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Art-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Retention was referenced as an issue. It would be helpful to see longitudinal retention data.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Art-BACH that will help this program move their action plan forward
  - a. It would be helpful to establish specific retention, enrollment, and/or other objectives associated with the action plan.
  - b. While lots of helpful information was included, there needs to be more focused action steps.
  - c. Pursue Meta majors as retention aid and work with Career Center/Alumni Office/AA for infrastructure to obtain alumni data

Additional Comments: While the Administrative Council does not support the new FTE, the collaboration in the proposal looks great.

## Art-MAST (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Art-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Art-MAST that will help this program move their action plan forward
  - a. Many Art grad classes are taught as independent studies. This likely needs to be addressed. Maybe the grad seminar will help?
  - b. I appreciate the difficult decision to suspend MFA admissions for AY2021-2022. In considering the future of the program, it would be helpful to assess student demand.
  - c. The action plan proposes various ideas for improvement. It would be helpful to determine which actions should move forward and associate them with specific enrollment goals or other outcomes.
  - d. Currently on hold (would like to try to implement and then will reconsider), restructure GTA teaching, hire a studio tech.

Additional Comments from AC: It is the overall suggestion to discontinue this program and stop taking new students until overall the department has the time to determine how they will fix this program.

## Communication MAST (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Communication MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Communication MAST that will help this program move their action plan forward
  - a. It would be helpful to identify specific enrollment and retention goals and other other outcomes associated with the action plan.
  - b. Suggestion of a fully online Masters option (internal 4+1) is realistic and a great plan.

Additional Comments: Overall, this seemed like a good plan.



French-UGRD (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of French-UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. More advertising may help, and appreciate the possibility to discontinue the program if enrollment does not increase.
  - b. It would be helpful to see longitudinal enrollment, retention and completion data for the certificate program.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Clarifying what factors will be used to determine whether to restart or discontinue the certificate program would be very helpful.
- Please provide any additional Information for French-UGRD that will help this program move their action plan forward
  - a. It would be helpful to establish specific enrollment and related goals for the program.

Additional AC Comments: Overall, there is support to eliminate this program. This elimination is due to the fact that demand has been decreasing consistently.

Certificate in German UGRD (CAL)

**PROGRAM SLATED FOR PROGRAM ELIMINATION**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Certificate in German UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. The plan suggests terminating the degree, keeping lower level classes. I agree with this.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Certificate in German UGRD that will help this program move their action plan forward
  - a. I appreciate the faculty making the difficult decision to eliminate the program.
  - b. Recommend program elimination

Additional AC Comments: Please move forward with program elimination.

## Interdisciplinary Studies MAST (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Interdisciplinary Studies MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. What is the focus area and strength of this program?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Some information about this non-traditional program would have been helpful and appreciated.
- Please provide any additional Information for Interdisciplinary Studies MAST that will help this program move their action plan forward
  - a. Graduate degrees are most successful when attached to a main field of study or topic area. It would be important to discuss how the program would be successful without this disciplinary focus. (this was in a different question, but important to add here)
  - b. There needs to be a more robust narrative and action plan. It would be helpful to know why the program is in the lower two quintiles.
  - c. I do not believe this program requires any additional resources and is a collaborative curricular effort.

Additional AC Comments: Speak with CAL about the need for this moving forward. Are students currently moving in this direction? If so, is advising an issue and how can this be addressed?

### Certificate in Japanese UGRD (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Certificate in Japanese UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. It would be helpful to see longitudinal enrollment, retention and completion data.
  - b. What impact on recruitment, enrollment, and retention do you expect this program to have?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. When will the user-friendly online materials be developed and implemented?
- Please provide any additional Information for Certificate in Japanese UGRD that will help this program move their action plan forward
  - a. Given the university's limited resources, there is concern about supporting a program that has 1.3 faculty serving an average of 62 students annually.
  - b. In the program action plan it would be helpful to specify specific enrollment goals or financial impact.
  - c. Sadly, it seems as though covid will be here for a long time to come. Does that change your approach to offering Japanese-related activities?
  - d. I believe there is a strong Japanese program in our HS system that could feed here. Is it possible to restructure the certificate so students seeking the minor will first earn the certificate to increase enrollment and make the classes cost-effective.

Additional AC Comments: In general, the Administrative Council suggests program elimination. However, additional information would be helpful. How many faculty are teaching Japanese courses? Please include more detail, if we eliminate the certificate, what might this mean? How will the resources be re-deployed? Please provide additional information about the endowment? What is the value of the endowment? How is the endowment connected to the certificate?

## Music BACH (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Music BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. The discussion of Music Ed students is an excellent point.
  - b. It would be helpful to review longitudinal enrollment, retention, and completion data.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. It would be helpful to have additional clarity about needed resources and funding sources
- Please provide any additional Information for Music BACH that will help this program move their action plan forward
  - a. It would be helpful to identify specific enrollment and other objectives associated with the action plan. It would also be helpful to quantify resource needs/requests and review these in light of the program's overall revenue and expenditures.
  - b. I really like the concept of a BA of Music Commercial Program. I also fully support mandatory academic advising.

Additional AC Comments: Please provide a clear timeline and a clear step-by-step plan.

## Music MAST (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Music MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Music classes are not the typical classroom full of students. How to deal with individual lessons / how this relates to classes needs to be determined.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Music MAST that will help this program move their action plan forward
  - a. It is suggested to renew focus on advising

Additional Comments: How might this program increase enrollment? Please provide a clear timeline and a clear step-by-step plan.

Philosophy-GRAD, CAL

\*New program, focus on Biomedical Ethics

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Philosophy-GRAD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Philosophy-GRAD that will help this program move their action plan forward
  - a. The medical ethics addition is important-- make connections with KDHS and COB Heath Admin.
  - b. It would be useful to identify specific enrollment or other goals and outcomes associated with the action plan.
  - c. This program is new, low cost, and serves our health mission

Additional AC Comments: This program connects well with the University mission and is a great idea.

Philosophy-UG, CAL

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Philosophy-UG that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Biomedical and pre-law connections are excellent
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Philosophy-UG that will help this program move their action plan forward
  - a. It would be helpful to establish specific enrollment goals associated with the action plan.
  - b. Great plan focused on increasing student demand, various delivery options, Biomedical Ethics Certification online, support this through advising

Additional AC Comments: This plan looks really good.



Certificate in Russian-ASSO, CAL

**PROGRAM SLATED FOR ELIMINATION**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Certificate in Russian-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Program elimination is suggested
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Certificate in Russian-ASSO that will help this program move their action plan forward
  - a. I believe this program has been "on hold" for 5 years.

Additional AC Comments: Please move forward with program elimination.

Shoshoni-ASSO, CAL

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Shoshoni-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. It is valuable to our community and the tribe
  - b. It would be helpful to review longitudinal enrollment and student success data for the program.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. It would be helpful to understand specific resource requests.
- Please provide any additional Information for Shoshoni-ASSO that will help this program move their action plan forward
  - a. It would be helpful to establish specific enrollment and other goals associated with the action plan.
  - b. Marketing and advising should be of importance in this plan.

Additional Comments: Administrative Council is in complete support of this program and would like for it to be successful.

Certificate in Spanish-UGRD, CAL

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Certificate in Spanish-UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. It would be helpful to review longitudinal enrollment, retention, and completion data.
  - b. Are additional resources needed to accomplish advertising and outreach actions?
- Please provide any additional Information for Certificate in Spanish-UGRD that will help this program move their action plan forward
  - a. It would be helpful to establish specific enrollment and related goals associated with the action plan.
  - b. Make closer linkage with the Health Sciences/PA programs.

Additional Comments: This program is mission critical.

Theatre-BACH, CAL

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Theatre-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. This was a well-written and robust action plan. Having some more concrete details to realize the success of the action steps would help clarify how this plan will be realized. For example, working closely with the new university retention program is a great idea; what, specifically, does this mean and how can it be realized? When it comes to developing more endowed scholarships, is there a desired number of scholarships? An ideal amount of funds available?
  - b. Resource requests should be tied to the college budget.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Where will resources come from? Resource requests should be tied to the college budget.
- Please provide any additional Information for Theatre-BACH that will help this program move their action plan forward
  - a. Identification of where additional resources are coming from in the college is necessary.

Additional Comments: Please provide more specific clarity on the action plan and resource allocation.

Theatre-MAST, CAL

**\*THIS PROGRAM HAS BEEN APPROVED FOR ELIMINATION (SBOE AUGUST 2021)**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Theatre-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Theatre-MAST that will help this program move their action plan forward

Business Administration-GRAD

**PROGRAM SLATED FOR DISCONTINUATION CERT, COB**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Business Administration-GRAD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Program elimination
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Business Administration-GRAD that will help this program move their action plan forward
  - a. Recommend program elimination

Additional Comments: Agree with recommended discontinuation.

Business-ASSOC, COB

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Business-ASSOC that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Comes with offerings for other programs
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Business-ASSOC that will help this program move their action plan forward
  - a. We appreciate this program from a student success lens. Can we track graduates and encourage them to return in future years to complete their BA/BS?
  - b. It would be interesting to know the student impact of this program (while a student and as alumnae).

Additional Comments: This is a student centered program.

General Business-BACH, COB

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of General Business-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Utilizes classes from other programs-- basically free
- What impact does this program have on student recruitment, retention, and completion?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for General Business-BACH that will help this program move their action plan forward

Additional Comments: This is a student centered program and it is important to keep this option for our students.



Taxation-MAST, COB

**PROGRAM SLATED FOR DISCONTINUATION**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Taxation-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Program elimination
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Taxation-MAST that will help this program move their action plan forward
  - a. Recommend elimination

Additional Comments: Support discontinuation and elimination.

Economics BS/BBA, COB

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Economics BS/BBA that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Has the elimination of the BA program completed the necessary steps for program elimination?
- Please provide any additional Information for Economics BS/BBA that will help this program move their action plan forward

Additional Comments: The action plan needs to have specific action items including a clear timeline.

Athletic Training-Mast, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Athletic Training-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Athletic Training-Mast that will help this program move their action plan forward
  - a. Please address accreditation requirements, including staffing, facilities, and move to KDHS.

Additional Comments: Please provide some additional detail and a clear timeline within your update.

Deaf Education-Mast, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Deaf Education-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Deaf Education-Mast that will help this program move their action plan forward
  - a. It would be helpful to establish enrollment, student success, and related goals for the program as part of the action plan and ISU Deaf Education Revitalization Plan. It would also be helpful to understand more about the pros and cons of moving the program to Meridian.
  - b. We have the statewide responsibility for this program.

Additional Comments: Please help us to understand why Pocatello is the best fit for this program's location for offerings? Please provide information regarding the additions the new faculty member will provide in terms of the success of this program? Please include collaborative/synergy building information with regard to other aligned health programs.

Early Childhood Education-Bach, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Early Childhood Education-Bach that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. It would also be helpful to know more about faculty:student ratios in light of the program narrative. Please help us to understand the “right size” of this program.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Early Childhood Education-Bach that will help this program move their action plan forward
  - a. In light of the narrative note about labs and classrooms, can faculty and students work with ISU's Early Learning Center?
  - b. Develop ties with CSI and COT to attract AA students in order to increase recruiting

Additional Comments: Please provide additional detail and a timeline for this action plan. Where are our alumni placed in the workforce? Please discuss workforce needs of rural Idaho.

Early Childhood-Mast, COE

**PROGRAM SLATED FOR DISCONTINUATION**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Early Childhood-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Early Childhood-Mast that will help this program move their action plan forward
  - a. Doesn't make economic sense. (i.e. the job market does not support expensive training)
  - b. Recommend elimination

Additional Comments: Please move forward with program discontinuation.

## Educational Leadership-Mast COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Educational Leadership-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Re-structuring looks good
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Educational Leadership-Mast that will help this program move their action plan forward
  - a. It would be helpful to establish specific enrollment goals and/or other outcomes associated with the restructuring plan.
  - b. Program needs to refocus, curriculum revision and outreach; needs to provide a direct path for M.Ed. students into Ed.D. Program

Additional Comments: This seems like a well thought out plan for improvement! Please provide additional detail and a timeline for the plan (i.e., enrollment targets).

Instructional Design & Technology-Doct, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Instructional Design & Technology-Doct that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Instructional Design & Technology-Doct that will help this program move their action plan forward
  - a. It would be helpful to develop specific enrollment and other related goals associated with the improvement plan.
  - b. Could the program offer related professional development opportunities?

Additional Comments: Please provide additional rationale for transitioning this program to a PhD program. Please provide a specific timeline with clear expectations. Time bound enrollment goals would be helpful. Please include metrics on website data and job prospects.



Instructional Design & Technology-Mast, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Instructional Design & Technology-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Instructional Design & Technology-Mast that will help this program move their action plan forward
  - a. It would be helpful to develop specific enrollment and other related goals associated with the improvement plan. It seems that IDT professional development courses are a good idea regardless. These could potentially be bundled into a certificate aligned with workforce needs.
  - b. Increase marketing and recruitment, offer related professional development opportunity

Additional Comments: Please explain how this program aligns with workforce demand. Please explain how this degree ties into the need for the PhD. Please provide a specific timeline with clear expectations for the action plan. Time bound enrollment goals would be helpful.

## Literacy-MAST (COE)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Literacy-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. How will the faculty workload issue (a reason for not running the program of late) be addressed?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Faculty workload
- Please provide any additional Information for Literacy-MAST that will help this program move their action plan forward
  - a. It would be helpful to identify specific enrollment and other goals associated with a program restart.
  - b. Please discuss why resurrecting the program is a good idea
  - c. Revise curriculum and realign to current standards; convert to online delivery; market program

Additional Comments: Please explain the rationale for bringing back this program. How does this align with workforce needs?

Special Education-Bach, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Special Education-Bach that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Special Education-Bach that will help this program move their action plan forward
  - a. It would be helpful to identify specific enrollment and other goals associated with the proposed action plan.
  - b. Meet QM standards for online classes; support undergraduate behavioral certification in collaboration with Clinical Psychology

Additional Comments: Please provide additional information regarding the size of the programs at our sister institutions across the state. Are the programs thriving? Are we in need of stronger collaboration with our sister institutions?

Please provide a two year enrollment target.

Special Education-Mast, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Special Education-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. As this program has not been active for 5 years, how does revitalizing this program fit with the future of the college and university?
- Please provide any additional Information for Special Education-Mast that will help this program move their action plan forward
  - a. It would be helpful to include faculty workload information. It would also be helpful to provide more information about the proposed fee structure to support the simulation lab.
  - b. Program is currently dormant
  - c. Streamline curriculum; offer graduate behavioral certification; communication and advising plans; purchase simulation lab
  - d. Identify where resources for Simulation Lab will come from.

Additional Comments: This program is already suspended. Please provide the rationale for bringing this program back. Please provide additional information as to how this aligns with the deaf ed curriculum? Is this aligned with other programs of interest?

Civil Engineering-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Civil Engineering-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Faculty in this program are strong researchers. That can also help with drawing students.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. More clarity about needed resources and how these resources are included in the college budget would be helpful.
- Please provide any additional Information for Civil Engineering-MAST that will help this program move their action plan forward.
  - a. It would be helpful to establish specific enrollment goals and other outcomes associated with the action plan. Also, the program narrative requested a need for additional faculty and faculty salaries in addition to GAs while the action plan only addressed GAs. All resource requests should be tied to the college budget.

Additional AC Recommendations: This is a good plan! A more clear timeline for implementation and aligning resource needs to the college budget is necessary. Please note that the GA distribution process is a university-wide process based on particular metrics and is not tied to the Program Health process.

**Additional Dean's Comments:** The Department should emphasize the need for more GTA's and grant-derived GRA's in order to grow graduate enrollment. Please base enrollment projections on additional GA support of both forms and discuss projected enrollment if no additional support is forthcoming.

The Dean will comment on College efforts to create a new vision and identity for ISU Engineering.

Electrical Engineering-BACH, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Electrical Engineering-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. It would be helpful to quantify the requested space, faculty and other resources referenced in the action plan. All resource requests need to be tied to the college budget.
- Please provide any additional Information for Electrical Engineering-BACH that will help this program move their action plan forward.
  - a. It would be helpful to identify specific enrollment and other related goals associated with the action plan.

Additional AC Recommendations: The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

**Additional Dean's comments:** The Department should include in the updated action plan mention of how the success of the CE MS will directly impact the success of the BS Program.

The Dean will highlight how this effort directly applies to our collective attempts to create a new vision and identity for ISU Engineering.

Engineering & Applied Sci.-DOCT, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Engineering & Applied Sci.-DOCT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. We recognize the challenge of parsing out enrollment, capacity and other data for this program.
  - b. The current five year graduation rate is 2 students / year. What is the goal number of graduates?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Engineering & Applied Sci.-DOCT that will help this program move their action plan forward.
  - a. It would be helpful to establish specific enrollment, graduation, or other related goals connected with the improvement plan. It would also be helpful to quantify requested resources and align those with the college budget process.

Additional AC Recommendations: Please provide additional information regarding enrollment goals and alignment of resource needs to the college budget. The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

**Additional Dean's Comments:** The Department should emphasize the need for more GTA's and grant-derived GRA's in order to grow graduate enrollment. Please base enrollment projections on additional GA support of both forms and discuss projected enrollment if no additional support is forthcoming.

The Dean will comment on College efforts to create a new vision and identity for ISU Engineering.

Environmental Engineering-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Environmental Engineering-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Environmental Engineering-MAST that will help this program move their action plan forward.
  - a. It would be helpful to develop specific enrollment goals and other outcomes associated with the action plan.

Additional AC Recommendations: Please provide additional information regarding enrollment goals and alignment of resource needs to the college budget. The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

**Additional Dean's Comments:** The Department needs to seriously evaluate the future of both Env Eng graduate programs.



## Environmental Science Mgt-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Environmental Science Mgt-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. They have an endowment and this program allows for interdisciplinary study AMONG colleges –a strength
  - b. It would be helpful to review longitudinal enrollment and completion data.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Environmental Science Mgt-MAST that will help this program move their action plan forward.
  - a. While the narrative identifies critical need for laboratory space, faculty and faculty salary increases, these needs aren't addressed in the action plan. The dean references the primary rationale for keeping the program is faculty tenure status while the program narrative references growing demand. It would be helpful to articulate specific enrollment and/or other outcomes associated with the action plan.

Additional AC Recommendations: Please provide additional information regarding enrollment goals and alignment of resource needs to the college budget.

**Additional Dean's Comments:** The Department needs to seriously evaluate the future of both Env Eng graduate programs.

Health Physics-ASSO, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Health Physics-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Used when needed by INL-- strengthens the INL connection
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Health Physics-ASSO that will help this program move their action plan forward.

Additional AC Recommendations: How can faculty best engage and invest in this program? Please provide an updated plan with a clear timeline and work closely with the dean for future program plans. The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

**Additional Dean's Comments:** Given the limited enrollment and faculty to support this degree the dean supports elimination.

Health Physics-BACH, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Health Physics-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Enrollment is expected to grow as new nuclear technologies expand in Idaho such as the Small Modular Reactors
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Health Physics-BACH that will help this program move their action plan forward.
  - a. By Spring 2022, program will develop plan for sustainability

Additional AC Recommendations: How can faculty best engage and invest in this program? Please provide an updated plan with a clear timeline and work closely with the Dean for future program plans. The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

**Additional Dean's Comments:** This is a very valuable program but it is unlikely that it will ever be a large program. Hence, it is difficult for the College to take a line from another department and apply it here. We need to determine the future of the program.

Mathematics-ASSO (Teachers), COSE

**PROGRAM ALREADY SLATED FOR PROGRAM ELIMINATION**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Mathematics-ASSO (Teachers) that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Program elimination proposed
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Mathematics-ASSO (Teachers) that will help this program move their action plan forward.

Additional Recommendations: Please move forward with program elimination.

Mathematics-DOCT, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Mathematics-DOCT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Program will be reevaluated in 2023
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Mathematics-DOCT that will help this program move their action plan forward.
  - a. Extensive plan for refocusing the department and aligning to current workforce needs; potential for substantial change in direction and focus of graduate programs

Additional Recommendations: Please move toward program elimination.

**Additional Dean's Comments:** This, along with the MS program, should be considered in light of the future direction of the Department. The Department has had and anticipates having a number of retirements in a relatively short period of time. Completely eliminating the graduate programs will constrain the future of the Department unnecessarily. The Dean supports bringing in an external chair upon the retirement of Dr. Derryberry. This chair would be charged with working with the Department and the Dean to chart the future of the Department and the role of graduate education in that future. In the meantime the Dean recommends that no additional students be admitted to either degree program.

Mathematics-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Mathematics-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Mathematics-MAST that will help this program move their action plan forward.
  - a. Extensive plan for refocusing the department and aligning to current workforce needs; potential for substantial change in direction and focus of graduate programs

Additional Recommendations: Please provide a shorter time-frame (end of spring 2023) for this action plan.

**Additional Dean's Comments:** This, along with the Doc Sci program, should be considered in light of the future direction of the Department. The Department has had and anticipates having a number of retirements in a relatively short period of time. Completely eliminating the graduate programs will constrain the future of the Department unnecessarily. The Dean supports bringing in an external chair upon the retirement of Dr. Derryberry. This chair would be charged with working with the Department and the Dean to chart the future of the Department and the role of graduate education in that future. In the meantime the Dean recommends that no additional students be admitted to either degree program.

Mechanical Engineering-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Mechanical Engineering-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Mechanical Engineering-MAST that will help this program move their action plan forward.
  - a. It would be helpful to develop enrollment and other related goals associated with the improvement plan.

Additional Recommendations:

**Additional Dean's Comments:** The Department should emphasize the need for more GTA's and grant-derived GRA's in order to grow graduate enrollment. Please base enrollment projections on additional GA support of both forms and discuss projected enrollment if no additional support is forthcoming.

The Dean will comment on College efforts to create a new vision and identity for ISU Engineering.

Nuclear Science & Engineering-PSTB, COSE

**PROGRAM ALREADY SLATED FOR PROGRAM ELIMINATION**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Nuclear Science & Engineering-PSTB that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Nuclear Science & Engineering-PSTB that will help this program move their action plan forward.

Additional Recommendations: Please move forward with program elimination.



Physics-ASSO, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Physics-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Physics-ASSO that will help this program move their action plan forward.
  - a. It would be helpful to establish specific enrollment and other related goals connected to the improvement plan.
  - b. It appears this program is currently inactive. Is it possible that we are leaving this on the books for INL Partnership?
  - c. Work closely with the Dean on Action Plan improvement

Additional Recommendations: Please provide information as to how this program ties to workforce needs. What career might someone move into with an associates degree? If this program does not align with workforce needs, elimination may be the best option here.

**Additional Dean's Comments:** This program remains moribund and the Dean is challenged to understand how it fits productively into the future of the Program. However, the Program is beginning a consultation with an outside entity, the goal of which is to help the department work together to develop a vision for the future. The fate of this program should await the outcome of that vision.

Physics-DOCT, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Physics-DOCT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Physics-DOCT that will help this program move their action plan forward.
  - a. It would be helpful to develop enrollment and other related goals associated with the improvement plan.
  - b. This program needs a lot of work and it is important to do.

Additional AC Recommendations: How can the department interact more with INL and the accelerator program? How can faculty best engage and invest in this program? Please provide an updated plan with a clear timeline and work closely with the Dean for future program plans.

**Additional Dean's Comments:** The Program is beginning a consultation with an outside entity, the goal of which is to help the department work together to develop a vision for the future. The fate of this program should await the outcome of that vision.

Physics-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Physics-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Physics-MAST that will help this program move their action plan forward.
  - a. It would be helpful to develop enrollment and other related goals associated with the improvement plan.

Additional Recommendations: How can the department interact more with INL and the accelerator program? How can faculty best engage and invest in this program? Please provide an updated plan with a clear timeline and work closely with the Dean for future program plans.

**Additional Dean's Comments:** The Program is beginning a consultation with an outside entity, the goal of which is to help the department work together to develop a vision for the future. The fate of this program should await the outcome of that vision.

Systems Engineering-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Systems Engineering-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. It would be helpful to review longitudinal enrollment, retention, completion, capacity, workforce and financial data.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Systems Engineering-MAST that will help this program move their action plan forward.
  - a. It would be helpful to develop enrollment and other related goals associated with the improvement plan. It would also be helpful to quantify needed resources and align these with the college budget.

Additional Recommendations: Discussing how this program can better align with the INL would be helpful. Please provide enrollment goals and align resource needs with the college budget.

**Additional Dean's Comments:** The Department should emphasize the need for more GTA's and grant-derived GRA's in order to grow graduate enrollment. Please base enrollment projections on additional GA support of both forms and discuss projected enrollment if no additional support is forthcoming.

The Dean will comment on College efforts to create a new vision and identity for ISU Engineering.

Advanced Automation and Manufacturing Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Advanced Automation and Manufacturing Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these..
  - a. The survey discussed is a very good idea and will provide more insight
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Advanced Automation and Manufacturing Technology that will help this program move their action plan forward.
  - a. I appreciate the interest in developing more specific stackable credentials within this program. It would be helpful to establish quantifiable goals for enrollment and workforce outcomes.
  - b. Improve outreach communications; identify more industry partners; create certificates for specific skills

Additional AC Recommendations. The plan looks good.

Apprenticeship, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Apprenticeship that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Administrative changes that have been completed will help show reality of program
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Apprenticeship that will help this program move their action plan forward.
  - a. It would be helpful to identify specific student enrollment, success, and job placement goals associated with the proposed action plan.
  - b. Increased use of PLA credit would be helpful.

Additional AC Recommendations: Please include a specific and realistic timeline in the Action Plan.

BAS Applied Science, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of BAS Applied Science that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Please include more clarity on action steps.
- Please provide any additional Information for BAS Applied Science that will help this program move their action plan forward.
  - a. Increased outreach to AAS graduates is a good idea.

Additional AC Recommendations: Please provide additional specificity within the plan and a clear timeframe.

Business Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Business Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Business Technology that will help this program move their action plan forward.
  - a. Faculty compensation was raised as an issue but not addressed in the action plan. It would be helpful to identify additional resources associated with Prong 3 of the action plan and align all resource requests with the college budget process.
  - b. Greater collaboration with College of Business; add specialized certificate in Cloud Computing (on SBOE Agenda for October 2021).

Additional AC Recommendations. Please provide a timeline for review of this action plan. Please utilize cross-university partnerships as the COT partners extremely well across the university.



### Civil Engineering Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Civil Engineering Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. More specificity on achieving enrollment, retention, graduation and workforce goals would be helpful.
- Please provide any additional Information for Civil Engineering Technology that will help this program move their action plan forward.
  - a. It would be helpful to articulate specific goals around enrollment, retention, graduation, articulation, and workforce outcomes.
  - b. Program is already seeing gains from actions taken over the last year, including 2+2 pathway with Surveying and Geomatics Engineering Technology

Additional AC Recommendations: It would be helpful for the program to track progress on enrollment annually and be sure to include this in the annual updates.

## Computerized Machining Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Computerized Machining Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Working with industry partners is very good.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Please provide more clarity about specific actions and timeline.
- Please provide any additional Information for Computerized Machining Technology that will help this program move their action plan forward.
  - a. It would be helpful to establish specific improvement goals around enrollment and retention. It would also be helpful to articulate specific actions and resources needed to achieve these goals.
  - b. Develop strategies to increase retention; work with industry partners on recruitment and marketing

Additional AC Recommendations: Plan needs to include greater specificity. It would also be helpful to provide enrollment updates annually.

Early Childhood Care and Education, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Early Childhood Care and Education that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Program weakness is outside of institution's control; no action warranted
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Early Childhood Care and Education that will help this program move their action plan forward.
  - a. It would be helpful to understand if there are other training/educational pathways for individuals who want to go into this field? Perhaps stackable credentials for incumbent workers who want to progress into management roles?

Additional Recommendations: Please provide additional information regarding the numerous benefits of this program. Is it possible to run this program and charge a much lower tuition? Can this be transitioned to workforce training? Where are alumni being placed? Perhaps we can turn this into stackable certificates and offer a consolidated program during the summer as short duration courses.

Energy Systems Mechanical Engineering Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Energy Systems Mechanical Engineering Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Working with industry partners is great.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Energy Systems Mechanical Engineering Technology that will help this program move their action plan forward.
  - a. It would be helpful to articulate specific enrollment and workforce outcome goals.
  - b. Increase recruiting and outreach to improve recognition; create certificates for specific skills and specialized certificate for industrial mechanic

Additional AC Recommendations: Moving forward, please provide annual reports on enrollment.

Health Science-HSHO-BACH, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Health Science-HSHO-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Health Science-HSHO-BACH that will help this program move their action plan forward.
  - a. It would be helpful to have more specificity regarding plans for program promotion and collaboration with HO faculty. It would also be helpful to articulate specific enrollment and other quantifiable goals.
  - b. Streamline and update curriculum; purchase Digital Cadaver Lab table; need greater collaboration with Health Occupations program

Additional AC Recommendations: It would be helpful to have more information as to why students are completing a generalist degree rather than within KDHS. Please consider creating a strong alignment with KDHS.

Law Enforcement, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Law Enforcement that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Administrative changes will help show the full usage of this program
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Law Enforcement that will help this program move their action plan forward.
  - a. What are the program's goals and measures of success?
  - b. Please consider increased use of PLA credit to encourage non-degree seeking students to enroll in the program (good idea!).

Additional AC Recommendations: Please include more specific details and a timeline for program improvement.

Paralegal Studies, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Paralegal Studies that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Paralegal Studies that will help this program move their action plan forward.
  - a. The micro credentialing concept is intriguing. What is the plan for addressing faculty availability?
  - b. Continue marketing and recruitment of dual-credit high school students; create online micro-certifications

Additional AC Recommendations: Good plan! Please provide a more clear timeline for implementation and review.

## Pharmacy Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Pharmacy Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Good adjustments, looking at how things are changing. Good connections with industry
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Pharmacy Technology that will help this program move their action plan forward.
  - a. It would be helpful to articulate specific enrollment goals for the program.
  - b. Increase dual enrollment opportunities for high school students; collaborate with HIT program

Additional AC Recommendations: Add pipeline and alignment with KDHS. This may help build a stronger pipeline for the program.



Respiratory Therapy, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

**REVIEW FROM ADMINISTRATIVE COUNCIL**

- If there are other metrics relevant to the success of Respiratory Therapy that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Please include information on current student headcount and credit hours.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Respiratory Therapy that will help this program move their action plan forward.
  - a. It would be helpful to clearly articulate required additional resources associated with the action plan (e.g. release time). It would also be helpful to establish enrollment and other quantifiable goals for the program.
  - b. Program is on the SBOE Agenda October 2021

Additional AC Recommendations: The plan looks good but it is difficult to decipher. Please provide regular enrollment updates and a clear step-by-step action plan and timeline.

Unmanned Aerial Systems, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

**REVIEW FROM ADMINISTRATIVE COUNCIL**

- If there are other metrics relevant to the success of Unmanned Aerial Systems that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  
- Please provide any additional Information for Unmanned Aerial Systems that will help this program move their action plan forward.
  - a. It would be helpful to identify specific student enrollment, success and job placement goals associated with the proposed action plan. It would also be helpful to assign budget figures to recommended actions and align those with the college budget process.
  - b. Work on job placement of graduates; increase enrollment and retention; upcoming program review will provide more guidance
  - c. Are regulations stopping the progression of the program?
  - d. Could the program consider aligning with Geosciences and GIS? 2

Additional AC Recommendations: Please provide a clear time

## Biopharmaceutical Analysis-DOCT/MAST/MSCP, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Biopharmaceutical Analysis-DOCT/MAST/MSCP that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. This program should see enrollment increases
  - b. Current student headcount and credit hour production would be helpful
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. More clarity about needed resources and funding sources and how these align with the college budget process will be helpful.
- Please provide any additional Information for Biopharmaceutical Analysis-DOCT/MAST/MSCP that will help this program move their action plan forward.
  - a. It would be helpful to identify specific student enrollment and success goals associated with the proposed action plan.
  - b. It would also be helpful to assign budget figures to recommended actions and align these with the college budget process.
  - c. Where will additional funding for lab renovation come from? How will Int'l recruitment efforts be expanded?

Additional AC Recommendations: This is a new program and should be given time to show progress.

Dietetics-MAST with Dietetic Internship, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Dietetics-MAST with Dietetic Internship that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Please include specific action items and associated resources.
  - b. Where will resources come from and how will these be aligned with the college budget process?
- Please provide any additional Information for Dietetics-MAST with Dietetic Internship that will help this program move their action plan forward.
  - a. It would be helpful to identify specific student enrollment and success goals associated with the proposed action plan.
  - b. Please explain faculty workload and compensation issues in alignment with the college budget process.

Additional AC Recommendations: Accreditation is moving in a new direction and this is the alignment to that accreditation. This looks good.

Dietetics-MAST, KDHS

**SLATED FOR DISCONTINUATION**

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

**REVIEW FROM ADMINISTRATIVE COUNCIL**

- If there are other metrics relevant to the success of Dietetics-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Specific action items and associated resources.
- Please provide any additional Information for Dietetics-MAST that will help this program move their action plan forward.
  - a. Support elimination

Additional AC Recommendations: This is on the three year plan for closing. The plan for discontinuation needs to be clear with a timeline.

Educational Interpreting-ASSO (SLS), KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Educational Interpreting-ASSO (SLS) that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. More clarity about needed resources and how this would align with the college budget process would be helpful.
- Please provide any additional Information for Educational Interpreting-ASSO (SLS) that will help this program move their action plan forward.
  - a. It would be helpful to identify specific student enrollment and success goals associated with the proposed action plan.
  - b. Increase recruiting; outreach to alumni; request professional fees if aligned with SBOE guidelines

Additional Recommendations: Please explain the alignment with workforce training. Please explain further the three or four levels of sign language certification, where each one provides a legitimate career landing spot. This was approved for strategic investment. Mission critical.

Educational Interpreting-BACH (SLI), KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Educational Interpreting-BACH (SLI) that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Educational Interpreting-BACH (SLI) that will help this program move their action plan forward.
  - a. It would be helpful to identify specific student enrollment and success goals associated with the proposed action plan.
  - b. Increase recruiting; outreach to alumni; request professional fees

Additional AC Recommendations: This is part of ISU's strategic investment plan. This program historically has a low number of graduates, how might enrollment growth be supported?

Emergency Management-ASSO, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Emergency Management-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Emergency Management-ASSO that will help this program move their action plan forward.
  - a. We appreciate the comprehensive action plan with quantifiable objectives. It would be helpful to have a better understanding of workforce outcomes associated with the Associate degree.
  - b. Add homeland security; possibly convert to asynchronous delivery of courses?

Additional AC Recommendations: Please provide more information as to the need for both the Associates and the Bachelors degrees.



Emergency Management-BACH, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Emergency Management-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Emergency Management-BACH that will help this program move their action plan forward.
  - a. We appreciate the comprehensive action plan with quantifiable objectives.

Additional Recommendations: This program has good enrollment. How can enrollment growth be supported? Please provide a more detailed description of actions. Please provide more information as to the need for both the Associates and the Bachelors degrees and workforce alignment.

Fire Service Administration-ASSO, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Fire Service Administration-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these..
  - a. Follow up metrics from strategic investment
  - b. Online Fee approved by BAHF SP21, moved to online, very high potential for enrollment growth, with significant Idaho need
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Fire Service Administration-ASSO that will help this program move their action plan forward.
  - a. We appreciate the comprehensive action plan with quantifiable objectives. It would be helpful to understand how cost/credit concerns will be addressed.
  - b. We have articulation agreements all over the U.S.
  - c. Please provide more information as to how/if we are meeting our enrollment targets.

Additional AC Recommendations: Please provide more specific information as to how this program fits into our mission. Please provide annual updates on enrollment and revenue projections.

Fire Service Administration-BACH, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Fire Service Administration-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Follow up metrics related to strategic investment
  - b. Please include faculty workload information.
  - c. Online fee approved by BAHF SP21, moved fully online, Idaho/Community need, high potential for enrollment growth
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Fire Service Administration-BACH that will help this program move their action plan forward.
  - a. We appreciate the detailed action plan with quantifiable objectives. The time to completion, while understood given the student population, could negatively impact ISU's funding in the new state allocation model.

Additional Recommendations: There is demand for this program. Please provide regular enrollment and revenue updates.

Health Informatics-MAST, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Health Informatics-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. 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
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. Please provide additional clarity about needed resources and how these will align with the college budget process.
- Please provide any additional Information for Health Informatics-MAST that will help this program move their action plan forward.

Additional AC Recommendations: Since the student pipeline appears to still be problematic, please discuss specific strategies to increase enrollment. How can we increase publicity given that job placement is great and salaries are fantastic?

## Interprofessional Geriatric Certificate-GRAD, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Interprofessional Geriatric Certificate-GRAD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Interprofessional Geriatric Certificate-GRAD that will help this program move their action plan forward.
  - a. It would be helpful to include student enrollment goals. Also it would be helpful to specifically address questions regarding overlap/scaffolding within KDHS and workforce outcomes associated with certificate attainment.
  - b. Align certificates with other KDHS programs

Additional AC Recommendation: While there is low enrollment, we are seeing some increases in the undergraduate program. Keep this up and please provide annual enrollment updates. The plan looks good.

## Interprofessional Geriatric Certificate-UGRD, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

## REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Interprofessional Geriatric Certificate-UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Workforce alignment and outcomes.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Interprofessional Geriatric Certificate-UGRD that will help this program move their action plan forward.
  - a. It would be helpful to include student headcount/credit hour goals. It would also be helpful to specifically address questions about workforce impact and overlap/scaffolding within KDHS.
  - b. Align certificates with other KDHS programs

Additional AC Recommendations: Please provide annual enrollment updates. The plan looks good.

Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Workforce alignment.
  - b. Gaining more info (SWOT, etc) is great.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO that will help this program move their action plan forward.
  - a. Please provide more specific information about workforce alignment. What specific niche is this program filling?
  - b. Conduct market analysis; might make sense restructure current program

Additional Recommendations: This is an important program for our many graduate programs. Good plan overall, just needs more information as stated above.

Radiographic Science-CERT, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Radiographic Science-CERT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. Program growth limited by clinical training sites
  - b. This is a new program and needs to be given time to grow.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Radiographic Science-CERT that will help this program move their action plan forward.
  - a. Please address the feedback from Admin Council/Academic Affairs regarding establishing stackable micro-credentials to support student enrollment and completion.
  - b. Please identify 5-year student enrollment goals for the certificate program.
  - c. Increase marketing for the program.

Additional AC Recommendations: The program's enrollment will never be large due to clinical placements. Workforce needs will always be constant. This is a brand new program. Continue working to build support for this program.



Rehab and Comm Sciences-DOCT, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

#### REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Rehab and Comm Sciences-DOCT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
  - a. This is a new program; it needs time to grow.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
  - a. It would be helpful to amend the improvement plan to include: a 5-year student headcount and credit hour goals.
- Please provide any additional Information for Rehab and Comm Sciences-DOCT that will help this program move their action plan forward.
  - a. New program - too soon to evaluate
  - b. Apply for WRGP; develop interprofessional learning opportunities in collaboration with Graduate School and College of Health; improve assessment process

Additional AC Recommendations: This program is only in their second year. It will only ever be 4-6 enrolled students yet it is mission critical. Continue working to build support for this program.



**Idaho State  
University**

## APPENDIX B

### Mid-Cycle Review

#### ISU Program Prioritization Mid-Cycle Review: Executive Summary

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. The goal of Program Prioritization is to support program growth and to ensure programs demonstrate the need for new, increased, or reallocated resources.

ISU's 5-year Program Prioritization report was submitted to the Idaho State Board of Education (SBOE) on June 29, 2021 and was approved by the SBOE at the August 2021 SBOE meeting. From June 2021 - November 2021, ISU has engaged in the following Program Prioritization action items with the goal of continuous improvement and to ensure successful implementation, assessment, and further decision making for programs in the bottom two quintiles and those that are triggered for evaluation:

- July 2021: Administrative Council reviewed program action plans and provided feedback.
- August 2021: Academic Affairs worked with college and departmental leadership to ensure clear and direct communication with regard to action plan expectations.
- November 2021: Programs submitted mid-term reports on action plan progress with approval from respective deans, for review by Academic Affairs and Administrative Council.

A total of 75 action plans<sup>1</sup> from all seven colleges were reviewed for this mid-cycle report.

College	Action Plans Submitted and Reviewed
COLLEGE OF ARTS AND LETTERS	15
COLLEGE OF BUSINESS	6
COLLEGE OF EDUCATION	10
COLLEGE OF HEALTH	14
COLLEGE OF PHARMACY	1
COLLEGE OF SCIENCE AND ENGINEERING	15
COLLEGE OF TECHNOLOGY	14

<sup>1</sup> Please note that 76 actions are included below. An action plan for the Masters of Theatre was not reviewed since it had already been approved for discontinuation at the August 2021 SBOE meeting.

## Fall 2021 Mid-Cycle Review Categories

<b>Program Discontinuations: 12</b>
• Masters Degree in Theatre (August, 2021)
• Undergraduate Certificate (UGRD) in German
• Undergraduate Certificate (UGRD) in Russian
• Undergraduate Certificate (UGRD) in French
• Masters of Fine Arts
• Bachelor of Business Administration in Informatics
• Graduate Certificate in Business Administration
• Masters of Taxation
• Masters in Early Childhood Education
• Masters in Dietetics
• Associates Degree in Math
• Post Baccalaureate (PSTB) in Nuclear Science and Engineering
<b>New Program Proposals: 4</b>
• Bachelor of Science in Respiratory Therapy (Approved October 2021)
• Masters of Science in Electrical and Computer Engineering (Approved October 2021)
• Online Masters of Science in Clinical Psychopharmacology (Approved December 2021)
• Certificate in Energy Systems Mechanical Engineering Technology
<b>Program Improvement Plan: 47</b>
<b>Investment or Reallocation of Resources: 3</b>
<b>Program Restructure: 9</b>
<b>Other Innovation: 1</b>
<b>Program Inactive: 1</b>

Several consistent action themes emerged across improvement plans. These themes suggest that programs are implementing improvement/restructuring plans and reallocating resources to deliver high quality educational experiences by: (a) creating streamlined pathways for students to move from undergraduate to graduate programs, (b) developing methods for increased retention, (c) expanding course delivery options (through Online Idaho for example), (d) aligning programs

with workforce needs, (e) utilizing Open Educational Resources to increase accessibility, and (f) working collaboratively with other academic units to increase efficient use of resources.

**Potential Next Steps**

The Mid-Cycle Program Health Action Plans will be reviewed and vetted by the Administrative Council at the beginning of Spring 2022. Academic Affairs will share this feedback with the deans.

Each academic dean will provide a Program Health overview of the progress their respective programs have made over the past year. The overview will focus on those programs within the lowest two quintiles yet may also include additional key information from other programs as well. This overview will be submitted by March 9, 2022 for review by the Administrative Council on March 16, 2022. If the Administrative Council deems additional information is needed, programs will submit updated Action Plans by May 8, 2022



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Anthropology-BACH

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
13.8

2. Student credit hours generated in the most recent fiscal year  
4282

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Thank you for your feedback that our plan is 'good and realistic' for sustainability, and that we are effectively assessing our program. Excluding the FTEs with reduced teaching loads is indeed a more accurate presentation of efficiency data.

Enrollment is tied to the overall enrollment of the university, which we cannot project. We do look at disaggregated enrollment data by program internally. Our breadth and scope of offerings is shaped by disciplinary standards, history, our location in the Great Basin and on Shoshoni lands, the regional student body, faculty expertise, and the job market. We actively encourage student meetings with advisors but students can enroll without these meetings. We advertise that this is mandatory but some slip through the cracks. Our fall majors meeting will hopefully address this.

We have submitted the proposal for the Forensic Certificate and are developing the CRM for 2022. We are also developing the alumni survey. Tracking alumni who have left ISU and the region is difficult. We would be interested in how to access contact information once a student graduates in order to implement this survey. In the meantime, we will use social media to solicit alumni responses.

4. Please provide details and a timeline for your Action Plan.  
Our action plan identified actions initiated in Spring 2021 and into Fall/Spring 2022. Most of the efforts are ongoing.
  - Revise program level outcomes. (In progress) Map curriculum to program level outcomes. (Completed for the current catalog)
  - Launch a comprehensive marketing plan. (In progress)
  - Create a student survey for end-of-program assessment. (Completed)
  - Implement a Fall Majors meeting. (On hold because of Covid)
  - Introduce a skills-based intervention workshop series to improve student skills in and out of the classroom, time to graduation, student success, and graduation rates. (Incorporated into classes)

- Submit proposals for a Certificate in Cultural Resources Management (In development for Fall 2022 submission) and a Certificate in Forensic Anthropology. (Completed)
  - Market our dual teaching certificate/Anthropology major pathway more effectively. (In progress)
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
We have initiated the development of marketing materials with Marketing & Communications that will be less descriptive and more about what Anthropology can do for students and the public. This will include the benefits of the dual teaching certificate. We have a tidy curricular map now and will continue to review as needed as we revise our program level outcomes. A student survey for end-of-program assessment was created and implemented in spring 2021. We will conduct this annually and use the results for improvement for our curriculum, capstone course, and overall department culture. In lieu of separate workshops, we have begun a more deliberate incorporation of skills development in our courses in information literacy, reading/writing skills, time management, communication, and strategies for student success. We have proposed the Forensic Sciences certificate to the UCC September 2021 and the CRM certificate is in development for the 2022 deadline.
6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Art-BACH

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
11.6 BACH (highlighted number)
2. Student credit hours generated in the most recent fiscal year  
4420 BACH 2021, 5061 BACH 2020
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
(Suggestions from Administrative Council =  
REVIEW FROM ADMINISTRATIVE COUNCIL (received by our Department on 9/24/21)
  1. If there are other metrics relevant to the success of Art-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
    - a. Retention was referenced as an issue. It would be helpful to see longitudinal retention data.  
We will request longitudinal data from the Office of Institutional Research.
  2. Please provide any additional Information for Art-BACH that will help this program move their action plan forward
    - a. It would be helpful to establish specific retention, enrollment, and/or other objectives associated with the action plan.  
Our department will participate in Navigate program.  
We will discuss potential specific objectives in Spring 2022.
    - b. While lots of helpful information was included, there needs to be more focused action steps.  
Action Steps:
      - i. Participate in the Navigate program.
      - ii. Pursue meta majors.
      - iii. Roll out our new approved BFA in Digital Media with Communication, Media and Persuasion.
      - iv. Request longitudinal data from the Office of Institutional Research.
      - v. Discuss potential specific objectives in Spring 2022.
    - c. Pursue Meta majors as retention aid and work with Career Center/Alumni Office/AA for infrastructure to obtain alumni data  
Our department will pursue meta majors as a retention aid.  
We support ISU creating the infrastructure to obtain alumni data.  
Additional Comments: While the Administrative Council does not support the new FTE, the collaboration in the proposal looks great.

4. Please provide details and a timeline for your Action Plan.  
We will meet again as a department in Spring 2022 to review our Action Plan.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The new CMP/Art BFA Digital Media proposal has been approved as a new degree for the 2022-2023 catalog year. This new BFA will be housed in the Department of Art. In order to meet student and workforce needs, this new Bachelor of Fine Arts program in Digital Media merges the curricula in Art and CMP, creating an interdisciplinary degree within the expanding fields of design and media. This degree program combines existing faculty, facilities, and courses in the two departments, providing students with cutting edge courses that address skills and knowledge needed for emerging communication technologies and media.
6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Art-MAST

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
1.8 MFA (highlighted number)
2. Student credit hours generated in the most recent fiscal year  
127 MFA 2021, 123 MFA 2020
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
(Suggestions from Administrative Council =  
REVIEW FROM ADMINISTRATIVE COUNCIL (received by our Department on 9/24/21)
  1. Please provide any additional Information for Art-MAST that will help this program move their action plan forward
    - a. Many Art grad classes are taught as independent studies. This likely needs to be addressed. Maybe the grad seminar will help?  
Our department plans to offer graduate seminars starting in Spring 2022.
    - b. I appreciate the difficult decision to suspend MFA admissions for AY2021-2022. In considering the future of the program, it would be helpful to assess student demand.
    - c. The action plan proposes various ideas for improvement. It would be helpful to determine which actions should move forward and associate them with specific enrollment goals or other outcomes.
    - d. Currently on hold (would like to try to implement and then will reconsider), restructure GTA teaching, hire a studio tech.

Additional Comments from AC: It is the overall suggestion to discontinue this program and stop taking new students until overall the department has the time to determine how they will fix this program.

We have agreed to suspend MFA admissions for AY 2021-2022. Our plan is to implement the Action Plan for AY 2021-2022 and then reconsider the future of the MFA program in Spring 2022.
4. Please provide details and a timeline for your Action Plan.  
We will meet again as a department in Spring 2022 to review our Action Plan.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
We have suspended MFA admissions for 21-22.

We had one new graduate student who had already been admitted for Fall 2021 and they co-taught as a Teaching Assistant for Drawing I in Fall 2021.

We have not been provided funding for course releases for supervising more than 2 graduate students at a time.

Our department plans to offer graduate seminars starting in Spring 2022.

We have not been provided funding to hire a studio technician to maintain and upgrade our facilities. This support would allow our faculty to focus on teaching, research and service.

We support ISU creating the infrastructure to obtain alumni data.

6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Communication-MAST

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
5.2

2. Student credit hours generated in the most recent fiscal year  
240 SCH

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The Administrative Council provided two suggestions: 1) Identify specific enrollment and retention goals; and 2) Develop a 4+1 program for the Communication Master's Degree. Response to #1: The Department will meet to identify specific enrollment and retention goals before the end of this year. Response to #2: The Department is currently submitting the proper language that allows undergraduate students to begin taking up to 9 credits at the 5000-level to not only count toward their undergraduate degree but to count toward the graduate degree, as well. This can be done once the student has completed 90 undergraduate credits. Students may also take and count CMP 6601 to count as an upper division undergraduate elective and have it count toward their Master's degree.

4. Please provide details and a timeline for your Action Plan.

Our short-term action plan involved drip advertising aimed at graduating seniors and creating fully online options (using synchronous online technology) for the Communication Master's degree. Both of these were accomplished in January and February 2021. We also applied for and received an additional GTA from the Graduate School's GA Pilot Program.

Our long-term action plan included an extensive advertising campaign by utilizing targeted social media ads. All of these have been implemented and are ongoing. Our long-term plans include the development of a 4+1 plan for the program and we are in the process of creating this now. We are also offering summer 5000-level courses to help students to graduation more quickly. Every element of our action plan is either on schedule or ahead of schedule.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

No changes are necessary right now. In fact, with the help of the Graduate School and the College of Arts & Letters, our plan has succeeded beyond our expectations.

Between 2017 and 2020 we averaged 203 MAST student credit hours a year. In 2021, we showed an increase to 240 student credit hours. Whereas the average number of active graduate students in the department hovered around 17, we are now at 24 active students. We also have several students getting their Master's degree who do not live in S.E. Idaho, including Northern Idaho, Boise, and Mexico (a former Idaho resident who moved there for work). We expect the flexibility offered by our program to continue to attract students from out of town and out of state.

6. Please provide any additional information.  
We will continue to advertise the program and institute other elements of the action plan throughout this year.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
No additional resources needed at this time.
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** French-UGRD

**Plan Category:** ~~Improvement Plan~~ Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
0.4
2. Student credit hours generated in the most recent fiscal year  
592
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
We do not need additional clarification. The department has increased advertising and efforts are made to help our Certificate and Minor students complete their degrees. As a factor to restart or discontinue the program, we are looking at student demands for the 100/200-level courses over a period of 3-4 years.
4. Please provide details and a timeline for your Action Plan.  
The average enrollment over a period 3-4 years will tell whether a restart or discontinue. Also, as we teach out the Certificate and Minor students in Spring 2022, we will see whether demands for the certificate program remains.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
One obvious progress is the teach out plan for our current Certificate and Minor students. At the end of Spring 2022, all the Certificate and Minor students in the program would have all graduated.
6. Please provide any additional information.  
If we surpass the 592 in enrollment in Spring 2022, then we can see whether we are trending towards the desired direction. French plays an important role in the English and Graduate program.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
NA
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** German-UGRD

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
1.2
2. Student credit hours generated in the most recent fiscal year  
312
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The plan suggests terminating the degree, keeping 100/200-level classes. The department agreed with this plan. As with the Russian program, we will teach the lower-level classes when there are demands for them.
4. Please provide details and a timeline for your Action Plan.  
This Fall semester, we scheduled GERM 1101 and 2202. Both classes generated 232 credit hours. This is a big leap from the total 108 credits in Spring 2021.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
For Spring 2022, we are scheduling GERM 1102 and 2202 with the hope that those students who took the Fall courses will continue with the Spring sequences. As a reminder, we are using an Adjunct to teach these lower-level course. So far, this has been cost-effective.
6. Please provide any additional information.  
If the enrollments drop in the Spring, we will wind down the course schedules to 100-level.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
NA.
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Japanese-UGRD

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0.8
2. Student credit hours generated in the most recent fiscal year  
431
3. Please provide your response to the Administrative Council (August) suggestions/questions.
  - a. This Fall, Japanese generated 431 credit hours. Last spring, it got 263 credit hours. That is about 63 percent increase in enrollments.
  - b. Judged by the 63 percent increase, it will lead to a shortfall in enrollment if the program was discontinued. Moreover, the Japanese program was a leader in ISU study abroad initiative before the pandemic. It will continue to play this role, which aligns with ISU's Learning and Discovery, and Access and Opportunity, Strategic Plans.
4. Please provide details and a timeline for your Action Plan.  
While we have made some substantial progress, we expect to further this as soon as the COVID-19 disruptions are over. The department will increase Japanese activities to create more awareness within the community and increase interest. Promote the Japan Club, weekly conversations, group study, and tutoring. Forge closer connections to our IPO (International Program Office) to promote our sister institutions' future exchange programs. With the new \$195,000 endowment, the department is optimistic about activating activities to promote interests and a more vigorous Japanese program in a couple of years.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Yes, there is strong a Japanese programs in our high schools that can feed into the Japanese program. This is particularly with Poky High School and Highland High School.  
1. We are restructuring our advising strategies. We had more Minors degree students than the Certificate Students. Going forward, our plan is to get our students through the Certificate program before encouraging those who want to pursue the Minors.
6. Please provide any additional information.  
Our Japanese full-time faculty is retiring in May 2022. We want the permission of Academic Affairs to start the hire process for her replacement in Fall 2022.

7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
Hire a full time lecturer to replace Ms. Sanae Johnsen who is retiring in May 2022.
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Before we can commit this position, we will need a letter of resignation from Ms. Johnsen. We would hope that the department would commit to hiring an lecturer who could teach both Japanese and Mandarin.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Music-BACH

**Plan Category:** Investment or Reallocation of Resources

1. Average number of degrees or certificates awarded over the past 5 years.  
12.6

2. Student credit hours generated in the most recent fiscal year  
1378

3. Please provide your response to the Administrative Council (August) suggestions/questions.

I understand that Music incurs significantly more expenses than most other departments; we all are specialists in our respective fields, and therefore cannot replace each other in applied studio teaching (i.e., trumpet vs voice) or many instances of classroom teaching (i.e., choral conducting vs music technology). Gen ed courses and some core curriculum courses (music history, music theory, aural skills) are much more interchangeable, and we work these through the faculty on rotation.

Further Clarification of Needed Resources:

Funding for student scholarships: our programs/ faculty are first-class, but expenses are only going up!

- Music students incur additional significant expenses outside of mainstay textbooks and course "lab" fees: recital accompanists, equipment/maintenance, music, annual software licensing
- Be competitive with surrounding programs (Montana, Utah, Oregon) for recruitment and retention
- Unexplained significant downturns in Music endowment scholarships
- Further expansion of facility space: we are already maxed out
- band and choir rehearsal rooms currently exceed maximum capacity for numbers and OSHA-recommended safety levels for sound. Large ensembles are regularly utilizing Goranson and Jensen Halls as a temporary solution. (This is particularly notable, for our enrollment numbers are currently down due to COVID-19.)
- Classroom space in Fine Arts greatly limits our offerings within weekday schedules; some courses do well online (Music Apprec), and many generate more enrollment with in-person options (History of Rock or Jazz). We currently use ensemble rehearsal spaces as classroom space during peak class times; this also severely limits when our smaller chamber ensembles can rehearse. We also currently use the computer and piano labs for teaching outside of tech/piano courses.
- Departmental storage. All of the following needs to remain in the FA building: band, orchestra, and choir sheet music libraries; instruments for brass,

woodwind, percussion, and string methods courses; percussion inventory; music technology inventory; student lockers.

4. Please provide details and a timeline for your Action Plan.

Fall 2021

August: official start of BCM (Commercial Music) degree program; third-floor space in FA goes through asbestos abatement in prep for occupation of additional practice rooms (specifically for Preparatory program teaching), two faculty offices/studios, and one Reed Room for reed-making instruction and housing of department-owned equipment)

September: open and advertise two tenure-track positions

October: clean up all Music advising lists (from College on down); all faculty advisors instructed to communicate with Karen Fullmer about any lost DegreeWorks access;

Recruitment Committee reinstated to discuss new directions for outreach

November: mandatory advising sessions with all music majors for Spring registration; review all applicants for vacancies; start funding conversations with administration

December: phone interviews for open positions; LAH is reinstated

Spring 2022

January: reference checks for final candidates; new recruitment initiatives implemented

February: on-campus interviews for open positions

Spring/summer 2022: move into renovated 3rd-floor space/better reallocate vacant spaces for maximum department functionality

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

As the Music Department cannot support full summer course offerings/enrollment, our Action Plan has been actively in place for only a mere 2 months now. However, in that short time, we have opened and are now advertising two open tenure-track positions of great significance to departmental recruitment: Director of Bands and Director of Orchestral Activities. Applications are starting to filter in, and the search committees have started preliminary evaluations. I look forward to tracking greater evidence of departmental progress and change as the academic year progresses.

6. Please provide any additional information.

The COVID-19 pandemic has put a huge constraint on the Music Department's recruitment and outreach efforts. We completely depend on campus-hosted events (Choral Invitational, Marching Band Invitational, Marching Band Leadership Camp, Concert Band Festival, Jazz Fest, Day of Percussion, Summer Institute for Piano and Strings) and individual faculty school visits to populate our program. Active recruitment on our end is necessary for us to also be able to offer cultural support and value to the ISU community, ISU brand, ISU administrative events, and surrounding community. Zoom recruitment sessions will never replace face-to-face musical instruction/activity. I am not comfortable compelling my faculty to offer in-person recruitment activities without - at the VERY least - a mask mandate throughout the regional school districts. We are certainly engaging in phone/email/social media/virtual conference interaction with both directors and students, yet our declined enrollments for AY20 and AY21 speak loudly as results of virtual recruitment.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
- Reinstatement of Staff Accompanist position: \$40,000.00 (immediate need; position was lost, but need still very much present with all majors/minors utilizing accompanists for juries/recitals)
- Tenure-track line, low strings instructor: \$55,000.00 (immediate need; integral to ongoing health/population of robust strings/orchestra program.)
- Remodel of FA 216/computer lab suite as expansion for Commercial Music program: \$???? (next 2 years; possible DPW project? Integral to growth of new BCM degree program/recruitment)
- Tenure-track line, BCM (commercial music) instructor: \$55,000.00 (next 2 years; integral to BCM degree/recruitment)
- Staff position, Preparatory Program Administrator: \$40,000.00 (next 4 years: would significantly increase community outreach; one administrator for voice/string/piano prep programs. Could potentially look at expansion for comprehensive Arts Preparatory Program.)
- Staff position, Music Marketing and Promotions: \$45,000.00 (next 4-6 years; we offer the most open-to-community cultural events each year, which warrants a localized position)
- Piano purchase/utilization of space in Frasier: \$???? (next 5-10 years, capital improvement issue)
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?
- The staff accompanist position was lost in the last round of budget cuts. The college is committed to offering competitive salaries for the two open positions (i.e., Director of Bands, Artistic Director) from reallocations. In the future, we plan to convert the low strings position to tenure-track. Other new positions are simply not possible at this time. We encourage the department to put in a facilities request for capital improvements.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Music-MAST

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0

2. Student credit hours generated in the most recent fiscal year  
6

3. Please provide your response to the Administrative Council (August) suggestions/questions.

This program will never generate an extraordinary number of credit hours, for our local demographic has either already completed the program, or simply cannot afford to enroll. There will most likely be some renewed interest in the MMed whenever we have faculty turnover within the local school districts, but that is not something we can depend on each year.

That being said, I fully support a structural change of the MMed program:

- convert the degree to be fully online, with no residency requirement. At present, there are only two courses that have remained in-person: graduate-level Music Theory, and graduate-level Music Curriculum. We could then promote the degree across the entire state, rather than limit ourselves to those in/around Southeast Idaho.
- offer graduate scholarships (assistantships? see below) to make it more cost-effective for those on public school salaries; \$500/credit is very expensive, especially for those teachers also supporting a family.
- offer the MMed summer course(s) to start in later sessions, for public schools in Idaho are still in session through the end of May
- consider lowering the minimum cohort of students to 6, rather than the current 8
- have a pool of ISU Music faculty to rotate teaching load, so no one feels burned out/locked into teaching every summer when a cohort is in place

4. Please provide details and a timeline for your Action Plan.

AY21-22: start conversations about the possibility of graduate student scholarship allocation. I originally entertained the idea of establishing Graduate Assistantships, but am less enthusiastic about only being able to give positions/awards to one or two students out of 6-8. I want to be able to help everyone enrolled, if only a little.

Summer22: establish a working list of Music faculty that would be willing/qualified to teach the required courses

Summer22: start converting Music Theory and Music Curriculum to online formats; troubleshoot details

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

We currently have one student finishing an online class during Fall21 to fulfill her requirements for a Master in Education (K-12/secondary) with an elective certification in Music. This class was opened specifically for her to be able to finish the degree by December21. We have one other student who has completed all Music coursework as of Summer19 and is working on finishing College of Education courses and his Capstone project; his progress/degree completion now lies within the College of Ed.

6. Please provide any additional information.

Our current threshold to begin a new MMed sequence/cohort is 8 students; I wonder if that will ever be a practical number, even with moving the degree completely online. I would like to reiterate Thom Hasenpflug's statement in our Program Action Plan: on the department's side, this degree doesn't cost but only a faculty member course contract (possibly two) for a summer session, and so I would like to see the MMed remain on our books. It has proven a valuable resource/opportunity for our local teachers for many years now, and I believe we can continue to make a difference within a much wider demographic with the proposed changes outlined above.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

Endowed Scholarships, specifically for graduate study: \$????  
Graduate Assistantships: \$????

8. Please select your Dean's email address  
kanditurleyames@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
I encourage the department to work with our director of development to locate donor support. The program may also consider moving to fully online and self-support. That might make it competitive beyond the boundaries of the state like the MA in Spanish program and not draw upon limited college resources.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Philosophy-GRAD

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0

2. Student credit hours generated in the most recent fiscal year  
9

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The Administrative Council offered two suggestions. Here is our brief comment on each of these:

"a. The medical ethics addition is important--make connections with KDHS and COB Health Admin."

We agree that the graduate certificate is important opportunity for students in the health sciences, and we will continue to connect with KDHS to make sure students are aware of this opportunity.

"b. It would be useful to identify specific enrollment or other goals and outcomes associated with the action plan."

Because the graduate certificate is so new, we have hesitated to set specific enrollment and graduation targets. We of course hope that many students will be interested.

Perhaps we can set an initial target of awarding 1-2 certificates each year. It is important to realize, in this context, that the program piggy-backs on the undergraduate certificate and is therefore extremely low cost. We want enrollment to be as high as possible, but the program is worth continuing even at low levels.

"c. This program is new, low cost, and serves our health mission."

We agree and appreciate the support.

4. Please provide details and a timeline for your Action Plan.

3 main components:

1. Promote the Graduate Certificate in Biomedical Ethics. Identify programs at ISU that are relevant, contact graduate directors to make students aware of the opportunity.

(Spring 2021/ongoing)

2. Maintain/enhance flexibility in delivery mode of graduate courses. Offer courses in the Graduate certificate online, and where possible offer other 5-level PHIL courses online.

(Fall 2021/ongoing)

3. Promote graduate coursework in philosophy. Identify programs at ISU for which 1 or more graduate courses in philosophy are relevant. Contact directors to make students aware of these courses. (Fall 2021/ongoing)

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

My predominant focus this fall has been on the undergraduate program, and so I have made less progress to-date on this action plan. We are beginning to make connections, though, with graduate programs in the health sciences. Interestingly, initial interest in the program seems to be coming from ISU faculty, i.e., faculty who are interested in completing this certificate. This is not something we had anticipated, but it is very welcome and may help us promote the program.

We are also currently pursuing connections with the graduate program in Political Science, with the goal of seeing Philosophy faculty, to the extent possible, teaching courses in Political Theory. This would be beneficial both to their graduate program and our undergraduate program.

6. Please provide any additional information.

It may be worth emphasizing again that we are able to run our graduate courses and certificate at essentially zero cost. We are very interested in seeing robust graduate enrollments in philosophy, but it is worth remembering that these courses and certificate are worth continuing even at very low enrollments.

7. If you are requesting additional resources, what additional resources might you need?

Please provide a simple budget.

N/A

8. Please select your Dean's email address

kanditurleyames@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

Dean determined no response was needed





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Philosophy-UG

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
4.8

2. Student credit hours generated in the most recent fiscal year  
2905

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The Administrative Council offered two suggestions. Here is our brief comment on each of these:

"a. It would be helpful to establish specific enrollment goals associated with the action plan."

We were hesitant to include specific enrollment goals in our original action plan, since enrollment, in the end, depends on things that are outside our control, such as overall university enrollment and the interest of individual students. We have focused instead on specific, concrete steps we can take to make sure that students are aware of our programs and give them the opportunity to consider them.

With this in mind, though, we think it would be reasonable to hope to double our current annual degrees and certificates awarded over the next five years. We currently average about 5 degrees/certificates awarded per year, and so we would aim to increase this number to 10 per year.

"b." Great plan focused on increasing student demand, various delivery options, Biomedical Ethics Certification online, support this through advising."

We appreciate this feedback and support. We do want to prioritize flexibility in delivery, so that our programs are available as much as possible both to students who prefer an in-seat experience as well as those who need online access. This flexibility is particularly important for the Biomedical Ethics Certificate, and we plan to continue to make it available for completion online.

4. Please provide details and a timeline for your Action Plan.  
4 main components:

1. Maintain/enhance flexibility in the delivery mode for undergraduate courses. (Fall 2021/ongoing). Includes making introductory courses, and courses for the Biomedical Ethics Certificate, available online.
2. Promote Philosophy Major. Includes advertising the new Carl A. Levenson scholarship to our majors and minors (spring 2021 and ongoing), assembling a



list of past graduates (fall 2021), and creating materials showcasing these graduates (fall 2021).

3. Promote upper-division courses in philosophy. Reach out to students who have completed 2 courses in philosophy, and pre-law majors in other programs, making them aware of the philosophy major and minor as options. (Spring 2021/ongoing.)
4. Promote the Biomedical Ethics Certificate. Reach out to all students who have completed PHIL 1103 and 2230 and making them aware of the certificate, as well as making sure that all students in PHIL 2230 each semester are aware of the certificate. (Spring 2021/ongoing)
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
We have not made changes to our action plan, but our implementation is well underway. Some main initial areas of progress:  
In connection with 2 above, we have awarded the inaugural Carl Levenson scholarship. Mike Roche has also been awarded an internal grant to compile a list of our past graduates and arrange to conduct interviews with them. He began this work over the summer and is currently editing the initial videos.  
In connection with 3, we have compiled a currently list of students who have completed 2 courses in philosophy, and we are in the process of contacting all of them.  
In connection with 4, we have compiled a list of all students who have completed 1103 and 2230 and have contacted them with information about the certificate. We are also providing this information to current students in 2230.
6. Please provide any additional information.  
We think it is important emphasize the ongoing strength of our undergraduate program. The program was judged to be strong overall in the original Program Health process. The program now consists of 5 1/2 full-time faculty (3 1/2 tenure-track, 2 non-tenure-track). With 2900 SCH in the last year, the program would seem to have one of the strongest SCH/FTE ratios at the university. We do have room to grow, however, and are happy to make these outreach efforts.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Russian-ASSO

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
0
2. Student credit hours generated in the most recent fiscal year  
52
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The Administrative Council suggested program elimination. Our department do not need additional clarification for the suggested action plan.
4. Please provide details and a timeline for your Action Plan.  
On April 12, 2021, the Department of Global Studies and Languages held a final discussion meeting and accepted the verdict of elimination. The faculty also voted to offer RUSSIAN 100/200-level courses only when there are enough demands to meet minimum enrollment for cost-effective teaching.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
We are moving forward with the elimination plan. Thus, only RUSSIAN 1101 was scheduled in Fall 2021. None will be scheduled for Spring 2021. Going forward, we will only offer 1101 in the Fall when there are enough demands to meet the required minimum enrollment.
6. Please provide any additional information.  
None.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
NA
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Shoshoni-ASSO

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0

2. Student credit hours generated in the most recent fiscal year  
128

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Value of the Program to the Shoshone-Bannock Tribes: The Shoshone-Bannock Tribes have expressed a need for well-qualified language teachers who have skills in both the language and in teaching. We are in the process of developing an additional certificate in Indigenous Language Teaching, for which Shoshone classes would be required, and, that, therefore, could attract more students to the program, as students could complete a Shoshone AA and a certificate and teach for the Tribes in community classes.

Longitudinal Assessment: Longitudinal enrollment and student success data for the Shoshone AA is part of our future plan for program learning outcomes and health assessment. We are in the process of developing direct measures of student learning outcomes of the Shoshone AA and indirect measures, such as student exit surveys, alumni surveys, and student program satisfaction surveys for students enrolled in, leaving, and completing the program.

4. Please provide details and a timeline for your Action Plan.
  1. Develop marketing materials targeting Shoshone-Bannock Tribal citizens and existing students. (Ongoing)
  2. Review existing budget to allocate funds to marketing (Completed. Funds were cut during one of many budget cuts.)
  3. Advise students who are completing a Linguistics minor to consider Shoshoni to fulfill the language requirement. (Ongoing)
  4. Launch a targeted marketing campaign (Initiated)
  5. Propose additional dual enrollment courses within the AA program. (In discussion)
  6. Review the American Indian Studies minor requirements (Completed)
  7. Develop a Certificate in Indigenous Language Teaching. (In discussion)
  8. Hiring a full-time instructor (In discussion, but the budget is not available)
  9. Developing a BA in AIS or a Certificate. (In discussion)

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Advising is conducted each semester for all students enrolled in the Shoshone AA. The AIS Director provides a detailed graduation plan listing courses needed, including electives, and calculating credits required.

The AIS Director is building a network of regional directors to share resources and advertising to students. Program marketing has been occurring through ANTHRODAY, Bengal Visit, and Experience ISU. Additional marketing requires funds to create fliers, posters, social media posts, and print the same. A course release would enable the Director to implement the plan and enable high school and community college visits and collaboration with the Shoshone-Bannock Tribes.

The AIS Director also collaborated with the Office of Equity and Inclusion and Native American Student Services to draft a proposal to hire a university-wide dedicated Native American recruitment and retention specialist to increase enrollment in the AA in Shoshoni and across the university toward designating ISU as a Native-serving institution.

6. Please provide any additional information.

Enrollment and other Goals: This is a needed step, but needs to be conducted in collaboration with the Shoshone-Bannock Tribes and the Department and the goals need to be realistic. The enrollment goals for an AA degree in the Shoshoni Language cannot be expected to be normed in comparison with programs with a much wider applicability and draw. Given that the percentage of Native American students, of all Nations, at ISU is around 3.5%, enrollment will never compare to that of English, Engineering, Psychology, or Pharmacy. Other goals for the program could include using it to support the proposed certificate in Indigenous Language Teaching, revising the requirements to include courses such as Indigenous language teaching theory and methods and to refocus on the language, and including already existing courses, such as Phonetics, with options to focus the course in Shoshoni language through projects.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

The AANT04 adjunct budget is \$8,800. The cost for one 4 credit adjunct section is \$5448, so the amount needed cover our adjunct for SHOS 1101 and 1102 is \$10,896, requiring CAL to cover the overage of \$2,416y. The AIS Director has a full course load covering required courses for the Linguistics and AIS minors, therefore required courses for the Shoshoni AA go unoffered, including Shoshoni Folklore, Federal Indian Law, and Native American Arts. This last course was specifically requested by the Tribes and potentially expanded into a certificate under the MOA. SHOS 2201 and 2202 have not been offered for years.

A budget increase supports offering required courses more often and at all and marketing and recruiting for the program.

3 additional adjunct sections annually: 12618

Marketing (materials, consultation fees for design/content, travel for site visits): 3500

Speaker Series: 1500

Director's Course release: 4362

Total: 21980

8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The college will allocate resources for adjuncts based upon demand. We recognize that this will be at lower levels and have done this routinely. We now have a marketing coordinator who could be helpful, and we are interested in learning more about the teaching degree/program.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Spanish-UGRD

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0.6
2. Student credit hours generated in the most recent fiscal year  
933
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
In line with the Administrative Council's advice and our Action Plan response, we are taking immediate steps to increase enrollment and the number of the certificate-seeking students. While, expanding our advertising, we are also asking students in the KDHS programs to pursue a certificate in Spanish, which increases their employment potentials. Our online classes also make it possible for students outside Southeastern Idaho to more classes towards completing this Certificate program.
4. Please provide details and a timeline for your Action Plan.  
This semester, the Certificate program generated 933 credit hours. If this trend continues in the next 2-3 years, we have enough to conclude that the Certificate program is up where we want it.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
  1. Creased advertising/advising.
  2. Closer connection with students in the various Health Sciences programs.
  3. Capacity to offer this program fully online.
6. Please provide any additional information.  
None.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
NA.
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Arts and Letters

**Program:** Theatre-BACH

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
Thea UG-5.8. In FY21 we had 11 graduates
2. Student credit hours generated in the most recent fiscal year  
For Theatre BACH only the credit hours are 2,988. Thea MA-90, DANC-985, DAAC-492
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
This spring Theatre will begin working with the new university retention program, Navigate. This will help us to better communicate with incoming students that sometimes "disappear" into the system or fall out of touch with the major. Usually, if we can get students directly involved with production credits (THEA 1191) for an upcoming show they will keep coming back. That is where their passion and connection for the discipline is anchored. Other 1000 and 2000 level classes will also be tagged to the Navigate system.  
Looking at desired number of scholarships, it might be better suited for amount of funding instead of number of scholarships. If we could triple our amount of funding (current allotment approximately 30k) then recruiting could drastically expand our enrollment, retention and ultimately our program.
4. Please provide details and a timeline for your Action Plan.  
Our goal is to establish consistent funding amounts for both incoming and returning students scholarships by this next spring's recruiting season. In order to be competitive with other universities, we must obtain higher dollar amount rewards and be able to offer the awards much sooner in the spring season, as early as January.  
We have not heard back from our Development Officer regarding Sponsorship; however, we are hopeful for something this spring.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
In August, SOPA faculty met to discuss expanding scholarship fundraising efforts since the Gala Fundraiser was not an option for December 2021. Next, myself and Music Chair met with Stuart Summers in MarComm to discuss options for greater exposure within the university and regional community. Then, met with Dean Turley-Ames and Development Officer to discuss the possibility of obtaining Community Sponsors for a production or full-season. My hope is that obtaining a regular community sponsor will further engage audience participation and fulfill in part greater funding for our program.



Additionally, this fall we improved and updated our STARS Scholarship fundraising campaign for patrons. These updates have allowed patrons to donate directly to the program from a QR code located directly on their Playbill.

6. Please provide any additional information.  
When there is a full house in the audience the retention of students goes very high. When more scholarship funding can be offered to incoming and returning students the grades improve and enrollment numbers continue to climb.  
We were also planning to contact patrons to ask if they would like to contribute to the campaign, however have learned that the university is not allowing that from departments at this time.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
Continued support from the College Development Officer to help establish and retain community sponsorship and scholarship fundraising efforts.  
The university scholarship campaign that President Satterlee introduced last August could also come to our aid if funding was distributed to departments.
8. Please select your Dean's email address  
kanditurleyames@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
We all need work collaboratively with both our development officer and the cooperate development officer. We are making some progress on student scholarships but season sponsors would really help the department recruit and maintain students and put on high level productions.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Business

**Program:** BBA in Informatics

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
14.5
2. Student credit hours generated in the most recent fiscal year  
1426
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
This program is to be discontinued. The metrics for future students in this program show a massive decline in interest in the program
4. Please provide details and a timeline for your Action Plan.  
We are in the process of discontinuing the program with both the UCC and the SBOE. The program should be removed from the catalog in AY 2022-2023 and a teach out plan executed over the next 5 years to help any students that need to finish the program
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
This is the first stated submission for this program. We requested that it be added to the program health process once our new population numbers came out for AY 2021.
6. Please provide any additional information.  
n/a
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
n/a
8. Please select your Dean's email address  
shanehunt@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No resources have been requested



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Business

**Program:** Business Administration-GRAD CERT

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
0.2
2. Student credit hours generated in the most recent fiscal year  
0
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
We are discontinuing this program
4. Please provide details and a timeline for your Action Plan.  
We have already removed the program from the Catalog. We are working on the SBOE paperwork to remove this program fully in AY 2021-2022
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
n/a
6. Please provide any additional information.  
n/a
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
n/a
8. Please select your Dean's email address  
shanehunt@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No resources have been requested



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Business

**Program:** Business-ASSOC

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
17.2
2. Student credit hours generated in the most recent fiscal year  
n/a - all courses are part of the BBA
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
This program is our entire BBA core classes that are less than the 3000 level. This program truly requires zero resources as we will need to continue to teach all of the courses as part of our BBA
4. Please provide details and a timeline for your Action Plan.  
We continue to advise students of the benefits of using the AS in Business to "lock in their credits." This push has led to an increasing number of degrees awarded.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
none
6. Please provide any additional information.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.
8. Please select your Dean's email address  
shanehunt@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No resources have been requested



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Business

**Program:** Economics

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
6.2

2. Student credit hours generated in the most recent fiscal year  
2682

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We are submitting our mid-year action plan for the Economics program in the College of Business - please note that this was not one of the options listed under 'programs' to be selected in the dropdown menu.

As indicated in our initial action plan, we have made strides to grow the number of majors in our program (e.g., number of majors for the last five years was 8, 3, 2, 5, and 13 from FY 2017-2021, in order) and will focus on continuing to do so. In addition, the elimination of the BA program has completed the necessary steps for program elimination.

We would also like to point out other informal metrics of success that we would like share with the committee that attests to the success of our Economics program. We regularly have our Economics students representing our program by competing in national-level competitions. One student won the Sustainable Development Goals competition for the United Nations Association. Another economics student was selected as a finalist for best undergraduate paper award for the International Atlantic Economics Association and came in first in the competition in October 2021.

4. Please provide details and a timeline for your Action Plan.

As noted in the initial Action Plan submitted, a number of the changes we made took effect in 2018 (addition of the flexible BBA) and early 2021 (modification of the BBA program). As such, we are unlikely to see implications of these changes as of right now since it will not be reflected in the catalog changes.

We plan on assessing the number of BBA and BS students every year to determine if further steps (e.g., program changes/modification) may be appropriate. In May 2022, we will generate the appropriate numbers and review our program and course offerings. In addition, we will continue to work with our advising team in the College of Business to discuss student needs.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
As noted in the Action Plan, program modifications were made in the flexible BBA Economics major, along with the changes associated with those in February 2021. Currently, we are in the third year of the BBA program and the changes made last spring (February 2021) will take effect in the 2022-2023 catalog. As such, we are waiting for results. We will assess this in May 2023.
6. Please provide any additional information.  
Beyond lower division courses that we offer within the College of Business, the Economics department provides support across the College of Business in upper-division courses and the graduate program. The Economics program teaches for the Masters of Business Administration program (MBA6610), the Healthcare Administration Program (HCA4440/5540), and cross-lists a course with the finance department (FIN4447).
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
We are not requesting additional resources for our program at this time.
8. Please select your Dean's email address  
shanehunt@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No resources have been requested



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Business

**Program:** General Business-BACH

**Plan Category:** Other Innovation

1. Average number of degrees or certificates awarded over the past 5 years.  
6.4
2. Student credit hours generated in the most recent fiscal year  
n/a
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The BBA in General Business is a degree based upon the BBA core and different electives. This degree is mostly used by students that need to leave ISU with a degree but before they can complete a full degree in either MGT/MKTG/FIN/ECON or ACCT. We do not fund this program directly but keep it as a backup plan for students.
4. Please provide details and a timeline for your Action Plan.  
Our action is to do nothing with this program other than use it as a backup plan for our regular BBA students.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
As a backup degree plan, we are not planning on any changes to this program.
6. Please provide any additional information.  
Admin Council has also chimed in on this program and they realize that this program is not designed for growth. This program is truly designed to help students with life changes during their schooling.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.
8. Please select your Dean's email address  
shanehunt@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No resources have been requested



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Business

**Program:** Taxation-MAST

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
2.6
2. Student credit hours generated in the most recent fiscal year  
n/a
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
This program is being discontinued.
4. Please provide details and a timeline for your Action Plan.  
We have already removed the program from the catalog. We will finish the SBOE paperwork during the 2021-2022 academic year.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
n/a
6. Please provide any additional information.  
n/a
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
n/a
8. Please select your Dean's email address  
shanehunt@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No resources have been requested



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Athletic Training-Mast

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
5.8
2. Student credit hours generated in the most recent fiscal year  
206
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Standard 21 The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.  
Response: The move to KDHS discussion has begun among the College of Education, KDHS, the deans, and provost.  
Standard 41 Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three core faculty.  
Compliance with the requirement that the program has a minimum of three core faculty is required after July 1, 2023.  
Response: The university is aware of this. The search is slated to start in July 2022.  
Standard 51 The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:  
51A Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.  
51B Necessary equipment required for teaching a contemporary athletic training curriculum is provided.  
51C Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.  
51D The available technology is adequate to support effective teaching and learning.  
Response: The remodel of the MSAT classroom and lab was scheduled to begin in May.
4. Please provide details and a timeline for your Action Plan.  
Discussions for the move to KDHS place the timeline at July 2022 for the move.  
However, there are several factors that need to be agreed upon by both colleges and that is a work in progress.  
The third core faculty search should begin in July 2022. There are discussions about finances and where the money will come from to support a 3rd faculty member.



The remodel is not on schedule. It was supposed to start in April/May of 2021 and be finished by December 2021. At this time, there has been no work started because it is all dependent on the HVAC remodel, which started at the end of August.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
I cannot speak for Dr. Rex Force, Dr. Teresa Conner, or Dr. Karen Appleby. The decision is with them.
6. Please provide any additional information.  
There are several innovative projects that would be helpful to the program. The ISU Simulation Center requires funding for training. The Lifestyle Medicine Post-Graduate Residency and the Clinical Doctorate of Sports Medicine was presented to the State Board of Education by the Physician Assistant program and has not been approved (or denied). The MSAT/PA pathway is continuing to be worked on.
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.  
ISU Simulation Center – Approximately \$26,000 over 3 years (\$8,475.00/year), but it would lead to a self-sustaining program on campus and a resource for other universities in the area
8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
As indicated here, discussions are underway regarding moving the MSAT program from the COE to KDHS by July 2, 2022. More details should be available as discussions continue throughout the 2021-22 AY.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Deaf Education-Mast

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
0
2. Student credit hours generated in the most recent fiscal year  
18
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Enrollment goals  
Current Enrollment = 4 (Fall 2021)  
Growth of 3 new students per semester.  
Expand enrollment opportunities across country  
Student Success/Outcomes  
Will be measured against the program outcomes with work to align to the national Council on the Education of the Deaf standards (<https://councilondeafed.org/standards/>).  
Relocating Program to Meridian Campus  
Pros  
Ada School District (host of larger program for Deaf/HH students) provides opportunities for field experiences.  
Larger Deaf community for immersion in the target language of instruction, provides increased knowledge of the students being served in the program  
Stronger collaborative relationship with SLI program located at Meridian - ISU campus due to close proximity  
Cons  
Faculty member has already been hired and is a residence of Pocatello  
Southeast Idaho provides opportunities to strengthen community connections to ISU through collaboration with programs serving DHH students  
Opportunities to provide access to resources in rural areas to meet the needs of DHH K-12 students that already exist in the Boise/Meridian area.  
Program is an online synchronous program, location does not impact student enrollment in the program. The program already has students enrolled from Boise, Twin Falls, and Utah.  
Pocatello provides a cohesiveness to services needed throughout the whole state of Idaho. Meridian/Boise is already rich in resources for DHH students  
Pocatello and Meridian are about equidistant from the primary field experience opportunities (Idaho School for the Deaf and Blind, Gooding Idaho).  
New faculty Member  
Has years of experience with the unique culture of Southeast Idaho  
Connections with Gallaudet University, will allow continuous access to current research and best practices for DHH students.  
Synergies and Collaboration with Health Professions

Expertise has been sought to collaborate in an interdisciplinary conference called "Seeing Through the Masks" (February 2021) with plans to host a similar collaboration annually.

4. Please provide details and a timeline for your Action Plan.  
Phase II of the "ISU Deaf Education Revitalization Plan" has been completed with the hiring of a new faculty member (Fall 2021).  
Phase III will be a review of the curriculum. This will occur as courses are developed and taught to identify more appropriate names for courses and potentially a renumbering to accommodate cross listing with undergraduate courses if needed (begins January 2022).  
Additionally, a Parent Education Group will be established in the first year of the program to support local parents and future teachers in a collaborative space.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Progress made is the enrollment of students into the program (Fall 2021: Enrolled = 3, Defer = 1).  
Email inquiries increased seeking information regarding the program (2018 - 2021 = 139 inquiries made).  
Partnership between COE and a national research firm will support program goals with national marketing goals to increase enrollment.  
Hired two highly qualified adjunct faculty members to assist with instruction of courses and provide diverse perspectives for students (Summer 2022).  
Will determine needed enrollment to increase the number of faculty for program quality.  
Visited local deaf education classroom to conduct a needs assessment regarding teacher education for D/HH students.  
Established collaboration with local teacher of the deaf in effort to optimize resource sharing and potential observation/placement opportunities.  
Incorporate instruction for future educators to address unique needs of Deaf-Disabled population.
6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
This is a new program and is the only program of its kind in the state. The program faculty are working hard to grow enrollment.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Early Childhood Education-Bach

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
1.4
2. Student credit hours generated in the most recent fiscal year  
NA
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Please check the link for the answers  
[https://docs.google.com/document/d/1CcL3f7xwBn6ISR7LyCdZUCGjdSLrAZ2q\\_u2EYnUzJJk/edit](https://docs.google.com/document/d/1CcL3f7xwBn6ISR7LyCdZUCGjdSLrAZ2q_u2EYnUzJJk/edit)
4. Please provide details and a timeline for your Action Plan.  
By the end of the 2022 fiscal year, we will;  
Reach out to seek additional collaboration opportunities with the ISU Early Learning Center.  
Collaborate with COT to improve enrollment and track the progress of students in the program.  
Collaborate to work on the Early Childhood-AA (CSI/CEI) and Early Childhood-BACH(ISU) simultaneously.  
Seek additional collaboration opportunities with the Early childhood Center at ISU.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
NA
6. Please provide any additional information.  
NA
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
Travel budget up to \$1000 for visiting schools in school district #25 and rural areas of Idaho.
8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?
- We will use Albion revenue to support the travel budget requested. High quality early childhood education paves the way for later college and career success. While the profession is not lucrative, the benefits of early education investments are significant, generating approximately \$7 for every dollar invested. The COE can use Albion revenue to provide scholarships to early childhood majors. A commitment by the State of ID to invest in high quality preschool education (including improved pay for teachers) would also help to incentivize students to pursue this degree.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Early Childhood-Mast

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
N/A Program suspended
2. Student credit hours generated in the most recent fiscal year  
0
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
We recommended program elimination in 2021 based on the fact that we haven't had significant inquiries about the program in the last three years. We still maintain the same recommendation.
4. Please provide details and a timeline for your Action Plan.  
N/A
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
N/A
6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Educational Leadership-Mast

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
As a program only three years old, we are just now beginning to graduate students. We have graduate 3 student so far (2 in Spring 2020 and 1 in Fall 2020). (.
2. Student credit hours generated in the most recent fiscal year  
84 student credit hours were generated in FY 21(Fall 2020 - Summer 2021)
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Feedback from Administrative Council was focused on enrollment targets and providing a direct path to the Ed.D. program. We feel we can grow enrollment in this program by four (4) additional student for the next two year, with more robust growth in subsequent years as marketing begins to take-hold. The program redesign is developed to "dovetail" with the Ed.D. in Higher Education Administration. This work is in process.
4. Please provide details and a timeline for your Action Plan.  

Fall 2021	Submit graduate catalog & program documentation to University Graduate Council & Graduate School
Fall 2021	Arrange recruiting visits with Idaho Community Colleges & 4-year institutions; Admit new students;
Spring 2022	Arrange recruiting visits with Idaho Community Colleges & 4-year institutions; Admit new students; Develop Fall 2022 schedule
Spring 2022	Update graduate Catalog to reflect changes to the M.Ed. in Educational Leadership program & its alignment with the Ed.D. in Higher Education Administration
Spring 2022	Continue recruitment of students to the new M.Ed. in Ed. Leadership program
Summer 2022	Admit new students
Fall 2022	Begin revised M.Ed. program (courses) in Ed. Leadership (post-secondary)
Spring 2023	Solicit, analyze, & interpret student feedback re: program changes
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Program and aligned course proposals have been submitted to University Graduate Council for review and action.

Course rotations have been developed for the revised M.Ed. in Ed. Leadership. Marketing materials are being developed, pending program approval, for distribution to prospective students at Idaho post-secondary institutions.

A new course (EDLH 6699-03: Student Development Theory) is being developed as a "core" course.

A revised version of EDLA 6649: Issues in Education Administration (K-12) has been developed and submitted to the Graduate Council for approval. This course EDLH 6649: Issues in Educational Leadership will include topics specific to higher education.

6. Please provide any additional information.

The M.Ed. in Ed. Leadership is a new program (less than 3 years old). The revisions being proposed are in response to an expressed demand from current and prospective student to make the program more applicable to the conditions they deal with on a consistent basis in their work environments. This program will leverage existing courses and faculty resources.

This M.Ed. program is being developed to "dovetail" seamlessly with the Ed.D. in Higher Education Administration.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

We believe we can launch this program with existing resources. However, should this program grow in the way we envision it in the next five year, we anticipate the need for an additional faculty member to service this and the Ed. D. programs. That position "may" come from "re-purposing" existing faculty lines within the College or may require the addition of a new faculty line.

8. Please select your Dean's email address

jeanmcgivneyburel@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

This is a relatively new program and the program faculty have a clear plan for growth in the years ahead.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Instructional Design & Technology-Doct

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
2.6

2. Student credit hours generated in the most recent fiscal year  
422

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Our program is already online as an asynchronous program.

According to Devlin Peck, Instructional Designers are in high demand with salaries averaging around \$80,000 peer year.

<https://www.devlinpeck.com/posts/instructional-designer-report-2021>

We are looking into the program providing professional development opportunities.

Please see the timeline below.

Until a third faculty member is hired, it is not realistic to revive the PhD program. Our rationale for bringing it back is the number of potential candidates that tell us they are looking for a PhD compared to and EdD.

4. Please provide details and a timeline for your Action Plan.

The Doctorate of Education in Instructional Design & Technology faces a lack of enrollment. To address this, the program proposes increase its national visibility, improve recruiting materials, and find additional revenue by developing professional development courses available through the Albion Center.

Fall 2021

### Visibility

Attend AECT conference (November)

Maintain service in national organization (AECT)

### Recruiting

Complete brochure and gain MarCom approval

Send out brochure in mass emailing

Review current IDT website, plan changes

Develop response to potential student leads and systematize the process

### Professional Development

Create list of potential PD courses

Refine and prioritize PD courses for development

Select first target audience (K-12, University, Business, etc.)

Spring 2022

Visibility

Work with students to develop articles or presentations

Recruiting

Re-send out brochure in mass emailing – start program in fall 2022

Professional Development

Create first PD course and offer it through the Albion Center

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The original timeline for the IDT electronic brochure has slipped about 2 months, partially due to the maternity leave of the college's marketing director.  
With the hiring of the CoE's graduate director, the plans for initial contact of potential students is being worked out. Therefore, more detail on what the process will be going forward will be available for next year's report.
6. Please provide any additional information.  
In the last several years, our credit hour production has been rising steadily. The increase over last year's represents an additional 90 credits, which translate to about six new students taking an entire year's worth of credits (~15).  
Over the last 2 years, 8 doctoral level students have made scholarly presentations or have co-authored/co-edited journal articles or books with the two faculty in the program. This is a major part of our plan to increase ISU's visibility with the ID&T fields.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
We are not currently requesting additional resources. That may change for next year though!
8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
While the IDT program faculty are not requesting additional resources, we will be investing in digital marketing to better advertise the program and recruit students. In Spring of 2022 we will also begin our first round of COE competitive graduate funding to provide scholarships for up to 40 students per year, which we believe should help boost graduate enrollment.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Instructional Design & Technology-Mast

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
3
2. Student credit hours generated in the most recent fiscal year  
422
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Our program is already online as an asynchronous program.  
According to Devlin Peck, Instructional Designers are in high demand with salaries averaging around \$80,000 peer year.  
We are looking into the program providing professional development opportunities.  
Please see the timeline below.
4. Please provide details and a timeline for your Action Plan.  
Last's years program health plan had three focus areas: increasing visibility of the program nationally, creating new recruiting materials, and creation of professional development courses that might serve as an enticement for joining the master's program.

Fall 2021

Visibility

Attend AECT and NRMERA conferences (October/November)

Maintain service in national organization (AECT)

Recruiting

Complete brochure and gain MarCom approval

Send out brochure in mass emailing

Review current IDT website, plan changes

Develop response to potential student leads and systematize the process

Response type, templates, timing, etc.

Professional Development

Create list of potential PD courses

Refine and prioritize PD courses for development

Select first target audience (K-12, University, Business, etc.)

Spring 2022

Visibility

Work with students to develop articles or presentations

Recruiting

Re-send out brochure in mass emailing – start program in fall 2022

Summer 2022

Professional Development

Create first PD course and offer it through the Albion Center

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The original timeline for the IDT electronic brochure has slipped about 2 months, partially due to the maternity leave of the college's marketing director.  
With the hiring of the CoE's graduate director, the plans for initial contact of potential students is being worked out. Therefore, more detail on what the process will be going forward will be available for next year's report.
6. Please provide any additional information.  
In the last several years, our credit hour production has been rising steadily. The increase over last year's represents an additional 90 credits, which translate to about six new students taking an entire year's worth of credits (~15).  
Over the last 2 years, 6 masters level students have made scholarly presentations or have co-authored/co-edited journal articles or books with the two faculty in the program. This is a major part of our plan to increase ISU's visibility with the ID&T fields.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
We are not currently requesting additional resources. That may change for next year though!
8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
While the IDT program faculty are not requesting additional resources, we will be investing in digital marketing to better advertise the program and recruit students. In Spring of 2022 we will also begin our first round of COE competitive graduate funding to provide scholarships for up to 40 students per year, which we believe should help boost graduate enrollment.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Literacy-Mast

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
2.2

2. Student credit hours generated in the most recent fiscal year  
0

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Q1. This question can only be answered in full once we have revived the program and determined the enrollment numbers. If revival is successful with adequate enrollment, faculty workload will be redistributed, and possibly another faculty member hired. For example, faculty who taught in the M.Ed. Literacy program also teach in the Master of Arts in Teaching (MAT) program and the undergraduate Teacher Education Program (TEP). Both the MAT and TEP have significantly higher enrollment than the M.Ed. Literacy did, so faculty were reallocated to those programs. If the M.Ed. Literacy is rebooted with strong enrollment, reallocation will occur.

Q2. Program restart goal: 10 students.

Associated goals:

- \* Increase marketing of the program through social media platforms
  - \* Increase marketing through direct outreach to teachers in schools and districts throughout Idaho and beyond
  - \* Specifically target rural schools to support literacy in remote areas that may not have adequate funding, literacy coaches, literacy specialists
  - \* Promote a community of literacy professionals who engage in rich conversations about best practices
  - \* Candidates will deepen their understanding of how the Idaho Comprehensive Literacy Plan impacts their students and their teaching
- Q3. The State of Idaho's updated 2020 Comprehensive Literacy Plan calls on institutions of higher education to "collaborate with the state, districts, and schools to facilitate and participate in efforts to align the strategies, research, and assessment practices taught during educator preparation with those implemented by practicing teachers, and ensure all are aligned to the science of reading" (SBE, 2020, p. 25). The purpose of the M.Ed. Literacy program is to improve practicing teachers' instructional and pedagogical knowledge and practices, research knowledge and research-based practices in literacy, and literacy leadership in their schools and districts, thereby working to meet that call from the State.

(Qs 4 & 5 below)

4. Please provide details and a timeline for your Action Plan.

2021-2023 -- Program updates:

- \* course updates and revisions to align to current standards;
- \* assessment updates to align to current standards;
- \* program alignment to Literacy K-12 and/or Literacy Teacher Leader endorsement requirements
- \* Faculty request summer stipends and/or course releases to work on the revision of the program

2022-2023 -- Market the program. For example:

- \* To alt-route elementary teachers (e.g. ABCTE) to strengthen literacy instruction
  - \* Endorsement option Literacy K-12 assists teachers with Title I and reading specialist positions
  - \* Endorsement option Literacy Teacher Leader assists with instructional coach positions
  - \* To teachers who want a master's degree that helps them be better teachers, not helps them leave the classroom
- ~ Anecdotally, requests for the program have increased

2023-2024 -- Restart revised program

- \* Two-year course rotation with scheduled overlaps to allow for incoming cohorts each year
- \* Fully online

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Although the M.Ed. Literacy program has been suspended, the faculty's work on literacy has not. Two of the three literacy faculty serve on the state Idaho Higher Education Literacy Partnership team, providing input into the state's literacy plan, certification assessments, and statewide literacy teacher preparation expectations. Literacy courses have been developed/revised for the MAT program, and literacy courses in the undergraduate program have been revised and updated.

With this foundational work, the literacy faculty are prepared to move forward with the alignment and development work needed to successfully relaunch the M.Ed. Literacy program. These faculty understand the need for a robust, research-based M.Ed. Literacy program.

6. Please provide any additional information.

Q4. This work is underway; however, the intensive work depends on the approval of the action plan. If stipends could be provided for summer 2022/2023 to complete the work, the program would be more robust and ready for relaunch in fall 2023. We plan to take all courses through ISU Quality+. We are collaboratively working with the COE Director of Marketing. Offering a fully online program may assist with recruitment of graduate students to ISU (especially alumni).

Q5. There is a teacher shortage across the state of Idaho, especially in rural and remote areas. Reviving this fully online program can help meet the needs of teachers in those rural districts. The workforce calls for updated literacy skills that respond to the changing environment. The current teacher workforce is heavily interested in fully online programs that they are able to complete while continuing to teach full-time.

7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.

Summer stipends for two summers, or possible course release to work on ongoing realignment of curriculum to program and state standards and endorsement requirements. Professional development funding to attend IRI or professional training. Estimated \$25,000, including stipends for three faculty and professional development.

8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The COE is willing to invest Albion revenue in marketing and curriculum development to restart the MA in Literacy program with the goal of enrolling 10 new graduate students each year. We imagine that the competitive graduate funding program the COE is launching in 2022 will help attract graduate students to this program.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Special Education-Bach

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
1.6
2. Student credit hours generated in the most recent fiscal year  
99
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
6 different questions have been asked, therefore we could not include all the answers here. Please check the link for the answers. Thanks,  
[https://docs.google.com/document/d/1Kr05HtgkWLlcVi6wgELb5bNzaP\\_cfS46ipE66CnBW74/edit](https://docs.google.com/document/d/1Kr05HtgkWLlcVi6wgELb5bNzaP_cfS46ipE66CnBW74/edit)
4. Please provide details and a timeline for your Action Plan.  
Revision of class will continue during the Fall 2022 for meeting QM standards.  
Revision of program to meet BCABA Fall 2022  
Develop recruitment materials for the program and align as needed.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Our goal will be the same and we will make sure to reach the goal that we listed in our program action plan.
6. Please provide any additional information.  
NA
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
To support the recruitment of students we propose having a budget to support recruitment materials and outreach. We propose the use of travel funds of \$500 to travel to schools as necessary when virtual recruitment is not possible starting Spring 2022 (continued from the proposed budget for fall 2021).
8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu



9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
We will use Albion revenue to support the travel budget requested. There is a critical shortage of special educators in the State of ID and across the country so investing in this program and working to attract more majors is critical to the quality of public education.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Education

**Program:** Special Education-Mast

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
N/A as the program was suspended due to lack of faculty.
2. Student credit hours generated in the most recent fiscal year  
N/A credit hours generated from Fall 2020-Spring 2021
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
All master's programs at ISU include the core EDUC 6601, 6602, and 6610 classes. Individual program classes are specific to the concentration domain. There is very little overlap with Deaf Ed. in the content as the MED SPED has a focus on general special education needs and working through challenging behaviors.  
While SPED is part of the teacher preparation program, there are significant differences and added support due to the specialization required to support students of differing abilities. Special education is unique and requires additional legal knowledge and specialized care for individuals with autism, severe and profound disabilities, and intellectual disabilities. SPED is more closely related to clinical psychology and school psychology due the difference required in assessment to diagnose disabilities.
4. Please provide details and a timeline for your Action Plan.  
Develop and finalize marketing materials (Fall 2021)  
Market to regions 4,5,& 6 through listservs and school visits as appropriate (Fall 2021/Spring 2022)  
Recruit the next cohort of 7-10 students to start Summer 2022 . (Fall -Spring 2021/2022)
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
We planned to recruit 10 students; we have recruited 10; however. Students were enrolled in cohort 1 in summer 2021 and are currently enrolled in classes Fall 2021. Continued recruitment is happening through emails to former students, students who have inquired about the program, and listservs for teachers across the state of Idaho. Travel funds have not been used due to COVID; however, site visits will be conducted provided travel is safe with current conditions. Regular meetings are held between faculty, program work is still underway, and we are working on our CEC accreditation.
6. Please provide any additional information.

We will not be pursuing the development of the simulation lab until recruitment is stable and we are able to maintain 7-10 new recruits each summer.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

To support the recruitment of students we propose having a budget to support recruitment materials and outreach. We propose the use of travel funds of \$500 to travel to schools as necessary when virtual recruitment is not possible starting Spring 2022 (continued from the proposed budget for fall 2021).

8. Please select your Dean's email address  
jeanmcgivneyburel@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
We will be using Albion revenue to support the \$500 recruitment budget requested. We will also be investing in digital marketing to enhance program visibility and enroll students. In Spring of 2022 we will also begin our first round of COE competitive graduate funding to provide scholarships for up to 40 students per year, which we believe should help boost graduate enrollment.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Dietetics-MAST

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
3

2. Student credit hours generated in the most recent fiscal year  
449

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The program was developed to offer a master's degree to practicing dietitians. We have seen minimal demand from practicing dietitians and at the same time, experienced advising Master of Science in Nutrition with Dietetic Internship (MS-DI) capstone projects. The faculty now have a firm grasp of what our graduate program involves. The department considered what would be required to grow the MS in Nutrition and in light of minimal demand, the impact of advising the capstone projects when the MS-DI fills all 18 seats, and reduced number of potential students as the requirement for a graduate degree for eligibility to take the national registration exam nears, the faculty voted unanimously to close the MS in Nutrition standalone program. The faculty prefers to direct their limited time and other resources into the MS-DI students.

The program is not generating significant revenue. Of the handful of students, most did not pay full tuition so the loss to the university is minimal.

We propose to close the program to applications effective immediately, but leave the program in the catalog. We plan to teach out our last admitted students and then pursue a program closing proposal to the State Board. Our MS standalone students are all part-time so this is expected to take until approximately 2024.

Does the action need to be incorporated into the three-year plan?

Yes, because this is a program elimination action that could go into effect during 2024 it went on the three-year plan.

4. Please provide details and a timeline for your Action Plan.

We propose to close the program to applications effective immediately, but leave the program in the catalog. We plan to teach out our last admitted students and then pursue a program closing proposal to the State Board. Our MS standalone students are all part-time so this is expected to take until approximately 2024.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

This program is not accepting new applications and will not move forward. Our resources are directed to our MS in Nutrition with Dietetic Internship.

6. Please provide any additional information.  
None.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
None.
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No resources requested. I support the program faculty's decision to close the program with a planned teach out.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Dietetics-MAST with Dietetic Internship

**Plan Category:** Investment or Reallocation of Resources

1. Average number of degrees or certificates awarded over the past 5 years.  
3

2. Student credit hours generated in the most recent fiscal year  
449

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The teaching load of faculty members in our department is extensive and we do not have adequate faculty members nor funding for adjuncts to take on courses for department members serving in administrative roles. The department requests a course release for administrative duties. Our graduate faculty, including the undergraduate program director discussed above, devote significant effort to securing research funding and conducting research and also serve as capstone committee chairs which are integral to providing a robust graduate experience for our MS/DI students. That responsibility is captured in a three-credit course section for each of them, however, they each advise six capstone projects with no workload adjustments. As the profession moves to requiring a graduate degree for eligibility to take the national registration exam, the need for PhD faculty increases. As department clinical track faculty are replaced through attrition, it is critical that those positions be replaced with tenure-track faculty with PhDs. An entry level 9-month assistant professor can expect an \$80,000 salary at another institution. That means increasing appropriated funds to offer competitive salaries as the program competes for high caliber faculty with other institutions facing the same changes.

This department has struggled to hire dietetics faculty with PhDs willing to accept current ISU salary amounts and has resorted to hiring master's prepared clinical track faculty because of repeated failed PhD tenure-track searches. Moving Patricia Marincic into our department brought a critically-needed PhD faculty member. That position is dividing the capstone project advising and teaching department graduate courses. The addition of Patty's position addresses several of the concerns. Patty's position within the department serves a crucial role and is needed permanently to maintain a strong department research portfolio, reasonable workloads, and reduce risks of burnout and attrition.

The department requests that Patty's position be funded permanently from appropriated dollars.

4. Please provide details and a timeline for your Action Plan.  
This program was flagged in the lowest quintile because it is new and the information was due before graduating our first cohort. We were a post-bacc certificate Dietetic Internship that ran for two semesters (standard academic year) and the new version is now a four semester master's degree granting program. Our timeline is similar to the previous certificate prior to adding the graduate degree. We recruit in fall semester for spring applications for the four semester program. Students now go to rotations in spring, summer, and second fall semester. We collect student learning outcomes all through the program. We will follow this established timeline for the foreseeable future.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
We graduated our first cohort of MS-DI interns in December 2020 (14 graduates). We improved our assessment plan. We will collect our first post-graduation program outcomes data this December. We will have all the data required for future health assessments.
6. Please provide any additional information.  
None.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
The response discussed the need to maintain Patty Marincic's position in our department. This need remains. Dr. Marincic is a tenured full professor on an 11-month contract. Her FY21 salary with fringe was \$128,385.
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The college will work with KDHS to maintain this allocated faculty position in the Dietetics program. I support the program's faculty plan for this new program with good potential to successfully grow enrollments. I will work with KDHS to support the allocation of Dr. Marincic's position to the program.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Educational Interpreting-ASSO (SLS)

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
6.2

2. Student credit hours generated in the most recent fiscal year  
849

3. Please provide your response to the Administrative Council (August) suggestions/questions.

A recent review of the Administrative Council report gives some feedback that we need clarification before we can move forward on implementing.

- Professional fees: Our understanding is that the SLS program is not eligible for professional fees because it does not qualify students “to practice a professional service involving expert and specialized knowledge...” (ISBE Policy V.R.3.b.iii.1.a.i) We are open to this, if Admin Council sees that differently.
- We are uncertain what “four levels of sign language certification” refers to, as we do not know of a certification for Sign Language Studies or American Sign Language at an Associate’s degree level. There are some certification-related careers that require a minimum of a Bachelor’s degree--namely Deaf Education (teacher certification) and Sign Language Interpreting (national certification); those are not part of our action plan at this level.
- Workforce training: This is not specifically in our current plan; would you like this added to the next phase, after the concurrent enrollment initiative is implemented? As noted in our strategic investment request: “skill and experience in using ASL make employees more attractive to employers. Signing with co-workers and customers who use ASL enhances their workplace satisfaction and customer satisfaction.” The Society for Human Resource Management (SHRM) has published case studies reviewing the benefits of colleagues learning ASL to work with Deaf employees.

4. Please provide details and a timeline for your Action Plan.

Additional sections of ASL 1 and 2 are added for this academic year, with corresponding Early College Program/concurrent enrollment sections.

Nov 6, we will announce to ASL teachers that we are offering concurrent enrollment of all SLS courses, including those beyond what high schools offer.

We have made progress contacting high schools; the faculty member planned for this activity has accepted a new position. Pursuing this aspect in earnest will have to wait for hiring a new faculty member next year.



Information about the SLS minor and the SLS A.S. degree are being added to the Introduction to Communication Professions class. Meetings with other departments will be scheduled in Spring 2022. At their request, discussions with Idaho RID for a state-wide recruiting plan is on hold until their internal changes are resolved. SLS Alumni survey will be distributed Spring semester.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Using a strategic investment, we have increased the number of SLS offerings. We have added concurrent enrollment sections for all SLS courses. Nine of the thirteen courses are available online.  
To market the In-depth relationship building with school districts will be a responsibility for a new faculty member being hired. In the meantime, we are developing a preparatory contact list.
6. Please provide any additional information.  
Sign Language Studies program has traditionally supported minors in SLS and Deaf Education rather than graduates of the A.S. degree.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
Not applicable
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
I recommend that the faculty develop a workforce impact statement. Statistics on numbers of individuals in Idaho and the Rocky Mountain West who depend on ASL for communication and their employment would support the impact on workforce needs.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Educational Interpreting-BACH (SLI)

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
7.2
2. Student credit hours generated in the most recent fiscal year  
542
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Per accreditation guidelines, 12 students per class is the maximum recommended number. We are limited to allow no more than 15 per class. The past couple of years, we have admitted the maximum 15, knowing attrition will likely bring us to the guideline of 12. This represents an increase over prior years' admissions.  
SLI being part of ISU's strategic investment plan is new information to us. We look forward to learning more details of what that commitment means.
4. Please provide details and a timeline for your Action Plan.  
Recruiting plan is in process. Some aspects, particularly working with high schools, will be implemented when our new faculty member begins in Fall 2022.  
SLI alumni survey will be sent by semester end. SLS & minors survey is planned for next semester.  
Professional fee request will be submitted this academic year.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Not applicable
6. Please provide any additional information.  
Our program recently won a \$2+ million dollar Federal grant from the Rehabilitation Services Administration. This brings additional recognition to our program.  
Implementation of our recruiting program has not been as ambitious as anticipated because our attention has been diverted to start-up efforts for this grant. We are now advertising for a project manager to take on the grant work sustainably, which will allow us to return focus to recruiting.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
Not applicable

8. Please select your Dean's email address  
teresaconner@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
I strongly support this high need program for Idahoans with hearing challenges. The department has received a significant and highly competitive grant and faculty are working to grow enrollment with the addition of a new faculty member. They have an initial strategy in place for recruitment



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Emergency Management-ASSO

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
Please refer to data for the BS in EMGT
2. Student credit hours generated in the most recent fiscal year  
Please refer to data for the BS in EMGT
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Please refer to data for the BS in EMGT
4. Please provide details and a timeline for your Action Plan.  
Please refer to data for the BS in EMGT
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Please refer to data for the BS in EMGT
6. Please provide any additional information.  
Please refer to data for the BS in EMGT
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
Please refer to data for the BS in EMGT
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Funds for updating marketing materials per BS in EMGT report will be allocated from professional fees or operating budgets in the dean's office. We will work with IR and other data sources to identify enrollment information required for this report. Transition between college homes and new college has made it difficult to extract accurate data.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Emergency Management-BACH

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
5.8 - The spreadsheet did not combine HSEM and EMGT (majority of students updated their major to HSEM)
2. Student credit hours generated in the most recent fiscal year  
Data unavailable - The spreadsheet did not combine HSEM and EMGT (majority of students updated their major to HSEM)
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Please see HSEM Program Health Action Plan Update 10/2021:  
[https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx\\_o5aJbVarHUUsBab/edit?usp=sharing&ouid=104172526382428404795&rtpof=true&sd=true](https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx_o5aJbVarHUUsBab/edit?usp=sharing&ouid=104172526382428404795&rtpof=true&sd=true)
4. Please provide details and a timeline for your Action Plan.  
Please see HSEM Program Health Action Plan Update 10/2021:  
[https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx\\_o5aJbVarHUUsBab/edit?usp=sharing&ouid=104172526382428404795&rtpof=true&sd=true](https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx_o5aJbVarHUUsBab/edit?usp=sharing&ouid=104172526382428404795&rtpof=true&sd=true)
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Please see HSEM Program Health Action Plan Update 10/2021:  
[https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx\\_o5aJbVarHUUsBab/edit?usp=sharing&ouid=104172526382428404795&rtpof=true&sd=true](https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx_o5aJbVarHUUsBab/edit?usp=sharing&ouid=104172526382428404795&rtpof=true&sd=true)
6. Please provide any additional information.  
The HSEM program is evaluating options to identify upper division level courses in the BS degree program that could be developed and offered to satisfy both the BS level (4XXX) and the MS level (5XXX). Providing dual credit options as an incentive for BS students who plan to pursue the HSEM graduate degree.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
The HSEM program is requesting \$1,000 to update pop up banner and marketing materials that still contain the Concordia University-Portland name and logo (HSEM program was acquired from CUP in 2020).
8. Please select your Dean's email address  
teresaconner@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Funds for corrections/updates to the marketing materials may come from reallocation by the dean's office of professional or operating funds. We will work with IR and other data sources to identify enrollment information required for this report. Transition between college homes and new college has made it difficult to extract accurate data.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Fire Service Administration-ASSO

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
Please refer to data for the BS in FSA
2. Student credit hours generated in the most recent fiscal year  
Please refer to data for the BS in FSA
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Please refer to data for the BS in FSA
4. Please provide details and a timeline for your Action Plan.  
Please refer to data for the BS in FSA
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Please refer to data for the BS in FSA
6. Please provide any additional information.  
Please refer to data for the BS in FSA
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
Please refer to data for the BS in FSA
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Resources to update the marketing display will be reallocated from professional fees or operating budget in the dean's office. The dean's office will allocate additional travel dollars to assist with attending local and/or national as available. I am working to allocate funds to support marketing through purchase of a new pop-up display for recruitment fairs. The dean's office will allocate additional travel funds for marketing as the college budget is built.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Fire Service Administration-BACH

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
3.8
2. Student credit hours generated in the most recent fiscal year  
256
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
NA
4. Please provide details and a timeline for your Action Plan.  
Link provided to Google Doc with Action Plan updates  
[https://docs.google.com/document/d/1A3TCrunSGxJkk3xY0Wlx20YLJfVKeX\\_M/edit#heading=h.gjdgxs](https://docs.google.com/document/d/1A3TCrunSGxJkk3xY0Wlx20YLJfVKeX_M/edit#heading=h.gjdgxs)
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Action Plan was created in Spring 2021 and no changes have been made at this point.
6. Please provide any additional information.  
NA
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
Action Plan calls for additional marketing and attending local and national conferences. The current table display used in the Emergency Services Dept. is from 2007 and is outdated. An new investment of \$1,000. could be used to update the table display for attending conferences.
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Resources to update the marketing display will be reallocated from professional fees or operating budget in the dean's office. The dean's office will allocate additional travel dollars to assist with attending local and/or national as available. I am working to allocate funds to support marketing through purchase of a new pop-up display for recruitment fairs. The dean's office will allocate additional travel funds for marketing as the college budget is built.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Health Informatics-MAST

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
Average: 0.8 Students Graduated: 4
2. Student credit hours generated in the most recent fiscal year  
2020-21 Hours: 6 2020-21 Enrollment: 2 Fall 2021 Hours: 9 Fall 2021 Students Enrolled: 4
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Conferences: MSHI marketing to broad audiences by promoting at informatics conferences and career fairs, and advertising on professional organization boards. American Medical Informatics Association (AMIA) and HIMSS conferences will be the focus. Dr. Velma Payne (program director) is attending the AMIA conference (Nov 2021). Other conferences include an Informatics Summit (March 2022), HIMSS Conference (March 2022), Clinical Informatics Conference (May 2022), and AMIA Conference (Nov 2022).  
Digital Campaign: Digital marketing will target prime areas and locations of universities offering undergraduate degrees / MSHI feeders. Branded emails will be sent to prospective students, industry partners, and individuals who started but did not complete an application.  
Expert/Industry Collaborations: ICOM MOU is underway. Dr. Payne continues to establish Advisory Board and collaborations with healthcare organizations, seeking council on marketing and promotion techniques.

Admission Requirements: Revision of the admission requirements to eliminate the GRE requirement is being considered. Prospective students have expressed apprehension on taking the GRE. This option should be carefully reviewed, as the MSHI degree is a technical degree, and the GRE provides a mechanism for the admissions committee to assess individuals' ability to handle technical components of the MSHI program.

Expand Informatics Offerings: Dr. Payne is investigating opportunities to collaborate with Nursing and is developing a Nursing Informatics track to be offered in the MSHI. A Nursing Informatics certificate, a potential feeder to MSHI, is being considered. Other dual degree opportunities are being investigated and will be established where the union makes sense. The viability of developing an offering a BS in Health Informatics at ISU is being investigated. An analysis of BSHI offerings at other universities is being

performed; a decision will be made upon completion of the analysis. This option would not be an immediate feeder for the MSHI due to the length of time it

4. Please provide details and a timeline for your Action Plan.
  - Conference Promotion – Nov 2021, March 2022 (two conferences), May 2022, Nov 2022
  - Digital Marketing Campaign & Branded Email Distribution – Quarterly distribution in 2021 and 2022
  - Expert and Industry Partnerships and Consultation – 2021 Q4, 2022 Q1-Q2; beyond as necessary
  - Expand Informatics Offerings – Within the 2022-23 academic year
  - Advertising on Tech and Higher Education Boards – remainder of 2021 and throughout 2022
  
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
  - Promotional video created/posted on Department and MSHI website
  - Promotional flyer created by Lee Ann Waldron
  - Digital marketing campaign on Facebook, Instagram, Snapchat, Google Ads
  - MSHI alumni asked to promote program - Several alumni posted MSHI video and flyer on social media
  - Branded emails sent to individuals expressing interest in program but did not apply, and those who started but did not submit an application
  - Branded emails sent to Idaho-based healthcare executives providing MSHI information
  - MSHI promoted through WWAMI and AHEC newsletters
  - Collaboration with BSU to promote to BSU undergraduate healthcare students
  - Velma Payne is investigating options Nursing Informatics track and seeking advice from industry experts and reviewing current NI offerings at other institutions
  - Velma Payne contacts individuals who have expressed interest in the program, and continues to establish collaborations with informatics experts to seek council on successful promotion strategies
  
6. Please provide any additional information.
 

COVID has impacted MSHI in several ways including the inability to travel to promote the program at conferences, career fairs, within healthcare organizations, etc. Prospective students and interested individuals have indicated COVID has been a factor in their decision to not pursue the MSHI due to loss of family members and financial reasons. Current students pursuing the MSHI who work in a healthcare environment are taking a break from taking classes due to the overwhelming stress of COVID and the impact it has had on their mental health.

A substantial amount of Dr. Payne's time the last two academic years was devoted to supporting CoB BBA Health Informatics program per the MOU Dr. Rex Force and Dr. Joanne Tokle established, which reduced the amount of time she could devote to MSHI promotion, etc. Students completed BBA-HI in Spring 2021. Dr. Payne can finally focus on MSHI.
  
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

CAHIIM accreditation requirement is “the number of full-time faculty appointed at the rank of assistant, associate, or full professor must be sufficient to ensure that teaching, research and service goals of the program are met” and “Size of the faculty complement in relationship to the size of the number of enrolled students in the program must support and encourage effective and regular student/faculty interactions”.

CAHIIM does not consider one full-time faculty, who also serves as program director, sufficient to support program and students. Velma Payne is a member of the CAHIIM Health Informatics Accreditation Council (HIAC) and has been involved discussions where HIAC expressed concern regarding adequate faculty supporting programs. MSHI accreditation may be impacted without adequate faculty supporting the program. Data shows accreditation increases enrollment. Attention to accreditation requirements and by demonstrating the program has adequate resources is essential. One clinical faculty cost budgeted at \$67,000 annually.

8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Recommend that faculty experts from the home department be engaged for their teaching expertise in order to offload the current program director. This program is an important contemporary program in health sciences. Avenues to build enrollment through partnerships with other programs such as nursing, pharmacy and medicine are being explored along with a Bachelor's program that would create a direct pipeline.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Interprofessional Geriatric Certificate-GRAD

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0.2

2. Student credit hours generated in the most recent fiscal year  
4

3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Thank you.

There has been an enrollment increase noted in the first course of the Certificate (DHS 4402/5502). In Fall 2021 the undergraduate course was full with 25 students and the GRADUATE course had 5 students showing that it is a popular elective for many health science students, many of whom are in professional programs. We are working to better promote the subsequent courses in the Certificate as well (last year only 3 students enrolled in DHS 4403/5503). Our enrollment goal is for 5 students per year to complete the graduate certificate (10 to complete the undergraduate certificate). This will only be possible by working with professional programs and by better promotion of the other 2 courses in the Certificate. This is more difficult for graduate students who have very lock-step programs without much room for elective coursework.

4. Please provide details and a timeline for your Action Plan.

In November 2021, will speak with students enrolled in DHS 4402/5502 to reiterate that the course is the first in a series of three courses that leads to the Geriatric Certificate. In Spring 2022, will work with Pharmacy and Nursing Programs to create internship opportunities within the professional curriculum that will also satisfy requirements for DHS 4404/5504 (Geriatric Internship).

Promotion of the Certificate is ongoing with Experience ISU Day and when health science program advisers meet with students. The graduate students thus far have been mainly drawn from the Doctor of Nursing Practice students.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

The fact that DHS 4402 is full in Fall 2021 is significant (5 students in the graduate course 5502 is also a great improvement) and shows that there is a group of students interested in care of older adults. We have revamped the online DHS 4403/45503 course to make it more attractive to students by bringing in guest speakers and content experts in geriatric care and sharing the course syllabus with DHS 4402/5502 students.

We have been working with professional programs to find ways to integrate existing clinical practicum experiences into DHS 4404 --the final course in the Certificate. If this pathway is made clear and easy to navigate for students, we are certain we can increase the number of students who complete the Certificate.

Working with Lee Ann Hancock in the KDHS Marketing Office, we have created rack cards and other promotional materials for the Geriatric Certificate.

6. Please provide any additional information.

We continue to tracking metrics related to certificate production on a yearly basis. The field of geriatric care is growing in importance and we are confident that more of our health science students will avail themselves of the opportunity to receive this education and receive this certificate in response to our increased efforts. Sister Anthony Marie Greving is to be commended in particular for her efforts to promote care of older adults and this Certificate option for our students.

Students in the DNP program in particular will benefit from specific expertise in working with older adults.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

We are requesting no additional resources. The resources within the KDHS for promotion of health sciences generally can be utilized to include the Geriatric Certificate.

8. Please select your Dean's email address  
teresaconner@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Interprofessional Geriatric Certificate-UGRD

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
15 (3 per year)
2. Student credit hours generated in the most recent fiscal year  
80
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Thank you. There has been an enrollment increase noted in the first course of the Certificate (DHS 4402/5502). In Fall 2021 the course was full with 25 students showing that it is a popular elective for many health science students, many of whom are in professional programs. We are promoting the subsequent courses in the Certificate as well (last year only 3 students enrolled in DHS 4403/5503). Our enrollment goal is for 10 students per year to complete the certificate. This will only be possible by working with professional programs and by better promotion of the other 2 courses in the Certificate.
4. Please provide details and a timeline for your Action Plan.  
In November 2021, will speak with students enrolled in DHS 4402 to reiterate that the course is the first in a series of 3 courses that leads to the Geriatric Certificate.  
In Spring 2022, will work with Pharmacy and Nursing Programs to create internship opportunities within the professional curriculum that will also satisfy requirements for DHS 4405 (Geriatric Internship).  
Promotion of the Certificate is ongoing with Experience ISU Day and when Pre-Health Advisers meet with BS in Health Sciences students.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The fact that DHS 4402 is full in Fall 2021 is significant and shows that there is a group of students interested in care of older adults. We have revamped the online DHS 4403 course to make it more attractive to students by bringing in guest speakers and content experts in Geriatric Care and sharing the course syllabus with DHS 4402 students. We have been working with professional programs to find ways to integrate existing clinical practicum experiences into DHS 4404 --the final course in the Certificate. If this pathway is made clear and easy to navigate for students, we are certain we can increase the number of students who complete the Certificate.  
Working with Lee Ann Hancock in the KDHS Marketing Office, we have created rack cards and other promotional materials for the Geriatric Certificate.

6. Please provide any additional information.  
We continue to tracking metrics related to certificate production on a yearly basis. The field of geriatric care is growing in importance and we are confident that more of our health science students will avail themselves of the opportunity to receive this education and receive this certificate in response to our increased efforts. Sister Anthony Marie Greving is to be commended in particular for her efforts to promote care of older adults and this Certificate option for our students.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
We are requesting no additional resources. The resources within the KDHS for promotion of health sciences generally can be utilized to include the Geriatric Certificate.
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Dean determined no response was needed





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
5.2 (newly tracking as a certificate) FY 20 there were 4 certificates; FY 21 there were 22 certificates
2. Student credit hours generated in the most recent fiscal year  
4016 (However, all SCH data are combined for all of CSD ugrad courses on the spreadsheet provided by IR, so these numbers don't represent data for this particular program/certificate)
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Background: This Pre-Professional Program (online curriculum) was one of the first in the county when it began over 10 years ago (with no additional support other than existing resources and new professional fees). Enrollment at its peak was in the mid 100's in the mid 2000's. Many other programs have since been created, resulting in increased competition; enrollment is currently close to 40 - 50 students. In addition, trends across the country reveal an overall decrease in the number of undergraduate and pre-professional students enrolled in Communication Sciences & Disorders (CSD) BS programs. It's difficult to pinpoint the reasons for this, but some factors may include the limited employment opportunities with a BS degree in CSD; the degree is mainly a preparation degree for graduate studies in Speech-Language Pathology or Audiology.  
Proposed Actions  
Improvements: Gather additional data regarding curriculum/costs, etc. of other comparable programs for accurate comparisons. Work with the eISU Marketing and Communications Coordinator to create an appropriate survey to gather current and former student feedback regarding why ISU was chosen, what factors affected their decision and other relevant questions. We have already scaled back the frequency of course offerings due to less demand, but additional changes and improvements could be made based on additional feedback. This plan would focus on strengthening the current model.  
Restructure/Other Innovations: Could focus on expanding/restructuring the current model. Discussions have circulated regarding making the pre-professional offerings into a "2nd BS Degree" (other models are out there); discussions have also occurred regarding creating a CSD BS degree in a completely online format since many of the courses are already offered online for the pre-pro program; continued conversations with Blake Beck and others regarding the feasibility of this will continue. If an expansion is proposed, proper personnel and financial support would be needed.
4. Please provide details and a timeline for your Action Plan.  
Conduct a survey (working with eISU Marketing and Communications) of alumni for the purposes of marketing, and develop/implement marketing tools to attract more students.



Progress: Elapsed time since goal has been written/approved by Program Health Committee has been inadequate to address. Target is to initiate a survey in Spring of 2022.

Explore potential to expand Pre-Professional Certificate into a "2nd BS Degree", with the intent that it be offered online, to mirror the on campus BS degree. Progress: Elapsed time since goal has been written/approved by Program Health Committee has been inadequate, though discussions with Blake Beck about the feasibility of e-ISU to support such a program have been initiated. Target is to initiate in late Spring and work on Summer of 2022.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Relevant information provided in earlier question "Please provide details and a timeline for your Action Plan."
6. Please provide any additional information.  
The courses offered for this certificate are some of the same courses offered for our CSD BS degree, but created to be offered completely online, asynchronously as separate offerings to appeal to individuals who are working in other fields/completing degrees in other areas who desire the flexibility of an asynchronous offering. This program was implemented without any additional university funding/resources and relied on a professional fee to cover costs of online course creation and many overload contracts for existing faculty to teach these courses. With declines in enrollment in recent years due to proliferation of other universities offering a similar program, the overall CSD budget has declined, along with some of the expenses (less overload contracts), as well. We've worked to reduce the frequency of course offerings and evaluated the curriculum relative to peer institutions.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
We haven't had enough time to develop our specific plans and needs for a budget; if ISU resources for surveys, marketing and promotion aren't sufficient, we may need funds to assist with these efforts.
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
I support the data collection process proposed so that a determination of whether another credential best meets potential enrollees' needs. Recommend a budget study to examine best budgetary model for the program.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Radiographic Science-CERT

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
1.4

2. Student credit hours generated in the most recent fiscal year  
250

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The DMS program has met its benchmark enrollment of 6 students/cohort/year. Eight students enrolled in the current entering cohort representing a 25% increase in cohort size.

In regards to the suggestion of micro-credentials, the program is exploring joint certificate offerings with other health professions both for currently enrolled students and working professionals.

In order to meet the goal of accepting at least 6 students per cohort each year, the DMS program will continue to increase marketing efforts.

4. Please provide details and a timeline for your Action Plan.

The RS Cert (DMS) program is currently in its third year of students. This program is new and outcomes are in the process of being collected. Since this is a self-supported funding model, increased enrollment will lead to additional resources for the program. Enrollment in the program (which started its 3rd cohort in May 2021) has increased each year. Increased marketing efforts and awareness of the program has led to the increased enrollment. It is expected that enrollment will remain stable or increase in future years. It is also important to continue the DMS program because of its partnership with Portneuf Medical Center (PMC) and the critical need for ultrasonographers. PMC is funding 0.175 FTE for program instruction. The DMS program is also partnered with the Medical Residency program and the PA program to provide POCUS instruction to the residents and PA students.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

The program also just developed a 4 semester option instead of the established 3 semester track. The heavy course load and clinical requirements of the 3 semester program was identified as a barrier for some students to complete the program. All the coursework is the same, but the new option spreads the course load and clinical requirements of the 3 semester program over 4 semesters. This option has only recently

been approved and the cohort accepted in 2021 was the first given the option to choose between the 3 semester and 4 semester tracks.

Overall the plan is to increase enrollment through marketing and give the program time to fully develop reliable data and outcomes over time.

6. Please provide any additional information.

Though sonography iprogram is new to Idaho State (only 3 years old), the need for sonography education is already greatly expanding. This is demonstrated by the Family Medical Residency program partnering with Health West to hire a full-time sonographer for their needs. The FMR program realized how valuable sonography education is for the medical residents because of the education and training provided by the DMS program faculty. Needs for educated and trained sonographers has increased because of COVID to diagnose lung and venous pathology. There are also more job openings throughout the region than can currently be met. We are continuously receiving requests for graduates to be ready to work in the field. This increasing demand shows how valuable the DMS program is in our region.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

In order to expand and offer a micro credential for a number of health science programs, an additional .5 FTE is needed.

8. Please select your Dean's email address

teresaconner@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

COH will work with the KDHS to fund an additional 0.5 FTE as the enrollment continues to grow and through partnerships with other programs and agencies.. This is a new program with strong workforce data to support need. The program is building enrollment and has exceeded the initial benchmark of 6 by enrolling 8 students. Addition of a 0.5 FTE would allow the program to grow a highly desirable micro credential sought by PT's and chiropractors. This training would also be attractive to ATC's and NP's. Reallocation of funds and student cohort growth are potential sources of funding.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Rehab and Comm Sciences-DOCT

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0
2. Student credit hours generated in the most recent fiscal year  
51
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The program is planning to apply to WRGP, at the approval of the Interim Associate Dean and Dean of the College of Health.  
A 5-year student headcount is difficult to predict for a PhD program, but one can certainly be estimated with the understanding that the estimation may be far off actual numbers.
4. Please provide details and a timeline for your Action Plan.  
Completed Fall 2021:  
Reviewed program with Associate Dean / College of Health Dean  
Enforced syllabi requirement for independent courses  
Met with Graduate School and College of Health to start discussing course creation to benefit all upper division graduate programs with health science interprofessional learning opportunities.  
Future plans:  
Continue to request four graduate teaching positions. end of Fall 2021  
Apply for the Western Regional Graduate Program (WRGP) Fall 2021  
PhD in RCS Executive Council members and Program Directors will attend at least one department faculty meeting to summarize the program, address questions, and request feedback/suggestions from the SRCS faculty regarding the PhD program. Fall 2021  
Submit Program Manual updates to SRSC graduate faculty. January 2022  
Review and update the PhD in RCS curriculum mapping. Spring 2022  
Create a GTA guiding document includeing roles and responsibilities. Spring 2022  
Discuss (fall 2021) creating independent study / experimental course for professional topics
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Dates have changed regarding timeline for accomplishing benchmarks. The new timeline is more realistic given challenges of COVID.

6. Please provide any additional information.  
Identify budget needs Spring 2022.  
Meet with Dean to discuss budget needs Spring 2022.  
Present preliminary budget proposal Spring-Summer 2022.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
We currently do not have a budget. A budget is requested to support the program. A budget request will be made to COH and KDHS. An initial budget request will be developed with the Dean of COH.
8. Please select your Dean's email address  
teresaconner@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
A part-time staff assistant (.25 FTE) will be formally allocated to the program from the dean's office. Professional fees will be reallocated from the dean's office to support initial budget development. Discussed reassignment of a part-time staff to support the program and committed to developing a budget through the university budgeting process.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** Kasiska Division of Health Sciences

**Program:** Biopharmaceutical Analysis-DOCT/MAST/MSCP

**Plan Category:** New Program Proposal

1. Average number of degrees or certificates awarded over the past 5 years.  
3

2. Student credit hours generated in the most recent fiscal year  
1140

3. Please provide your response to the Administrative Council (August) suggestions/questions.

MSCP

The MSCP program believes the suggestions provided by the Administrative Council accurately reflect the current challenges we have and provide appropriate guidance for moving forward in the future. The program enrolled 3 new students 2020-2021 and 2 new students in 2021-2022. The program has already admitted 2 Navy Psychologists for 2022-2023 and had a student defer enrollment to 2022-2023. A comment was made asking for, "More clarity about needed resources and funding sources and how these align with the college budget process will be helpful." The MSCP program is predominantly funded by Appropriated funds (APHR13, \$743,452.00 annually). This covers faculty salaries, professional salaries, adjunct pay, fringe allocations, travel, services, and advertising. MSCP also has a small local budget (LPHR44).

BPSCI

The BPSCI program had a significant student enrollment (75%) increase in Spring and Fall 2021. A total of 9 grad students have been recruited, including 6 PhD students and 3 MS students. BPSCI currently has a total of 21 graduate students. In terms of budget process, BPSCI has a dept local budget (LPHR17) with additional appropriated funds for faculty lines. Budget is requested by the Department Chair using a Google sheet that consolidates budget requests across the college. The Dean makes the final budget requests and allocates funding to the department. The department chair allocates funds for the program to the Program Director.

4. Please provide details and a timeline for your Action Plan.

MSCP

Ongoing - develop and implement marketing and recruitment strategies.

Ongoing - Target regional psychology doctoral students and Western states psychologists.

Fall 22 - Implement the online MSCP program pending SBOE approval.

Spring 23 - Create interdisciplinary clinical psychopharmacology CE and Certificate programs.

Spring 23 - Apply to Optum for additional \$100,000 in tuition support.

Ongoing - Identify other potential funding sources for student scholarships.

BPSCI

Ongoing - develop BPSCI research core facilities for sustainability.

Ongoing - develop BPSCI BS program in Pharm. Sci., including high school outreach/recruitment strategies into the BS program.

Fall 2022 - develop and implement marketing and recruitment strategies to expand international student distance learning access to the MS and PhD programs.

Fall 2023 - develop strategies to enhance program capacity.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

MSCP

MSCP developed a comprehensive marketing plan, including developing and implementing an online advertising plan. An ad hoc MSCP Recruitment Evaluation Committee was created to conduct a comprehensive review of the enrollment and recruitment strategies.

BPSCI

BPSCI is developing a new comprehensive BS degree program, including curriculum and high school student marketing/recruitment strategies. An ad hoc BPSCI BS program committee was created to spearhead the program development. BPSCI is also developing the policy and procedures of the research core facilities for the purpose of sustainability and program capacity enhancement.

6. Please provide any additional information.

MSCP

MSCP shifted from an in-person “bricks and mortar” program to a hy-flex model allowing live attendance via Zoom. The COP and the UBO for KDHS are completing a submission to the SBOE for approval of a totally online MSCP program to launch in the Fall of 2022. To help with cost, the MSCP program joined the WICHE WRGP, 3 of 5 students qualified for in-state tuition. MSCP was awarded \$150,000 from Optum /UnitedHealth for tuition scholarships and clinical training. MSCP continued to work with the US NAVY DUINS program – 2 Navy psychologists starting Fall 22. The Navy has committed to training 1-2 students annually.

BPSCI

Meridian Campus office space expansion has been funded via the state of Idaho permanent building fund with expected completion in Summer 2023.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

MSCP

As the MSCP program plans to develop a new online program with the capacity for 30 students, additional resources are needed. This includes:

.5 FTE Prescribing Psychologist (\$80,000)

.4 FTE LCSW (\$40,000)

Funding for adjunct Faculty (\$20,000)

Operations (\$10,000)



One time costs (\$10,000)

BPSCI

Each of the BPSCI core facilities (Biopharmaceutical, Zebrafish, Computational) needs at least one dedicated technician to maintain the core's major instruments.

Three 0.49 FTE technicians (\$75,000/year). One month of a Director's Salary would help expedite expansion/funding of cores and core instrumentation. (~ \$20K /year).

Research cores provide robust and economical support for graduate research and enhance the attractiveness of the program for applicants.

8. Please select your Dean's email address  
walterfitzgerald@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The requested resources will come from professional fees, funded research proposals, clinic revenues, and donor gifts.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Civil Engineering-MAST

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
3.4

2. Student credit hours generated in the most recent fiscal year  
282

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Feedback from Administrative Council: The program is candidate for restructure.

Response from the program: We have proposed a 4+1 BS+MS option in order to increase the number of graduates.

Feedback from Academic Affairs and Dean Colleagues: Recommend improvement plan, investment/reallocation of resources. Additional graduate enrollment appears feasible if the department has the resources to attract them. Because the potential for drawing additional grant dollars into the department is high ... Additional GA allocations tied to the preparation of major grant proposals might be one possible model to pursue ...

Response from the program: There are four faculty members who advise in the Civil Engineering – MAST program. It is unclear to the faculty why the program was placed in the second Quintile. According to the Institutional Research data, in Fall 2020 the program had enrollment of nine (9) students. In comparison, in Fall 2020, the Chemistry – MAST and Computer Science – MAST programs had three (3) and two (2) students, respectively. Yet, these two programs were placed in the fourth Quintile and the fifth Quintile, respectively. Given the number of faculty in the program and the fact that each student has a unique research project that takes several months to complete, we believe we are providing an excellent quality graduate education while maintaining an ABET accredited undergraduate program in Civil Engineering. In response to GA's tied to grants, thanks to one of our very active faculty members and the department chair, the program has brought in between \$1.5M to \$2.0M worth of grant money in the last couple of years. Some of the students in the program are funded by these grants. Given that faculty members on the average teach three different technical courses per semester, expecting more grant money from the program faculty seems unrealistic.

4. Please provide details and a timeline for your Action Plan.

The following actions will increase the number of students in the program:

1. A fast-track 4+1 BS plus a non-thesis MS option has been developed and submitted to the university curriculum council.

2. The faculty will encourage students to pursue their Master's degree. It should be noted that the American Society of Civil Engineers (ASCE) has been promoting "BS plus 30 credits (MS degree)" for graduates to practice in Civil Engineering as a licensed Professional Engineer (PE).
  3. With the majority of the Civil Engineering – MAST program students having received their BS degree from ISU, the department is working on ways to increase the number of undergraduate students.
  4. Faculty are actively recruiting MS-level students from BYU-Idaho.
  5. We are requesting more GTAs for the Civil Engineering – MAST program.
  6. Faculty are actively involved in research to fund additional graduate students.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
 Paperwork for the approval of a 4+1 program (#1) has been submitted and is under review. Faculty continue to pursue items 2, 3 and 4. Fall enrollment is up 22% and our five-year graduation average increased from 3.2 to 3.4. On item #4, BYU-Idaho does not have a graduate program and it's an opportunity to recruit additional students. ISU faculty have built bridges with our BYU-I counterparts; interacting at professional meeting and making presentations to their students (pre-Covid). One BYU-I student who recently applied for our MSCE program, noted that he attended a presentation and it piqued his interest to apply. Items #5 and #6 are key to increasing our students. If we plan to compete with peer institutions like USU, BSU and U of I, funding in the form of GTA or GRA is critical. Faculty continue to request additional GTA funding and pursue additional research opportunities.
  6. Please provide any additional information.  
 The population of Idaho is growing and the infrastructure is getting old. With the recent investment in infrastructure by the Biden Administration and Congress, we expect the enrollment in the Civil Engineering – MAST program to increase. As an example, the American Rescue Plan Act (ARPA) has a budget of \$1.9 trillion, much of it for infrastructure. In the recent STEM Career Fair held on October 6, 2021 at ISU, a large number of the employers were Civil Engineering firms. Many of the firms and government agencies (e.g., KPFF Structural Engineering and INL Structures and Seismic Group) hire only graduates with Master's degrees.
  7. If you are requesting additional resources, what additional resources might you need?  
 Please provide a simple budget.  
 Currently we have 11 students in the Civil Engineering – MAST program. This academic year, we are on track to graduate six (6) M.S. students in the program. If the university believes 11 students in the program is not enough, please provide more Master's level GTAs.
  8. Please select your Dean's email address  
 scottsnnyder@isu.edu
  9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
 This is an inherently strong degree program that is in need of additional support (GTAs, faculty lines)



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Electrical Engineering-BACH

**Plan Category:** Program Improvement and New Program Proposal

1. Average number of degrees or certificates awarded over the past 5 years.  
25.2

2. Student credit hours generated in the most recent fiscal year  
833 (FY 2020)

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The ECE Department's degree program proposal for the new MS ECE degree has been submitted to the SBOE on 9/24/2021, and is being reviewed Statewide by other Idaho public institutions, including Boise State University and University of Idaho, which offer similar degrees covering other regions of Idaho. The success of MS ECE will bring growth to the graduate student population and enable graduate-level research, both having been weak due to the lack of any dedicated electrical and computer engineering graduate degrees at ISU. The MS ECE degree enables and necessitates ECE faculty to conduct externally or internally funded research to support graduate students in their studies. This will increase qualified graduate students to take on University funded GTA or faculty funded GRA positions in the Department, which in turn will directly support and improve the undergraduate instruction for the BS EE program. ECE Department offers laboratory-intensive undergraduate education. Therefore having qualified faculty as well as graduate students capable of teaching and supporting higher-level advanced courses in the BS Program is critical. In the past, graduate assistants with advanced knowledge and skills beyond the BS level were virtually not existent. As a result, the Program faculty often had to conduct the laboratory courses themselves, taking away the faculty's time to contribute to research and creative scholarship.

4. Please provide details and a timeline for your Action Plan.

Action Plan:

1. Working with the CS Department to roll out a BS Computer Engineering degree program

The BS CpE degree has been approved by SBOE and NWCCU, and the UCC proposal review is near completion to ready the Fall 2022 roll out of the degree.

2. Develop and roll out an MS ECE degree program

The MS ECE degree has been submitted by ISU to SBOE for review. Our timeline for the degree offering is Fall 2022.

3. Enhance ECE outreach and recruiting of faculty and students

The department has been actively involved in this, and expects to hire a new faculty by Fall 2022 to replace recent retirements. ECE has been participating in recruiting events as well.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

The approval and planned roll out of the BS CpE degree. Also, the anticipated SBOE approval and roll out of the MS ECE degree.

6. Please provide any additional information.

None at this time.

7. If you are requesting additional resources, what additional resources might you need?

Please provide a simple budget.

None at this time.

8. Please select your Dean's email address

scottsnnyder@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

The dean concurs



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Engineering & Applied Sci.-DOCT

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
2.2 per year
  
2. Student credit hours generated in the most recent fiscal year  
Unknown – Data are not provided by Institutional Research. In Fall 2020 and Spring 2021, the EAS program had 19 and 20 students, respectively. The student credit hours cannot be calculated within the given time frame since the EAS students reside in seven
  
3. Please provide your response to the Administrative Council (August)  
suggestions/questions.  
Feedback from Admin Council : Eliminate or restructure.  
Additional Review from Admin Council: (a) We recognize the challenge of parsing out enrollment, capacity and other data for this program ... (cont'd)  
Program response: The realistic goal for the next few years is an average of 3 graduates per year. The recent enrollment data show a five year average enrollment of 19 and a current enrollment of 23; an increasing trend. Enrollment is expected to increase in future years with the addition of the Computer Science Department and additional civil engineering students in a cooperative program with Boise State University. Having extraordinary faculty members, the growth can be catalyzed if more resources (especially GTAs) are available.  
Feedback from Academic Affairs and Dean Colleagues: recommend restructure.  
Although likely to be unpopular, it might be wise to consider the shuttering of this particular program ... (cont'd)  
Program response: The EAS program committee has considered restructuring as well as eliminating the program. The consensus is to maintain the present program but to expand into more interdisciplinary areas of study and research and to engage departments at other departments and universities. The EAS program is serving as a foster home (or incubator) for the small departments and faculty who wish to develop their own PhD program in the future. The efforts (e.g., recruiting talented faculty and students, developing research labs) are in progress but slow due largely to limited available resources. Shuttering the program will severely hamper growing research efforts within the departments it serves.  
As a step to make a more focused degree, the EAS program has asked the Registrar's

Office to add focus area to the EAS student's diploma. The EAS program continues to work with the Registrar's office to make this happen. Such a degree will generate industry-responsive connections.

4. Please provide details and a timeline for your Action Plan.
  - PhD and MS programs are closely linked. The ECE Department is working on an MS ECE proposal and has a plan to have the MS degree starting in 2022-23 or possibly 2023-24 (The degree is on its 3 year plan). This program is expected to improve the ECE pipeline from BS to PhD, and is attractive to outside/international students looking to pursue an MS and ultimately a PhD. Furthermore, the faculty of the participating departments will encourage students to pursue Master's degree creating a bridge to the PhD EAS program (Timeline: in 3 years).
  - The CEE Department is planning to offer PhD EAS degree teaming up with the Civil Engineering Department at BSU. Presently, BSU Civil Engineering Department does not have a PhD program but wishes to conduct research with PhD students (Timeline: in progress).
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
  - To develop a more focused degree, we have recently contacted the Registrar's Office to follow up on the adding focus area to the EAS student's diploma. We will continue to work with the Registrar's office to move forward. (Timeline: in progress)
  - In the Fall 2021 semester, the CEE department has two BSU graduate students enrolled in one of our civil engineering courses. Prior to enrollment, the syllabus for the course was submitted and accepted by the BSU civil engineering faculty. It is our intention to encourage further dialogue and to promote the EAS program with BSU-Civil as well as other institutions.
6. Please provide any additional information.

The enrollment in various educational programs is highly depend on the federal/state government policies and budgets. The American Rescue Plan Act (ARPA) has a budget of \$1.9 Trillion, much of it for infrastructure. With the recent investment in infrastructure by the Biden Administration and Congress, we expect the need for advanced level engineering and science students will rise and thus a corresponding increased enrollment in the EAS program.
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

The Enrollment Statistics for the last four semesters show that the enrollment in the EAS is consistent and is tending to rise (i.e., 18 in S20, 19 in F20, 20 in S21, 23 in F21). One of the best ways to increase enrollment in the EAS program is to increase funding. In years past, the CEE program has submitted several requests for grants in the environmental and energy areas, however, the opportunities in the past four years have been limited. We will continue to submit proposals as we believe we can make meaning contributions to society and in the need to support and educate PhD students. In addition to our proposals, the EAS program requests additional PhD GTAs to the EAS participating departments (for supporting EAS students). The GTA students are

expected to help their advisors not only in teaching but also in developing additional external grant proposals. (Fall 2022).

8. Please select your Dean's email address  
scottsnyder@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
This degree program is essential for the future of the College of Science and Engineering. With the addition of research active faculty in the departments that participate in this program I believe the future of the program to be strong.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Environmental Engineering-MAST

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
0.6
2. Student credit hours generated in the most recent fiscal year  
Environmental Engineering has both undergraduate courses (part of BS Civil Engineering) and graduate courses. The SCH generated the most recent fiscal year are Undergraduate 99, Graduate 75.
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Feedback from Administrative Council: Environmental Engineering and Environmental Science Management: both have low enrollments. Would COSE be better served eliminating these programs and allocating faculty time to other programs? Or should these two programs be consolidated?  
Response from the program: The undergraduate BSCE, MSCE, MS Env ENGR and MS ENSM are integral programs, sharing courses needed by each degree including split-level 4000/5000 courses. With current faculty expertise, elimination of Environmental Engineering and Environmental Science and Management will not reduce any resources for the university since both faculty in the two programs are also teaching ABET required courses in the CE and ME undergraduate program. Consolidation of the programs reduces students' career options. The environmental engineering program at ISU is the only dedicated MS Environmental Engineering program in the State of Idaho. In a recent document by INL titled "INL Workforce Projections" the INL estimates that they will need 7 new environmental engineers by 2025.  
Feedback from Academic Affairs and Dean Colleagues: Consider the development of a 4+1 program to increase enrollment at the graduate level. I also believe a recruitment program that speaks to the advantages of a graduate degree (higher earning potential, career advancement opportunities, increased competitiveness for positions) would be wise to consider. An advantage of a 4+1 program is that funding for GA's would only be necessary in the 5th and final "full-graduate" year. Our new Accelerated Programs policy could be a significant asset to this program as it conceptualizes this course of action.  
Response from the program: ENVE-MAST is already taking part in the fast-track 4+1 BS plus a non-thesis MS option along with the CE-MAST and ENSM-MAST.



4. Please provide details and a timeline for your Action Plan.

The following actions will increase the number of students in the program:

1. A fast-track 4+1 BS plus a non-thesis MS option has been developed and submitted to the university curriculum council.
2. The faculty will encourage ISU undergraduate students to pursue their Master's degree in ENVE, especially from the CE and Chemistry undergraduate program.
3. Increase the program exposure in local/regional undergraduate institutions, such as BYU-I and Montana Tech which has one of the bigger undergraduate Environmental Engineering program in this region.
4. Increase tie with Biomedical and Pharmaceutical Science program and ISU Institute of Rural Health to develop research in Environmental Toxicology to attract funding for students.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Paperwork for the approval of a 4+1 program (Item 1) has been submitted and is under review. Faculty continue to pursue Items 2, 3 and 4, although contact with Montana Tech and ISU Institute of Rural Health would be a new development.

6. Please provide any additional information.

There are enquiries of ENVE-MAST at least on weekly base if not more, especially from international students. If funding of GTA/GRA is available, ENVE-MAST enrollment will definitely increase. ISU cannot solely rely on faculty to generate funding for student support, institution support is essential; College of Engineering of U of Utah is an example of such success. ENVE has always been a component of civil/infrastructural engineering, however, its employment trends are affected by national policy. The current administration is giving a substantial push in green and sustainable engineering which is evident in the recent INL Workforce Projections (5-Year Lab-Wide Occupation Growth and Replacement Estimates). INL lists Energy and Environment S&T(sustainability and technology) as its first mission, Environmental Engineering is specifically listed as one of the anticipated opening areas. Thus, the prospect of Environmental Engineering is rather optimistic in the near future.

7. If you are requesting additional resources, what additional resources might you need?

Please provide a simple budget.

Allocate 1 GTA/GRA for ENVE-MAST.

8. Please select your Dean's email address

scottsnnyder@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

The dean does not share the program's optimism on its long term viability but is willing to support efforts to increase enrollment. The dean has requested that the program develop a vision of its future to determine the place of environmental engineering in the long term.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Environmental Science Mgt-MAST

**Plan Category:** Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.  
1.6 per year

2. Student credit hours generated in the most recent fiscal year  
47 (22 in F20, 25 in S21)

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Administrative Council: Environmental Engineering and Environmental Science Management: both have low enrollments. Would COSE be better served eliminating these programs and allocating faculty time to other programs? Or should these two programs be consolidated?

Additional Suggestions/Questions: They have an endowment and this program allows for interdisciplinary study AMONG colleges --a strength (cont'd)

- The ENSM program is a unique program that comprises multiple departments and colleges and fosters multidisciplinary studies combining engineering, natural science, business, and political science. In regard to the lab space, students use the lab in their home department and this arrangement seems working.
- The ENSM program has considered restructuring as well as eliminating the program. The consensus is to maintain the present program but to explore possibility of relocating the program in other department that has a strong undergraduate science and/or management program.
- There are no ENSM courses. All the courses in the ENSM program are the courses being used in the MS programs in the participating departments. These courses still need to be taught for their programs, even if the ENSM program is combined with other programs or eliminated. Program elimination will not free up resources to be allocated elsewhere.
- The student and employer interest in ENSM ebbs and flows depending on the social/political climate towards environmental issues and government funding. Recently, INL has shown a renewed interest in environmental issues. This could translate into additional students interested in this program.
- Enrollment data shows 4 in S19, 2 in F19, 2 in S20, 3 in F20, 3 in S21, 1 in F21. The average enrollment for the last 3 years is 2.5 per year. With the proposed action plan, the enrollment and graduation rate are expected to increase. The goal is 5 graduates per year.

4. Please provide details and a timeline for your Action Plan.

To increase the number of student enrollment, the following actions are planned:

1. The CEE department (which includes the ENSM program) is in the process of developing a fast-track 4+1 BS plus a non-thesis MS option. With the new 4+1 BS/MS option, the number of enrollment in the ENSM program is expected to increase. (Time line: In progress).
  2. The ENSM program has a \$100,000 endowment, which produces approximately \$3500 per year for a scholarship so called Samuel Horne Bennion Environmental Science Scholarship. Using this scholarship, the faculty of the ENSM-member departments will encourage students to pursue the ENSM degree. In each year, a flyer for the scholarship announcement is sent to the participating departments, and this activity will be continued. (Timeline: continuing).
  3. CEE faculty have been and will be actively recruiting MS-level students outside ISU, especially from BYU-Idaho where there is no graduate program (Timeline: continuing).
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
- The ENSM program requests GTAs, which will be used to recruit students. The GTA students are expected to help their advisors not only in teaching but also in developing external grant proposals. (Timeline: Fall 2022).
  - The ENSM program will explore possibility of relocating the program in other department that has strong undergraduate science and/or management programs. The pipeline from the undergraduate program to the graduate program can be an important factor for the success of the program. (Timeline: Spring 2022),
6. Please provide any additional information.
- The ENSM program is a founder and primary organizer of the conference, Intermountain Conference on the Environment (ICE), which was started mid 1990's. In recent years, the conferences were held jointly with Idaho Academy of Science and Engineering (IASE). Currently, we have approximately \$13,000 (donated by late Jack Lemley) in a local account to hold the conferences. In the past ICE conferences, a portion of the Lemley fund was used to invite local high school teachers and students, and provided awards (e.g., oral presentation awards, poster presentation awards) in the conference. We (with the CEE department faculty) will plan for the ICE conference after the COVID pandemic is over. This conference will highlight the importance of STEM (including environmental science, engineering, and management) education.
  - The 2021-2022 edition of the ENSM Bulletin "Program Bulletin 2021-2022" (25 pages) can be found in the ENSM web page at <https://www.isu.edu/media/libraries/college-of-science-and-engineering/civil-and-environmental-engineering/documents/ENSM-Bulletin-2021-2022.pdf>
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
- As stated previously, the only resource that the ENSM program has is a \$100,000 endowment, which produces approximately \$3500 per year for a scholarship. The

scholarship is the equivalent of only one semester tuition. The ENSM program requests GTAs to help the faculty in preparing external grant proposals.

8. Please select your Dean's email address  
scottsnyder@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The dean supports exploration of another CoSE department (Biology, Geology or Chemistry) taking the lead on this program in an effort to increase enrollment.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Health Physics-ASSO

**Plan Category:** Program Inactive

1. Average number of degrees or certificates awarded over the past 5 years.  
0
2. Student credit hours generated in the most recent fiscal year  
0
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
This Program Is INTENTIONALLY INACTIVE. It has been decided administratively, and agreed to by all relevant administrators, that this program should be left on the books to allow a rapid response to the INL should they again request ISU to supply technicians. It takes more than a year to obtain approval for such programs, having it available has been deemed a wise business decision.
4. Please provide details and a timeline for your Action Plan.  
There is no time line. This is moth balled as a program until it is again needed by INL.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
No changes
6. Please provide any additional information.  
Please list this program as strategically mothballed until called upon once again by local industry.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
No additional resources necessary
8. Please select your Dean's email address  
scottsnnyder@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
Because this program is intentionally inactive and requires not resources the dean supports leaving it as a potentially viable future option.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Health Physics-BACH

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0.8
2. Student credit hours generated in the most recent fiscal year  
188 (But caution, these are taught in conjunction with graduate program +171) at no additional cost.

3. Please provide your response to the Administrative Council (August) suggestions/questions.

It is anticipated that the BS program in Health Physics will again resume past enrollment numbers over the next few years reflecting growth in the Nuclear Industry as a byproduct of new nuclear technologies such as Small Modular Reactors (SMR) that are currently scheduled to be built in Idaho responding to electrical energy demand, reduced hydroelectric energy infrastructure, and political desires to reduce carbon emissions. In essence, this BS program is an ancillary non-additional cost effort that rides on the tail of the graduate programs and as such makes excellent business sense. Our traditional recruiting effort; by word of mouth, associated with an excellent reputation and our recent efforts at expansion into the DOE complex for employees interested in career enhancement with distance opportunities are a unique niche that we will fill to expand our enrollment numbers. Doing so also allows ISU to service a \$2 billion dollar regional entity expanding its portfolio into small modular reactor technology. A technology whose success hinges on radiation safety. Idaho citizens have access - as skilled professionals - a labor market extremely understaffed nationally. There is an average of 80 new job openings per month. Contrast this to the national academic graduation rates for all programs over the United States that only produce about 130 or so Health Physicists annually and most people with any sort of business acumen realize that there are opportunities rapidly developing despite the doldrums we have been drifting through over the last few years. Our plan is to expand distance learning opportunities to better implement the capital infrastructure already being fully implemented by the program. These programs are already offered as distance programs, we just need to expand enrollment in these already offered opportunities. Our timeline will reflect national infrastructure growth of this technological arena.

4. Please provide details and a timeline for your Action Plan.

Our plan is to expand distance learning opportunities to better implement the capital infrastructure already being fully implemented by the program. These programs are already offered as distance programs, we just need to expand enrollment in these already offered opportunities. The timeline of program growth will reflect national infrastructure growth of this technological arena.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The number of B.S. level students in the program has increased slightly. We are anticipating a post COVID bump as we reach a new normal. The job market remains unbelievable with students in the program often recruited before completion of the degree. Students are being offered phenomenal starting salary.
6. Please provide any additional information.  
We point out the the overall all return on investment in the Health Physics Program is substantial reflecting: Around a million dollars per year in research support, a combined enrollment of all programs being supported with an efficient course distribution, limited faculty, and substantial support activities in regard to student credit hours - supporting the Radiographic Sciences Program in the area of 150 student credit hours, and the NE program with Nuclear Instrumentation an additional 75 student credit hours.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
No additional resources requested
8. Please select your Dean's email address  
scottsnnyder@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The Dean applauds the program's plan but is not as sanguine as the program about student growth. The program teaches a number of 4000/5000 courses at a frequency that is not sustainable with current staffing. In the current semester there are five of these courses offered with a total enrollment of about 32. The program needs to streamline its curriculum to meet constraints while ensuring that BS students have the opportunity to complete a Physics degree in four years.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Mathematics-ASSO (Teachers)

**Plan Category:** Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.  
zero
2. Student credit hours generated in the most recent fiscal year  
zero
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
we need to remove this program. It has never had an audience
4. Please provide details and a timeline for your Action Plan.  
remove program
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
no change
6. Please provide any additional information.  
NA
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
NA
8. Please select your Dean's email address  
scottsnnyder@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The Dean concurs.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Mathematics-DOCT

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0.2
2. Student credit hours generated in the most recent fiscal year  
108
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
We will have a new chair (hired externally). The new chair will be expected to develop a plan to address low enrollment. It should be noted that we have strong faculty and the demand for people with quantitative expertise is high, but our program has not changed in 25 years. My own view is that the mathematics department must work more closely with the computer science department in the future. This is an area of exponential growth.  
I think we should focus on fixing the MS program and the appropriate action for the DA program should follow from this.
4. Please provide details and a timeline for your Action Plan.  
I assume that the new chair can address this issue in the Spring of 2023.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The decision to hire a new, energetic external chair, and have her/him address this issue, supersedes plans I previously submitted.
6. Please provide any additional information.  
I can only offer an informed opinion. We should be able to put together a great and successful MS program with the proper leadership. How the DA program should evolve (or if it should be eliminated), will follow logically from a thoughtful analysis of the MS program.
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
NA
8. Please select your Dean's email address  
scottsnnyder@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The external chair will be charged with developing a vision for the department and the role of the graduate programs in the department. We should have a chair in place by mid-2022.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Mathematics-MAST

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
1.6
2. Student credit hours generated in the most recent fiscal year  
108
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
We will have a new chair (hired externally). The new chair will be expected to develop a plan to address low enrollment. It should be noted that we have strong faculty and the demand for people with quantitative expertise is high, but our program has not changed in 25 years. My own view is that the mathematics department must work more closely with the computer science department in the future. This is an area of exponential growth.
4. Please provide details and a timeline for your Action Plan.  
I assume that the new chair can address this issue in the Spring of 2023.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The decision to hire a new, energetic external chair, and have her/him address this issue, supersedes plans I previously submitted.
6. Please provide any additional information.  
Mathematics masters programs in the region are thriving (BSU, WSU, UI). If we offer the right program, it too will thrive. Graduates get good jobs, represent ISU favorably, and earn significant salaries (which may translate to alumni donations).
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
NA
8. Please select your Dean's email address  
scottsnnyder@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
We are currently search for an external chair who will work with the department to determine the fate of graduate programs as part of strategic vision development for the department. These degrees can be valuable once the department as a whole is on a positive, collaborative trajectory.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Mechanical Engineering-MAST and Measurement and Controls Engineering-MAST

(Note: in some University databases, the MS in MCE is called “Systems Engineering”)

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
5 (For MS ME and MS MCE)
2. Student credit hours generated in the most recent fiscal year  
252 (For MS ME and MS MCE)
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Details are provided below
4. Please provide details and a timeline for your Action Plan.  
The ME department had three faculty leave over the past year. The department is currently in the final stages of the recruitment process to hire three new faculty. The new faculty will start in the Fall 2022. The department is also instituting an accelerated program for BS to MS in both ME and MCE graduate programs. This will increase the number of graduate students in the programs. An increase in the number of GTA's will be needed and draw more students into the programs. The current faculty are actively seeking external funding to support GTA/GRA's as well as to help support the MCERC. The department also needs additional administrative support.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The ME department is in the final stages of hiring three new faculty to begin in Fall 2022. Curriculum proposals, undergraduate and graduate, proposals have been submitted to the UCC and Grad Council. The UCC proposal for the accelerated BS to MS program has been approved. The graduate proposal is completing the process soon. The ME faculty are actively seeking external funding. Proposals will be going out in the spring.
6. Please provide any additional information.  
The ME department requested that the MS ME and MS MCE programs be evaluated as one program. The reason for this is that all of the ME faculty teach courses in both programs, supervise student in each program, and students in both programs take courses listed as ME and MCE courses all together. Over the past 5 years there has

been a total of 32 MS degrees awarded (14 MS ME degrees awarded and 18 MS MCE degrees awarded). That is an average degree production of 6.4 degrees (2.8 ME and 3.6 MCE) produced by the ME department. The number of students in the programs fluctuates, one year the MS ME has more students than the MS MCE and vice versa. However, with the implementation of the accelerated program the department should see an increase in both programs.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

The resources for the three new ME faculty members was already approved. The ME department will continue to work with the Dean's office for additional administrative support.

8. Please select your Dean's email address  
scottsnyder@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

The dean recognizes the challenges created by the departure of three tenured faculty over a short period of time. The illness of one of these faculty and the non-participation of another faculty affected the program greatly over the five year period. The graduate programs across engineering are undersupported and labs must be identified for the new faculty hires.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Physics-ASSO

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
1.2/year, or 6 in the last 5 years.
2. Student credit hours generated in the most recent fiscal year  
23
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
We have chosen not to establish specific enrollment goals because we work to encourage students in this program to switch to the B.S. or B.A. program. However, we do not want to remove options and flexibility for our students. We try to recruit students into the A.S. program, especially if they intend to finish a bachelor's degree at a different institution. We would rather they come here for their first two years of study as opposed to somewhere else. Once students are in this program we encourage them to stay and pursue a bachelors degree here.  
No, this program is not needed for any INL partnership. It is active however, with three students making progress towards a degree. We have averaged 1.2 students graduating with this degree every year.
4. Please provide details and a timeline for your Action Plan.
  1. Develop documents for introductory physics Moodle course pages on our AS program by summer 2021.
  2. Propose improvements to student study and tutoring spaces by summer 2021, and institute a tutor training by summer 2021.
  3. Offer Phys 1103, Tools for Scientists I every spring semester starting in 2022.
  4. Contact Physics Chairs of regional universities in to discuss joint courses for the fall semester of 2022.
  5. Contact ACAD 1102 instructors in May 2021 after spring semester final exams, and continue to touch base with them every summer before the fall semester to discuss when to advise students to take physics courses and the value of a physics coursework for STEM careers.
  6. Conduct annual surveys of physics majors every fall on program satisfaction, advising, and course offerings.
  7. Visit Idaho high schools to meet with prospective ISU students to discuss career opportunities and programs at ISU.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Since August 2021 eight presentations have been made to students in eastern Idaho high schools of careers in physics and our programs at ISU including our Associates degree.

Increased advertisement of our physics tutoring service, expanded and improved the spaces set aside for tutoring, and provided training for all tutors.

Requested renovation of current spaces set aside for undergraduate student study and collaboration.

We are offering Phys 1103, Tools for Scientists I in the spring of 2022.

In the fall 2021 semester we conducted a survey of physics majors on what elective courses to offer over the next year, on satisfaction with physics advising, interactions with faculty, opportunities for research, and other issues related to their experience with physics at ISU.

6. Please provide any additional information.

There are currently three students enrolled at ISU with the Associates of Physics degree in their program of study. This program costs ISU nothing. All required courses for this degree are also required by other programs so it does not impact staffing, course scheduling, or university resources in any way. It does provide an additional option and flexibility to a small number of students that might have otherwise chosen to study elsewhere.

7. If you are requesting additional resources, what additional resources might you need?

Please provide a simple budget.

NA

8. Please select your Dean's email address

scottsnyder@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

There is no financial upside to eliminating this program and it does seem to serve a role (if underutilized) in undergraduate education at ISU.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Physics-DOCT

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
1.2
2. Student credit hours generated in the most recent fiscal year  
90
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Enrollment in this program is limited by external funding and state appropriated funding. As such specific enrollment goals are not tenable. Specifically, we are currently limited to supporting 4 students each year in our M.S. and Ph.D. programs combined with state appropriated funds. We currently support five graduate students (M.S. and Ph.D.) with external funding. Our goal is to increase this funding and our enrollment.
4. Please provide details and a timeline for your Action Plan.
  1. Faculty presentations, 1 per year per faculty member, at nearby colleges and universities to advertise our program and recruit students.
  2. Establish a social media account in 2021 to promote program.
  3. Request internal funding for two additional GTA positions by 2023
  4. Propose external funding for one M.S. or Ph.D. student per year per faculty member.
  5. Require research project reports for each student each year.
  6. Provide PhD qualifying exam follow-up advising and feedback meetings for unsuccessful candidate attempts.
  7. Provide annual student orientation on expectations for degree progress, graduate program issues, qualifying examinations, and GTA policies.
  8. Contact physics programs at other schools to discuss joint online course offerings by 2022.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
  1. One faculty member has presented to students at one nearby university, and two faculty are planning visits.
  2. A Twitter account was established in March 2021.
  3. Requests were made for two additional GTA positions in February 2021.
  4. One faculty member has submitted a research proposal requesting funding for graduate student support.
  5. All graduate students have submitted research project reports in 2021.



6. An orientation meeting was provided to new graduate students in August 2021.
6. Please provide any additional information.  
This program has been challenged by less than collegial relations between faculty, poor communication, and other interpersonal issues that have hindered progress and effectiveness. To remedy these issues faculty have begun meetings with a consultant. Goals of these meetings are to improve program organization and leadership, collaboration between faculty, and to develop and advance individual and working group effectiveness and productivity.
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.  
We make requests each year at the college level for additional graduate student support. Due to the cost of graduate study our enrollment is limited by this support. We currently have two graduate students that have been accepted into this program that have deferred acceptance due to a lack of funding. Every year for the past three years the number of state appropriated graduate assistantships has declined. We will continue to request additional graduate student support at the college level and through external funding.
8. Please select your Dean's email address  
scottsnnyder@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
GTA support across the college is inadequate, but the dean does not feel that this is the overarching challenge for the Physics graduate students. The dean is concerned about the low quality of students as revealed by chronic difficulty in students passing pre-qualifying exams. The dean is also concerned about the overall quality of student mentorship in both graduate programs. The program needs to address both challenges in a collegial and inclusive way if the graduate programs in Physics are to have a long term future.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Science and Engineering

**Program:** Physics-MAST

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
1.6
2. Student credit hours generated in the most recent fiscal year  
79
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
Enrollment in this program is limited by external funding and state appropriated funding. As such specific enrollment goals are not tenable. Specifically, we are currently limited to supporting 4 students each year in our M.S. and Ph.D. programs combined with state appropriated funds. We currently support five graduate students (M.S. and Ph.D.) with external funding. Our goal is to increase this funding and our enrollment.
4. Please provide details and a timeline for your Action Plan.
  1. Faculty presentations, 1 per year per faculty member, at nearby colleges and universities to advertise our program and recruit students.
  2. Establish a social media account in 2021 to promote program.
  3. Request internal funding for two additional GTA positions by 2023
  4. Propose external funding for one M.S. or Ph.D. student per year per faculty member.
  5. Require research project reports for each student each year.
  6. Provide annual student orientation on expectations for degree progress, graduate program issues, qualifying examinations, and GTA policies.
  7. Contact physics programs at other schools to discuss joint online course offerings by 2022.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
  1. One faculty member has presented to students at one nearby university, and two faculty are planning visits.
  2. A Twitter account was established in March 2021.
  3. Requests were made for two additional GTA positions in February 2021.
  4. xx faculty have submitted research proposals between January and October 2021 that request funding for graduate student support.
  5. All graduate students have submitted research project reports in 2021.
  6. An orientation meeting was provided to new graduate students in August 2021.
6. Please provide any additional information.

This program has been challenged by less than collegial relations between faculty, poor communication, and other interpersonal issues that have hindered progress and effectiveness. To remedy these issues faculty have begun meetings with a consultant. Goals of these meetings are to improve program organization and leadership, collaboration between faculty, and to develop and advance individual and working group effectiveness and productivity.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.  
We make requests each year at the college level for additional graduate student support. Due to the cost of graduate study our enrollment is limited by this support. We currently have two graduate students that have been accepted into this program that have deferred acceptance due to a lack of funding. Every year for the past three years the number of state appropriated graduate assistantships has declined. We will continue to request additional graduate student support at the college level and through external funding.
8. Please select your Dean's email address  
scottsnnyder@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
GTA support across the college is inadequate, but the dean does not feel that this is the overarching challenge for the Physics graduate programs. The dean is concerned about the low quality of students as revealed by chronic difficulty in students passing pre-qualifying exams. The dean is also concerned about the overall quality of student mentorship in both graduate programs. The program needs to address both challenges in a collegial and inclusive way if the graduate programs in Physics are to have a long term future.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Advanced Automation and Manufacturing Technology

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0
2. Student credit hours generated in the most recent fiscal year  
0
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The plan has changed. I have been working with a number of different companies and have found that they want specialized workers who know about manufacturing. The current degree does not work this way.
4. Please provide details and a timeline for your Action Plan.  
The NFS CORD project methods will be used to add manufacturing training to existing courses.  
Determine which program will be the pilot project for this plan. Dave Treasure 11/17/21  
Develop a manufacturing short topic using CORD methodologies. Vince Bowen 3/2/22  
Run pilot for the chosen program. Dave Treasure Fall 22 Semester  
Create a new plan based on pilot results. Vince Bowen January 31, 2023
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Did more benchmarking with manufacturing companies and found the NFS CORD methodology.
6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
We will need funding to create more of the CORD method documents.
8. Please select your Dean's email address  
debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

For clarification, this degree is an interdisciplinary degree that students are not taking advantage of. Employers prefer that students specialize in welding, machining, and engineering technology. The Advanced Automation and Manufacturing Technology degree lacks the depth and breadth that industry desires. As Vince indicated, we will work on strengthening advanced manufacturing principles in our existing welding, machining, and engineering technology programs and likely discontinue the Advanced Automation and Manufacturing Technology degree. Funding is available to implement CORD methodology in other programs that are part of the advanced manufacturing ecosystem.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Apprenticeship

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
0.4

2. Student credit hours generated in the most recent fiscal year  
0

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Clarifying Statement -- Apprentices must be employed while also taking their related classroom training. The OJT requirement of (2000 hours per year) exists alongside the classroom requirement (144 hours per year ) so theory can complement and reinforce the work experience/mentorship.

The Apprenticeship program agrees with Admin Council's assessment that removing the 25% PLA limit could indeed help stir more interest in the AAS. However, students in these programs are non-traditional and do not enter apprenticeships to seek a degree. They already receive a fair wage, often surpassing students with higher degrees. Most of our apprentices purposely choose this vocational path because they want to follow a career that is typically more hands-on that matches them with immediate in-the-field opportunities. Additional education beyond this is not what they are interested in. This degree opportunity is attractive to a very small number of students who do place a value on further learning and intend to use the degree to secure higher level management positions. It should be noted that typically, the possession of a degree does not guarantee career advancement as either an apprentice or journeyman, so it is likely we may still see very limited interest in it. But, it is still a great option for those few who are looking for more education.

4. Please provide details and a timeline for your Action Plan.

The NEW action plan will continue to promote the AAS option to students.

a) All students were informed of the AAS degree option during orientation at the start of the FY2022 class cycle.

b) All students will be informed again in November during Apprenticeship Appreciation Week. We will also bring in professional and peer speakers who will talk to this same point.

c) All Apprenticeship employers will be informed of the AAS degree option midway through the Fall semester

d) All 4th year students will be informed again of the AAS degree option during the week before final exams.

e) All Apprenticeship employers will be informed of the AAS degree option midway through the Spring semester

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Progress is slight due to a lack of interest in an AAS. Apprentices go on to become Journeymen and make very substantial wages while in school and beyond.

While a degree is not a requirement for Apprentices, or for most Journeymen, it may be useful in some employment situations. The addition of an AAS provides interested students with a degree pathway to a greater variety of career paths.

We will continue to promote the AAS degree regularly throughout the academic year. In FY2022 we will make it a specific speaker topic during Apprenticeship Appreciation in November. There is no cost to the university. Interested students take and pay for required general education courses that are already being offered. This degree option is a value added option for students and it costs the university nothing.

6. Please provide any additional information.

As part of our Action Plan we have incorporated the Action Plan information into our Apprenticeship Fact Sheet for all employers we visit to discuss apprenticeships.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

N/A

8. Please select your Dean's email address

debraronneburg@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

No additional resources are requested. CoT's non-credit apprenticeship programs received a grant to increase enrollment and retention in current Electrical, Plumbing, and HVAC apprenticeships. The program's goal is to transition non-credit students to degree-seeking students through the PLA process. This will increase enrollment in general education courses and positively impact the potential number of degrees awarded.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** BAS Applied Science

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
22
2. Student credit hours generated in the most recent fiscal year  
853
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
We have solidified our action steps. See below.
4. Please provide details and a timeline for your Action Plan.  
In November/December, we will reach out to employers as they begin completing their employee evaluations and goals for the upcoming year with BAS information. In February/March, we will begin reaching out to past graduates after they have received their evaluations to help spur them towards upper management attainment using the BAS degree.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Irene has attended all AAS graduation application presentations by CTE advisors to discuss BAS degrees with current students.
6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No additional resources are needed.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Business Technology

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
23.4
2. Student credit hours generated in the most recent fiscal year  
941
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The BT program views the recommendations from the Admin Council to be completely in line with the goals outlined in the 3-pronged approach referenced in the BT Program Health Plan.
4. Please provide details and a timeline for your Action Plan.  
Prong 1 - Continued interaction from advisors and program faculty with COB students who have discontinued their current path of student will occur throughout Fall 2021.  
Prong 2 - Additional conversations with COB executive personnel will continue, provided solutions can be identified to resolve concerns over the 0- course designations attached to BT courses.  
Prong 3 - Enrollment and recruitment for the AWS program will begin in earnest once the program is fully approved by the SBOE, likely to occur in October 2021.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Prong 1 - The initial listing of students has been provided to Student Services, who has reached out to make initial contact with many of these students. Updates should be available at the end of January 2022.  
Prong 2 - The COB Dean, COT Associate Dean, BSS Chair, and BT Program Coordinator will meet on November 4, 2022 to discuss issues of mutual interest, including resolving concerns over course numbering and other obstacles to intercollegiate collaboration.  
Prong 3 - The Department Chair is working with network contacts on procuring the necessary instructors to prepare and institute the curriculum necessary for this program to begin accepting students in Fall 2022. A program announcement and initial recruitment will be posted in late January and the program will be represented at the Tech Expo, scheduled for March 2022.

6. Please provide any additional information.

N/A

**ROAR**

PPGA

7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.

Current allocated resources are sufficient for current program needs. It is likely that should enrollment projections for the Cloud Computing program meet expected levels, additional personnel costs might be required; it is anticipated that the online program fees that will be collected through enrollment in the AWS program will be used to cover these costs. The budget considerations for this process were included in the Program Proposal submitted to the Admin Council and SBOE in Summer 2021.

8. Please select your Dean's email address  
debraronneburg@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No new resources are needed. Revenue from cloud computing will be used to support additional instruction needs if necessary.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Civil Engineering Technology

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
7.8

2. Student credit hours generated in the most recent fiscal year  
802 (FY2021)

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We now offer the majority of the program classes online and have seen a substantial increase in enrollment. We are working on being more effective in the online offerings through incorporating Quality Matters and similar instruction offered through ITRC. Creating a graduate database to track workforce outcomes. This also includes a current spreadsheet of current students and active mentors (many of which are former graduates). With the current online offerings we have seen a substantial increase in enrollment which equates to an increase in credits being offered. Since this plan of action has shown positive results we will continue to build on the relationship developed through the 2 + 2 and make the necessary adjustments in the future. We will continue to track enrollment through reviewing student services opening sheets. Evaluate graduation and retention outcomes on a regular basis and make changes where necessary in accordance with ABET accreditation and update the CET website accordingly.

4. Please provide details and a timeline for your Action Plan.

Priority 1: Increase number of qualified applicants and students enrolled in the program

Priority 2: Increase credit hours produced by the program

Priority 3: Improve Student Retention and Employment Rates

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

With the modification of the 2+2 pathway between Civil Engineering Technology and Surveying and Geomatics Engineering Technology, we have seen a substantial increase in enrollment over the last couple of years. The program has also moved to an online format to reach out to rural communities across the US. We have increased the capacity and enrollment over the last year due to the success of our online courses. Academic Affairs asked how the program aligns with programs in other colleges. Faculty in our program work with both the Civil Engineering and Geoscience programs in CoSE.

Darren Leavitt, the CET Coordinator, teaches surveying classes for the Engineering

programs. John Liimakka is currently working with industry to create a regional materials testing and training facility. More collaborations across campus are currently under discussion.

6. Please provide any additional information.

N/A

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

Additional resources have been requested and allocated (approved) to build a new materials testing laboratory in the Vocational Arts building. Funding will come from Perkins funds that have been set aside for this project. Partnerships and funding with industry have been discussed to provide input into the design and construction of the lab. Also, we are investigating additional grants and other funding opportunities.

8. Please select your Dean's email address

debraronneburg@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?

We are working with industry partners on donations and input for a new materials lab. Industry partners have indicated a critical need in this area. Perkins grant funds (\$123,000) will be used to purchase new equipment this year. The materials lab is the next facilities priority for CoT and additional dollars will be allocated for equipment from CTE funds we receive in the near future.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Computerized Machining Technology

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
8.4

2. Student credit hours generated in the most recent fiscal year  
532

3. Please provide your response to the Administrative Council (August) suggestions/questions.

A shift is needed in both recruitment and retention. Ashley, the Dept. Chair, and Courtney Mason are working on new approaches to recruiting. A recruiting video is in the works that shows what CNC operators create for industry, then switch to footage of products being built in the CNC world.

The program needs to schedule as many recruiting events and tours as possible.

Finally, bring secondary educators in for summer classes. We have had success with this in other programs.

Retention needs much attention as well. The bulk of the work is going to be done by faculty using resources in a timely manner to keep students in school and graduate.

Attendance policies need to be consistent and consistently enforced. Dual enrollment students need extra supervision to keep them on track and progressing toward full time post secondary enrollment.

4. Please provide details and a timeline for your Action Plan.

Recruiting video start date: 26 OCT 2021; completion date 1 JUNE 2022

Initiate planning HS faculty machining classes 3 NOV 2021; Conduct classes: 6 JUNE 2022

Open house date: 16 MAR 2022

Conduct HS tours: 01 MAR 2021 (year round) on demand and scheduled by Marketing and Recruitment. NOTHING is stopping faculty from making calls to high schools and inviting them for a tour. Ken Moore has led the charge on HS visits, why not follow up with the HS faculty bringing their students to us?? Marketing and faculty need to join forces, communicate, and bring hoards of students to the Eames Complex, Schedule/conduct parent tours, competitions, and administrator/faculty tours can start immediately.

Machining needs to make an all-out effort, especially in areas that have not been tried to increase enrollment.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Ken Moore started to visit high schools in March of 2021. Good results were obtained, but enrollment numbers did not jump off the scale. Ken always has made a valiant effort to recruit for the program. Retention has not been much better than normal.
6. Please provide any additional information.  
Again, a whole new effort needs to be made that goes deeper, wider, and longer than any previous attempts to recruit and retain. The program has excellent, brand new CNC equipment and a very nice classroom/lab combination. The issue of enrollment is vital to the survival of the program.
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.  
One thing that would be helpful is to hire a retired faculty member to augment the recruiting effort. Secondly, funds may be required to hire a faculty member to teach HS faculty in summer classes.
8. Please select your Dean's email address  
debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The Machining Technical Advisory Committee met on November 2, 2021, and discussed the need for additional marketing, different modes of delivery (online, afternoon/evening). As these plans are developed, the College will reallocate funds from the CTE special appropriations to develop delivery that will reach new markets. CoT is in the process of revising the strategic marketing plan and will dedicate funds to higher-quality materials and additional target markets. Hiring a retired faculty to help with recruitment will be considered.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Early Childhood Care and Education

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
22.6

2. Student credit hours generated in the most recent fiscal year  
359

3. Please provide your response to the Administrative Council (August) suggestions/questions.

In terms of the recommendations about other pathways, the ECCE already represents a consolidated program that encompasses the CoE's previous Early Childhood training programs. There are no other realistic degree or certificate pathways available within this discipline, nor are worked examples of workforce training or reduced cost programs in place in equivalent institutions. There is also concern that implementation of these types of alternative approaches could negatively affect our national accreditation.

In terms of student cost, many of the enrolled students are scholarship recipients and receive other financial assistance, which reduces the financial burden that students face due to the low wages they are likely to receive as they enter the program. These low wages are a source of concern in the face of the natural cost for these degrees; as such, the program is always open and grateful for suggestions and recommendations for possible solutions to these concerns.

4. Please provide details and a timeline for your Action Plan.

We feel that the Action Plan, along with the response from Admin Council, acknowledges the overall strength of the program, although it might not be reflected in some of the metrics used in the Program Health model. It is the consensus of both groups that the current format meets needs, though there are always possible routes for improvement or economization.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

As was mentioned in our initial Action Plan, the current enrollment for the program is within the standard expectation outlined by the accrediting body, the program is solid in terms of regular enrollments, and the training and graduates satisfy critical niche needs in the local industry. As a result, there is no expectation of substantive changes expected in the program in the short term.

6. Please provide any additional information.

This report was sent to faculty for review and input on Oct. 4; the following was received from Amy Koplin, program coordinator, on Oct. 6.: "This looks fine."

7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No additional resources are needed.





# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Energy Systems Mechanical Engineering Technology

**Plan Category:** New Program Proposal

1. Average number of degrees or certificates awarded over the past 5 years.  
5.2
2. Student credit hours generated in the most recent fiscal year  
0
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The program agrees with the Admin's Council's suggestions and is working to incorporate them into a plan of action.
4. Please provide details and a timeline for your Action Plan.  
Mechanical TAC review and approve proposed certificate. Evan Smith 11/8/21  
Complete required State Board documents. Evan Smith 12/2/21
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The proposed certificate is finalized.
6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The department will be submitting a proposal for a certificate option. No budget will be required since the existing MET faculty will teach the courses.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Health Science-HSHO-BACH

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
20.6
2. Student credit hours generated in the most recent fiscal year  
Unknown. Not listed for the BSHS. Only the student credit hours for the HO courses are listed. Student credit hours for 2020 HO is 1747.
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The Action Plan solution for the establishment of a Digital Cadaver lab is moving forward. Space in the RFC building has been identified. The Digital Cadaver tables have been ordered. There has been collaboration with the other 4 ISU BSHS concentrations. We will continue to meet with the BSHS Coordinator committee each semester to approve curriculum changes. The history of the College of Technology BSHS degree is important to consider. Students desiring to obtain a Health Occupations BSHS degree should have completed or be in the process of completing an Associate degree in a healthcare field such as PTA, OTA, RESP, MA, HIT, PHTC, etc. Two major goals of this degree are:
  1. provides a bridge from the Associate degree to Graduate school for degrees in Physical Therapist, Occupational Therapist, Physician Assistant, etc.
  2. Students also pursue this degree to obtain a bachelor's degree to work in a supervisory role in their specific health care field.
4. Please provide details and a timeline for your Action Plan.  
Space and equipment for the establishment of a Digital Cadaver Lab has been allocated. The Digital Cadaver lab should be completed in January 2022 in the RFC building. A collaboration meeting with other BSHS concentrations will occur in January 2022.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
We have established that the College of Technology does have a Bachelor of Science in Health Science (BSHS) program and have working relationships through meetings (9/15/21) with other Colleges that have BSHS programs here at ISU. This BSHS Health Occupations concentration is the shared responsibility of DHS and the College of Technology.

We need to provide a statement in the BSHS Health Occupations concentration in the ISU Catalogue that provides for flexibility of courses in the Health Occupations concentration.

6. Please provide any additional information.  
 Presently we have 59 students enrolled in the HO concentration BSHS program, which indicates healthy enrollment. These students have been identified through Degree Works.  
 The CoT BSHS degree requirements need to be streamlined by either removing or adding new courses to the HO concentration more in line with the mission of the HO BSHS degree.  
 The curriculum changes will be first identified internally by
  1. COT BSHS committee and then applying the needed curriculum changes such as adding or subtracting courses.
  2. The next step for curriculum changes will take place with a vote from the ISU BSHS committee.
  3. Followed by, submitting curriculum recommendations to the ISU Curriculum Council.
 There needs to be a better method for accounting of Student Credit Hours (SCH) in the HO BSHS program from the CoT. Not all students attending HO courses are pursuing a BSHS degree.
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.  
 No budget is required at this time however Human resources are needed. Moving forward, an internal College of Technology BSHS committee needs to be established. Presently, we have a Program Coordinator who is close to retirement, Program Advisor, and the H.O Department head. We have identified a potential BSHS program coordinator and would like to add several representatives to form a standing College of Technology BSHS committee for identifying new courses and completing curriculum changes.
8. Please select your Dean's email address  
 debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
 No additional budget is requested. The BSHS Committee at CoT will consist of current personnel.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Law Enforcement

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
10.4

2. Student credit hours generated in the most recent fiscal year  
242

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We are meeting the basic requirement of having double the benchmark of 5 degrees per year with a 10.4 average.

The PLA program has been modified to promote past non-degree seeking students returning to obtain at least their BTC and hopefully put them back on the path for an AAS degree. These students have completed at least all of the training that the traditional students receive in our program. My understanding of the program is that the officers will return and enroll in at least 1 class, then they can apply for the certification from their past training using PLA. Our ratio of officers to students is usually 3-4 to 1. It would not be surprised to see 10-15 officers take advantage of this program on a yearly basis. Officers that graduated from the POST academy in Meridian could qualify for this program as well.

4. Please provide details and a timeline for your Action Plan.

I have drafted a letter to be sent to all past graduates since 2016 (That is when our program changed to match Idaho POST curriculum.). This will also be sent to all Chiefs and Sheriffs of agencies in SE Idaho. I am currently working on confirming the information in the letter, then it can be sent out. I expect it will be sent before the end of this semester.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

I haven't made any changes to the action plan. I think it is clear and easy to follow. I also think it should be very successful. We recently took immediate action with the Academic Standards Council to increase the percentage of credits eligible for Prior Learning Assessment for CTE certificates and degrees. The change in this policy will provide more opportunities for our Workforce Training students to pursue certificates and degrees in Law Enforcement and increase our awards. However, these students will not contribute to enrollment. Lynn Case, the program coordinator, will promote this opportunity to current and former students.

6. Please provide any additional information.  
N/A
7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
N/A
8. Please select your Dean's email address  
debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
No additional resources are needed.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Paralegal Studies

**Plan Category:** Investment or Reallocation or Resources

1. Average number of degrees or certificates awarded over the past 5 years.  
7.6
2. Student credit hours generated in the most recent fiscal year  
276
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The program concurs with the Admin Council's recommendations related to microcertifications, increasing dual enrollment, and improved marketing to necessary changes that should be implemented to address program challenges and deficiencies.
4. Please provide details and a timeline for your Action Plan.  
Increased marketing materials have already begun to be developed and will be released in Spring 2022. The COT Marketing and Recruitment unit has plans to initiate these projects in late January, early February.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
Change 1 - The initial proposal for microcertifications for legal secretaries and other paralegal professionals was remanded back to the program after a review by the SBOE's Executive Office as it did not align with the purpose of micro certificates as outlined by clarifications issued by the SBOE. PARA plans to bring this issue to the attention of the PARA TAC group in October to decide next steps.  
Change 2 - To address the over-reliance on adjunct faculty within the PARA program, the Dean has consented to hire an additional paralegal as a part-time PARA instructor. This will increase available ISU faculty, as well as improve the program through the presence of an experienced paralegal. A PR for this position is expected to be submitted in late February 2022 with the goal of hiring by the end of the Spring Semester. The individual will begin in August 2022.
6. Please provide any additional information.  
As has been mentioned previously, the need for some avenue for professional development for legal secretaries and other professionals in the legal field is clear and corroborated by our TAC meeting on Friday, October 29. Unfortunately, current institutional policies and SBOE practices offer limited avenues to address this need. As the courses are for credit, the microcertification pathway is inadequate. Since many individuals do not already possess a certification, specialized certifications are also not

applicable. Additional coordination between the department, college, and state units will be necessary to find a solution that allows for the flexibility required of the professional training we desire to offer.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

The personnel costs for the new PT PARA instructor will be covered by existing CTE salary savings within the College and has been tentatively approved by the Dean and College UBO.

8. Please select your Dean's email address  
debraronneburg@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Funds have been identified for a part-time instructor from CTE appropriations.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Pharmacy Technology

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
4.2
2. Student credit hours generated in the most recent fiscal year  
177
3. Please provide your response to the Administrative Council (August) suggestions/questions.  
The Pharmacy Technology has made the following changes in accordance to the recommendations of Admin Council:  
-Creating a synergy with the COP: Continuous meeting with the Dean of College of Pharmacy to develop AAS and have met twice since August 2021 and meeting again this week.  
-Expanding Dual Enrollment opportunities: Dual enrollment has 30 students for Fall 2021 and an additional two students will look to finish PHTC for spring 2021.  
-Improve branding and marketing opportunities: Met with College of Technology Marketing Director on updating recruiting materials to attract students for Spring 2022 and beyond.
4. Please provide details and a timeline for your Action Plan.  
The timeline will continue on all these above plans for Fall 2021 and continue for Spring 2022 and Fall 2022-23. Our next meeting with Walter Firtzgerald is Friday October 29th, 2021 and a follow up on Friday, November 5th 2021.
5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
The program will continue to move forward with dual enrollment along with the College of Pharmacy degree option to increase enrollment. For Spring 2022 dual enrolled students should be between 20-25 students.
6. Please provide any additional information.  
The Pharmacy Technology has two important things not mentioned in the above program health report:  
-Pharmacy Technology is the only national accredited program in the State of Idaho through ASHP. (American Society of Health System Pharmacists)  
-The ISU Pharmacy Technology program was recognized as the best in online education for the Fall 2021 through edumed.org.



-Our goals are to increase graduate/completion numbers to the following levels in the next three years: 8, 10, 12.

7. If you are requesting additional resources, what additional resources might you need?  
Please provide a simple budget.  
The additional resources needed are an adjunct faculty to help with teaching load and to work with marketing and recruiting to change recruiting materials to meet the need of the program through dual enrollment.
8. Please select your Dean's email address  
debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The College of Technology has the resources to provide adjuncts for Pharmacy Technology. Faculty workload will be evaluated to determine the extent of instruction provided by adjuncts. CoT is in the process of revising the strategic marketing plan and will dedicate funds to higher-quality materials and additional target markets.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Respiratory Therapy BACH

**Plan Category:** New Program Proposal (SBOE Approved October 2021)

1. Average number of degrees or certificates awarded over the past 5 years.  
12.2

2. Student credit hours generated in the most recent fiscal year  
459

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Details of the action plan are outlined below under "Improve the Growth and Quality of the Respiratory Therapy Program. With regards to enrollment, as indicated below on # 1, the program will request to increase the enrollment capacity from 15 to 18 from the Commission on Accreditation for Respiratory Care (CoARC). Demands for RT graduates have been expressed by the members of the Technical Advisory Committee (TAC) during the recent meeting on Oct. 15, 2021. However, classroom and laboratory space is needed for adult ICU, pediatric ICU, neonatal ICU and respiratory skills lab in order to pursue this enrollment goal as indicated below on # 7. With the approval of the Bachelor of Science in Respiratory Therapy (BSRT) by the State Board of Education (SBOE), the program is expanding its curricular offerings in the community. Both physical resources and additional adjunct faculty will be needed in Fall 2022.

4. Please provide details and a timeline for your Action Plan.

1. Current number of enrolled students in the program is 13. During the Technical Advisory Committee (TAC) meeting on Oct. 15, 2021, the members indicated 17 openings for respiratory therapists. We will request our accreditor to increase our enrollment capacity from 15 to 18 students.

2. A visit to Preston High school on April 29, 2021, was organized to present our RT program to high school students. A visit to another high school is planned for this Fall and next Spring.

3. The Director of Marketing will publish an article for press release this Fall 2021 about the recent SBOE approval of the Bachelor of Science in Respiratory Therapy (BSRT) in order to promote/market the program.

4. We have addressed our action plan to improve the physical resources including adult, pediatric and neonatal ICUs. Our current space for teaching and clinical skills training are limited.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
N/A
6. Please provide any additional information.  
We recently held a Technical Advisory Committee meeting on October 15, 2021. We asked our industry partners their needs. They responded with a request to help fill a total of seventeen (17) RT positions. Our current classroom space prevents us from accommodating more students than it could hold.
7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.  
We only need more space for creation of an Adult ICU, Pediatric ICU, Neonatal ICU and offices for the Program Director and Clinical Director. No cost is involved in this. No structural changes needed. We submitted the PSR for review by our associate dean and dean. We only need the rooms that are located within the same location (old automotive rooms).
8. Please select your Dean's email address  
debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
The BS in Respiratory has been approved and will start Fall 2022. We anticipate this will increase enrollment for the A.S. degree as well. The program has sufficient funds to hire the necessary faculty needed for the BS degree. Online program fees will provide adequate revenue to hire adjuncts. The resources needed include dedicated classroom, lab, and office spaces for the A.S. degree. Currently, the program is using vacated Automotive Technology classrooms, and offices that are adjacent to the one existing Respiratory Therapy classroom that was being used for lecture/lab and offices. The program understands this space may not be available depending on future plans for the Roy F. Christensen building.



# Idaho State University

## Program Health Action Plan Mid-Year Update

**College:** College of Technology

**Program:** Unmanned Aerial Systems

**Plan Category:** Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.  
9.6
2. Student credit hours generated in the most recent fiscal year  
217 (FY2021)
3. Please provide your response to the Administrative Council (August) suggestions/questions.
  - a. It would be helpful to identify specific student enrollment, success and job placement goals associated with the proposed action plan. It would also be helpful to assign budget figures to recommended actions and align those with the college budget process. The current budget is able to replace aging equipment and procure newer technology as needed.
  - b. Work on job placement of graduates; increase enrollment and retention; upcoming program review will provide more guidance.  
Answer: Students will be actively encouraged to participate in job readiness and resume preparation workshops prior to graduation.
  - c. Are regulations stopping the progression of the program?  
Answer: Not at this time.
  - d. Could the program consider aligning with Geosciences and GIS?  
Answer: This program includes two GIS classes for a total of 4 credits. Efforts are underway to acquire sensors and platforms that can directly support geoscience activities. The College of Technology also offers a "Build your own Batchelors" degree program that may be further aligned with the geoscience curriculum.
4. Please provide details and a timeline for your Action Plan.  
Priorities:
  - Increase the % of graduates who gain employment in their field of study
  - Increase enrollment to increase credit hour generation per faculty member
  - Increase retention and number of degrees awarded
  - Find and retain a second highly qualified faculty member

The UAS program's goal will be to align the enrollment rates and placement goals to meet or exceed the current CoT average within 5 years.

The primary focus on improving student employment placement will be to offer student access and hands-on experience with the UAS platforms that are currently in use by industry. This program will focus on bi-annual TAC committee recommendations and by following industry trends as they evolve.

Past experience has shown that participation in HS recruiting events and technology demonstrations has been one of the most successful means of increasing enrollment. As COVID-19 restrictions are being eased, this may result in further outreach opportunities.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?  
 The UAS program has just completed an on-site Program Review and Self Study. Once the official review document has been written and submitted we will be implementing the recommendations of the review committee.  
 The UAS program has also purchased an Adobe Creative Cloud license that will permit students to work with professional-grade photo and video editing tools. The UAS trailer conversion should be complete by the end of the Spring semester and will serve to showcase this program's potential during recruitment activities.  
 This program has started a Facebook page and has started developing a LinkedIn page as well. Recent participation at the Southeast College Fair at Idaho Falls had potential students showing great interest in the program. In addition, we have performed STEM activities with PS 25 high school students and are scheduled for more classes next month.
6. Please provide any additional information.  
 Employment opportunities within the state of Idaho remain low in comparison to other states in the Pacific Northwest. Job postings within this state are typically directed towards land surveying. On a positive note, videography and aerial photography opportunities are beginning to become available.  
 An additional problem with students finding employment is that relocating to another area can be cost prohibitive due to high housing costs in areas where jobs are available. Inclement weather can be a significant factor especially towards the end of the Fall semester and the beginning of the Spring semester.  
 A grant request was submitted that, if approved, will greatly increase the program's capabilities (LIDAR, Hyperspectral, Long-range operations, and Vertical Take-off and Landing (VTOL)).  
 The program's cargo trailer is currently being refitted to serve as both a recruitment tool and a mobile operations center.
7. If you are requesting additional resources, what additional resources might you need?  
 Please provide a simple budget.  
 N/A
8. Please select your Dean's email address  
 debraronneburg@isu.edu
9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?  
 The program did not request resources. However, one of the recommendations from the recent program review identified a need for a second instructor in order to provide time for the coordinator to do more recruitment. Although this may not be the direction the College takes as the curriculum is revised, we will provide additional recruitment resources



# Idaho State University

## APPENDIX C

### Academic Program Health and Sustainability Executive Summaries

#### Program Health Dean Executive Summary College of Arts and Letters

##### Programs with Action Plans:

Anthropology-BACH	Music-MAST
Art-BACH	Philosophy-GRAD
Art-MAST	Philosophy-UG
Communication-MAST	Russian-ASSO
French-UGRD	Shoshoni-ASSO
German-UGRD	Spanish-UGRD
Japanese-UGRD	Theatre-BACH
Music-BACH	

##### Strategies for continuous improvement

CAL has responded to recent university efforts to focus on assessment. Program Health is obviously an important part of the university's efforts. There are a number of actions taken by CAL that are designed to support the university's assessment propriety and, more so, to help make sure all CAL programs are engaged in activity with an eye toward ongoing self-reflection and improvement.

One such action is an explicit focus in our program review process. As part of this process, review teams are informed that "an important focus for CAL external review is on the degree to which programs have developed a 'culture of assessment,'" and are explicitly directed, "in addition to considering standard program health and effectiveness issues, we are asking reviewers to explore the degree to which programs have established (1) mindsets, systems, and practices that encourage regular consideration of program learning outcomes, (2) useful assessment focused on if and how those learning outcomes are being realized, and (3) processes for serious reflection on and plans for how to improve in terms of helping students achieve those outcomes." We see this as an important part of our commitment to continuous improvement. We understand that program assessment/review has a somewhat different evaluative focus and set of metrics than Program Health efforts, but they are clearly related, and attention to assessment/review will, we believe, be an important part of maintaining healthy programs.

Additionally, CAL leadership is committed to meeting individually with department chairs during the summer session. These meetings will provide an opportunity for college leadership to get specific feedback regarding department issues and needs, and a part of these discussions will focus on assessment updates—that would include updates on recent program reviews for those programs that have undergone program review recently, and it would include updates on Program Health action plan activities for impacted units.

### **Commitment to ensure Action Plans are implemented**

One primary commitment we have as college leadership is to follow the model of President Satterlee by supporting the first of his four ISU culture principles: trust. We trust our departmental leadership, knowing they are passionately concerned about the health of their programs and the quality of what their programs provide to ISU students. Given our confidence in their leadership, we know they will take their Program Health action plan commitments seriously.

In addition to this, CAL leadership will, of course, be in regular contact with chairs as a point of accountability for Program Health initiative follow-through. College leaders meet monthly with chairs, and we have recently instituted an additional monthly “roundtable” session that includes all CAL chairs and college associate deans. These are less formal and more engaged sessions allowing chairs to lead the discussion. We typically focus on one or two broad topics, and chairs then have the opportunity to share concerns, challenges, perspectives, strategies, and successes related to those topics. These roundtables will allow CAL to deal with Program Health directly, and we believe this has great potential to lead to valuable ideal sharing with impact.

### **Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health**

The Program Health process has encouraged a number of important actions in CAL, including the following:

- Increased college commitment to support marketing efforts, leading to new marketing efforts for programs such as Anthropology, Philosophy, and Music.
- Thorough redesign of undergraduate Art curriculum.
- Continued efforts to offer a broader range of online/remote options for graduate courses in the Communication MA program.
- Significant work with college development staff to target corporate production sponsorship and benefactor contributions to build Theatre and Dance scholarship funding resources necessary for recruitment.
- Elimination of numerous low enrollment language offerings, paired with exploration of creative, resource minimizing options to maintain language development and proficiency opportunities for ISU students.





# Idaho State University

## Program Health Dean Executive Summary College of Business

### Programs with Action Plans:

BBA in Informatics	Economics
Business Administration-GRAD CERT	General Business-BACH
Business-ASSOC	Taxation-MAST

### Strategies for continuous improvement

We continue to make positive strides in growing our Economics program. In addition to increased student credit hour production in both Macro and Microeconomics this year, we have added additional majors this semester. Plus, we have seen momentum build from us sharing the story of one of our Economics majors winning a prestigious undergraduate research award. Finally, we have received final approval on our new certificate in Labor Economics which will add additional non-major student credit hours to our Economics program.

### Commitment to ensure Action Plans are implemented

We continue to move forward with our plans to eliminate the BBA in Informatics, the Business Admin-Grad Certificate and Masters in Taxation. The paperwork to eliminate each of these is either finalized or working their way through the process and we have developed specific teach out plans to cover any existing majors as they complete their program.

### Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health

We have had a great semester in the ISU College of Business with growing enrollment and the approval of our new certificates in Labor Economics, Entrepreneurship and Project Management. By focusing in on specific needs from students and employers, we are able to deploy our resources more efficiently to meet those needs and continue to grow enrollment in the College of Business.





# Idaho State University

## Program Health Dean Executive Summary College of Education

### Programs with Action Plans:

Athletic Training-Mast	Instructional Design & Technology-Doct
Deaf Education-Mast	Instructional Design & Technology-Mast
Early Childhood Education-Bach	Literacy-Mast
Early Childhood-Mast	Special Education-Bach
Educational Leadership-Mast	Special Education-Mast

### Strategies for continuous improvement

Athletic Training-Mast: Over the last six months we have participated in regular meetings with the Provost, VP for Health Sciences, and the Dean of the College of Health to plan for the move from the College of Education to the College of Health. The move will be an important step to address accreditation requirements but should also allow for more synergies between athletic training and physical therapy, and support enrollment growth. In the College of Education, we have continued to market the MSAT program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool. It is too early to tell how this year's efforts will impact Fall 2022 enrollment.

Deaf Education-Mast: We have a state-wide responsibility for offering this program which was launched in Fall of 2021. Four students enrolled in the first semester and presently, we have 10 students enrolled. Ideally, given that there is only one full-time faculty member, this program would enroll between 5-10 new students per academic year. This program was identified by Hanover Research as one of two graduate programs poised for growth. We will be conducting an Academic Program Benchmarking study to ensure we distinguish ourselves among our peers and continuing to invest in marketing this program to a state, regional and national audience. We continue to market this program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool.

Early Childhood Education-Bach: We have reached out to schedule a meeting with the coordinators of the early childhood programs in the College of Technology to investigate possible collaborative efforts to increase enrollment in our BA program. In addition, we have continued to market this program in our flyers, on our website and through our digital marketing efforts.

Early Childhood-Mast: We have suspended this program due to low enrollment and lack of demonstrated student interest.

Educational Leadership-Mast: This is still a relatively new program. Faculty have been working to ensure we have a quality curriculum that is relevant to our students and course rotations that allow students to move through the program in an efficient manner. This program is also designed to be a feeder into our Ed.D. program. We continue to market this program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool. Long-term enrollment goals are to add 3-4 students a year.

Instructional Design and Technology—Doct and Mast: The ID&T programs are presently going through an external program review with a focus on how we might strengthen the curriculum and distinguish ourselves among our chief competitors. Hanover Research identified the ID&T-Mast as one of two graduate programs in the College that has the greatest chance for significant increases in enrollment, based labor market demands and degree conferral rates. We look forward to the results from the external review and Program Benchmarking Study (presently being conducted by Hanover) to have a clear pathway for redesigning our ID&T programs to maximize enrollment.

Literacy-Mast This program is presently suspended. We will work to develop a revenue and expense budget based on an anticipated enrollment of 10 students per year before we invest in re-designing the curriculum and re-opening the program to enrollment.

Special Education-Bach: The program faculty have set an enrollment target of 20 students enrolled annually across our undergraduate special education programs. They are working to revise their curriculum to make it more attractive to and relevant for students. We continue to market this program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool. Another way we might improve enrollments in our program is through early and proactive advising of elementary education students to consider pursuing a special education degree (rather than elementary education), as it is a critical shortage area and therefore a more highly sought-after degree and certification.

Special Education-Mast: We have just relaunched this program in Fall 2022 with an enrollment target of 10 new students. We have already enrolled 10 new students and will continue to market this program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool.

### **Commitment to ensure Action Plans are implemented**

The College of Education is firmly committed to improving the enrollment picture for all of its academic programs, with a particular focus on the programs that landed in the bottom two quintiles in the Program Health Process. Through revenue generated from the Albion Center for Professional Development we have the resources to both invest in marketing these programs and to provide scholarships to help improve our yield. In addition, we have partnered with Hanover to conduct a series of research projects focused on growth in our graduate student programs. To date we have received the results of a Market Opportunity Scan which identified existing programs for investment based on degree conferral and labor market trends. This report also pointed to two new programs that we might consider developing to increase enrollment. Other projects that are underway include an Academic Program Benchmarking Study, an Enrollment Choice Survey and a Marketing Channel Assessment.

### **Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health**

Several programs in the College of Education have seen strong and growing enrollments in recent years. Most notably our MA in Human Resource Development, MA in Teaching, BS in Workplace Training & Leadership and our Ed.D. in Educational Leadership programs. These are all fully online programs and are designed to either support career changers (e.g., MA in Teaching) or help individuals advance in their careers.

While enrollment numbers from Office of Institutional Research and Enrollment Management differ slightly, according to our analysis, enrollment in the COE in Spring 2022 improved over Spring 2021,

with graduate student enrollment up by 3.3% and undergraduate student enrollment up by 1.5%. While these are modest gains, the numbers are headed in the right directions.

Although not tied to any specific academic program our Albion Center for Professional Development program is a huge success in the College of Education. Revenue for Albion has grown from approximately \$217,00 in FY 20 to more than \$4.8m in FY 21 and have already exceeded our revenue projections for FY 22. We are working to strategically invest this revenue with a key focus on efforts to enhance the visibility of our programs and to recruit, enroll, engage, retain and graduate students. In particular we tripled our marketing budget, hired a new Director of Graduate Studies, and offered \$136K in scholarships to graduate students in spring of 2022. We anticipate being able to award another \$1m over the next 2-3 years in scholarships to attract more students to both our undergraduate and graduate programs.



# Idaho State University

## Program Health Dean Executive Summary College of Health

### Programs with Action Plans:

Dietetics-MAST	Fire Service Administration-BACH
Dietetics-MAST w/Dietetic Internship	Health Informatics-MAST
Educational Interpreting-ASSO (SLS)	Interprofessional Geriatric Cert-GRAD (KDHS not COH)
Educational Interpreting-BACH (SLI)	Interprofessional Geriatric Cert-UGRD (KDHS not COH)
Emergency Management-ASSO	Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO
Emergency Management-BACH	Radiographic Science-CERT
Fire Service Administration-ASSO	Rehab and Comm Sciences-DOCT

### Strategies for continuous improvement

Programs with action plans review enrollment numbers and credit hour production each semester and annually. The program heads work with the Dean of the COH, marketing director for KDHS, undergraduate advisors and Graduate School (graduate programs) to enact recruiting strategies to drive enrollment.

The Dean of the COH will review enrollments annually and compare them to historical trends to determine if programs are viable in conjunction with input from departmental chairs and/or program directors.

Programs that are not productive or that do not serve an important market demand or societal need are reviewed by faculty to determine if the program area remains relevant. For example, the Dietetics-MAST without Dietetic Internship is being discontinued with a planned teach out by 2024 due to low market demand and enrollment.

A number of programs on the program health report for COH are new programs (less than 3-5 years in existence; launched just prior to COVID) that are in the development phase (Health Informatics-MAST; Dietetics-MAST with Dietetic Internship; Radiographic Science-CERT; Rehab and Comm Sciences-DOCT).

The Dietetics-MAST with Dietetic Internship program health report was due prior to graduation of their first cohort. They are filling all 18 seats and do not have low enrollment or demand. The Radiographic Science-CERT has exceeded the benchmark of 6 students per cohort by enrolling 8 students this academic year. Rehab and Comm Sciences-DOCT is still developing and has not had an established budget to support the program including marketing efforts.

The Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO certificate has increased in number by more than five times between FY 2020 and FY 2022 (FY 20 there were 4 certificates; FY 21 there were 22 certificates). The Bachelor's degree offered in this area continues to enroll 40-50 students. The Educational Interpreting-BACH (SLI) has admitted a full cohort (67% growth in cohort numbers) in the past several years and cannot admit more students without additional faculty. This offering supports a growing and important societal need for the hearing-impaired community. The Educational Interpreting-ASSO (SLS) has traditionally supported minors in SLS

and Deaf Education rather than graduates of the A.S. degree. Focused marketing is being initiated to build enrollment through targeting school districts with ASL teachers.

It should be noted that the EMS program has developed a detailed marketing plan to grow enrollment. Assessment of data is complicated by the transition from the EMGT degree to the HSEM. Data is pulled from the previous degree prefix rather than the newer prefix. It is also difficult to pull forward historically accurate data because of this transition.

The COH is re-designing the webpage to be more user friendly with advising information provided immediately upon landing on the webpage. Clear tabs representing each program with links to their webpages are being established. Funding will be provided to hire a web page designer to assist departments next year. The COH is working with Lee Ann Waldron on branding and alignment of the COH webpages with KDHS and university branding.

#### **Commitment to ensure Action Plans are implemented**

The Dean of the COH and the newly appointed Associate Dean of Curriculum and Assessment will track program outcomes in the area of enrollment and credit hour production each semester and annually through reports received from the departments/programs, undergraduate and graduate enrollment services. Through the program health report and COH program needs assessment administered by the college, the COH will track progress on program enrollment and credit hour production. Opportunities for growth and barriers to success will also be included in the COH program needs assessment. Lack of progress and barriers to success will be discussed with program heads and a new plan will be formulated to address these challenges. Budgets will be developed to request the resources needed for success. This includes budgets for faculty equity, competitive hiring packages, updated equipment and facilities and marketing.

#### **Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health**

The COH is developing innovative new partnerships with health systems such as Bingham and Kootenai Health which will result in the placement of named cohorts of accelerated students on their campuses to help address the severe shortage of nurses in Idaho. For example, Kootenai Health is over 800 nurses short and some 8-9 millions of dollars have been spent on traveling nurses by our regional partners. This approach allows ISU to serve a critical societal and community need through an innovative and customized approach to education. Kootenai is exploring the purchase of 15-17 apartments to supply our students at no cost that enter their cohort.

The MOT program expanded to Meridian and will take their first cohort. The number of students who have accepted admission offers to the MOT program has increased from 20 to 32 (>50%). The process is still ongoing with additional offers being issued in the next several weeks.

The Counseling program has accepted 17 doctoral students with expectation of seating a cohort of 18 in FY 2023. This exceptionally high demand program has capacity to continue to grow with additional faculty resources. The shortage in the Counseling profession is severe with demand throughout Idaho and beyond.

The programs in COH continue to experience high demand with strong application pools. Newer programs need marketing dollars to drive enrollment and to inform our communities that the programs exist. Discussions with a number of students on Pocatello campus indicate that our students are not familiar with select offerings in the COH. An increased awareness of the campus community concerning programs in COH is warranted including our advising staff.



# Idaho State University

## Program Health Dean Executive Summary College of Pharmacy

### Programs with Action Plans:

Biopharmaceutical Analysis-DOCT/MAST/MSCP	
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### Strategies for continuous improvement

#### MSCP

The Master of Science in Clinical Psychopharmacology (MSCP) has made two strategic changes. First, it is transitioning from a “program” to an “academic department.” This is primarily in response to the growth of the program, the number of affiliated faculty, and the operations of the new Integrated Mental Health Clinic in Meridian. Second, the SBOE granted approval for an online Master of Science in Clinical Psychopharmacology. This is viewed as critical to competitively recruiting students on a national scope.

#### BPSCI

**Recruitment:** The Biomedical and Pharmaceutical Sciences Department (BPSCI) saw another increase in student enrollment over the past semester. The BPSCI Department currently has 24 Doctor of Philosophy (PhD) and 2 Master of Science (MS) students. The MS program will likely continue to have very few students as more students seek a PhD. The BPSCI Department appears to have some challenges recruiting in Meridian due primarily to the higher cost of housing compared to Pocatello (~27% higher). Changing this dynamic will likely require an adjustment of stipend amounts for Meridian-based students. Despite this, the BPSCI Department has successfully added 9 self-paying students over this past year.

**Facilities Development:** The BPSCI Department continues to face significant challenge in providing adequate facilities for student research. Current laboratories are simply too constricted for most purposes. Some advances have been achieved, including converting an unused laboratory in Pocatello into student office space. This space also includes a refrigerator, microwave, and office equipment. An advance is coming in Meridian with the addition of an office suite to house the Graduate Program Director and 8 to 10 graduate students. Funding for laboratory space renovation in Pocatello has been a fundraising priority for the past 2 years and commitments have been made for most of the funding needed.

### Commitment to ensure Action Plans are implemented

#### MSCP

Implementation of action plans in the MSCP includes faculty forming an ad hoc marketing and recruitment group and working collaboratively with the College of Pharmacy (COP) academic and student affairs staff. Also supporting these action plans is the director of marketing and communications for the Kasiska Division of Health Sciences. This includes updating recruitment material and the MSCP website. The faculty ad hoc committee has created a targeted plan for recruiting students that focuses on state psychological associations and current psychology PhD/PsyD students. The involvement of faculty in this group directly helps develop a culture of faculty engagement in recruitment. Design planning for construction of unfinished space allocated to the COP in Meridian is nearing completion and will provide needed office space. Growth in MSCP laboratory space is primarily in the Neurobehavioral Laboratory in Meridian. Start-up and internal grant funding was used to renovate space and acquire equipment. To ensure expansion of research opportunities in Meridian, the COP is working collaboratively with ISU research officers to implement a Laboratory Remediation Plan.



**BPSCI**

The BPSCI Department is committed to implementing needed action plans. As described above, efforts to recruit and accommodate students have been successful. Improvement in laboratory renovation and expansion is also actively underway. Another key part of future development is the establishment of a Bachelor of Science in Pharmaceutical and Cosmeceutical Sciences. Development of this new degree has been completed and awaits review by ISU academic officers.

**Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health****MSCP**

Three major successes are notable. First, approval by the SBOE of an online MSCP was critical for the future, specifically in recruiting students from beyond Idaho. The online MSCP will launch in fall 2022. Second, Optum/UnitedHealth Idaho provided \$150,000 for funding opportunities for psychologists seeking clinical psychopharmacology training. Of this amount, \$50,000 is allocated to appointing a physician with a background in psychiatry and family medicine to train and supervise students. Beginning fall 2022, \$100,000 is available to support up to 5 Idaho Behavioral Health Plan (administrator of Idaho's Medicaid mental health services) credentialed psychologists seeking MSCP training. Third, the MSCP has admitted students with the US NAVY DUINS program. Two Navy psychologists are enrolling in fall 2022 and the Navy has committed to training 1-2 students annually.

**BPSCI**

A notable success has been the increase in graduate student enrollment, despite minimal increases in financial support for students, coupled with COVID-related delays in graduation. Particularly promising is an increase in self-funded students and at least 3 students currently funded all or in part from faculty grants. To sustain this will require growth in funding from grants, the College of Pharmacy, and the Graduate School. Self-funded students generally have a lower graduation rate unless they are financially supported after the first or second year of the program.

An individual to oversee basic operations of the BPSCI Pharmaceutical Core facility in Pocatello has been appointed using existing BPSCI funds. Regardless, the position has made core instrumentation more accessible and has improved laboratory maintenance.



# Idaho State University

## Program Health Dean Executive Summary College of Science and Engineering

### Programs with Action Plans:

Civil Engineering-MAST	Mathematics-ASSO (Teachers)
Electrical Engineering-BACH	Mathematics-DOCT
Engineering & Applied Sci.-DOCT	Mathematics-MAST
Environmental Engineering-MAST	Mechanical Engineering-MAST and Measurement and Controls Engineering-MAST
Environmental Science Mgt-MAST	Physics-ASSO
Health Physics-ASSO	Physics-DOCT
Health Physics-BACH	Physics-MAST

### Strategies for continuous improvement

For all of the Engineering programs, the CoSE Dean's Office is developing a branding/marketing campaign surrounding ISU Engineering. This campaign is meant to bring awareness to the fact that ISU has numerous opportunities for engineering degrees. We anticipate that greater regional awareness will help to drive enrollment in our engineering programs. In addition, we are actively exploring the feasibility of offering undergraduate engineering degrees that could be completed exclusively in Idaho Falls and in the possibility of developing Masters of Engineering degrees that would not require completion of a thesis.

Civil Engineering-MAST: The 4+1 MS program has been approved and will be implemented for AY23

Electrical Engineering-BACH: We now have SBOE approval to offer BS and MS degrees in Computer Engineering beginning in AY23. This rapidly growing engineering field integrates well with our growing Computer Science department and is in line with workforce needs expressed by ON Semiconductor and INL.

Engineering & Applied Sci.-DOCT: This program is very important to attracting research-active faculty who wish to mentor PhD candidates. As more new faculty are brought into the relevant departments we fully expect enrollment in the program to increase. However, this will always be a difficult program to grow because of the ambiguity in the name of the degree. Most doctoral students desire a degree in their discipline. In addition, the low number of GTAs in CoSE and the small GTA stipend will hinder growth of all college graduate programs.

Environmental Engineering-MAST. Environmental Science Mgt-MAST. The dean remains skeptical of the long-term viability of these programs. The programs were developed when INL had a much stronger environmental emphasis than it does currently. Some environmental engineering expertise is essential for ABET accreditation but the dean has been clear that if significant enrollment increases do not occur the programs will be deemphasized as relevant faculty retire and those lines will be redirected to core Civil Engineering disciplines.

Health Physics-ASSO: This program remains mothballed awaiting any future need from INL.



Health Physics-BACH: If this program is to grow we must identify resources to add an additional faculty member. However, reallocation of resources from the College is not a priority given the low return on investment in terms of enrollment

Mathematics-ASSO (Teachers) This program will be eliminated.

Mathematics-DOCT, MAST: We are in the process of interviewing three very strong external candidates for the position of departmental chair. This chair will be expected to lead a culture change in the department that will include evaluation of the viability of the graduate programs.

Mechanical Engineering-MAST and Measurement and Controls Engineering-MAST: We have hired two of the three vacant positions in this department of seven. With one exception, the three faculty being replaced were not active in research or graduate education. We have included support for graduate students in the startup packages of the two new hires and expect to see a substantial increase in the number of graduate students in the program. However, a college-wide shortage of GTAs will continue to negatively impact graduate enrollment across the college.

Physics ASSO, DOCT, MAST: Physics has completed a mediation program with an outside consultant that was intended to improve communication, collegiality and decision making in the program. Improvements have been noted but challenges remain. Physics agreed to an internal chair who has been appointed. We are awaiting SBOE approval of creating the Department of Physics. Physics has implemented steps to improve the graduate programs and has been asked by the dean to reevaluate the undergraduate program to better engage students and streamline course delivery.

#### **Commitment to ensure Action Plans are implemented**

All CoSE leadership are now required to identify specific goals for the semester. These goals include elements directly related to Program Health. The leadership team collectively reviews progress on these goals once a month, instilling transparency and accountability in improving all of our programs.

#### **Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health**

Faculty in the college have had great success in the past three years in seeking and obtaining external funding. Several of these awards are large, exceeding \$500,000, and provide funding to support undergraduate and graduate student research. These awards attest to the quality of CoSE faculty and the impact they have on program health.

Many of these research successes come from junior faculty and demonstrate the commitment of the college to improving the research productivity and overall reputation of the college. College investment in startup funds has increased substantially in the last four years, reflecting the necessity of competitive startup packages in attracting quality junior faculty. However, research facilities in the college remain a major obstacle. Many new faculty are replacing senior faculty who were not research active and, thus, did not have research space. Since 2020, the dean has been working with ISU Facilities to identify underutilized space in the college. That process is ongoing but has informed the college-funded renovation of research and graduate student space for Computer Science and Electrical and Computer Engineering. The college has submitted a campus request to seek PBFAC funds to renovate the basement of Physical Sciences to support research. Future iterations of the space study are expected to identify additional spaces in Physical Sciences, Lillibridge and the Engineering Research Center suitable for laboratory spaces. The college is

committed to contributing to these renovations as salary savings allows (F&A returns are consumed by startup support).

Program Health is dependent on a faculty that resembles and can relate with the student body. The dean has taken a keen interest in ensuring that college hiring practices are inclusive. The dean has set expectations for the the composition of search committees and maintains scrutiny of candidate pools. Search committees are expected to be diverse in ethnicity and gender and to be disciplinarily diverse, often including members from other departments or colleges. Candidate pools must include underrepresented applicants or the search may be terminated. These approaches have led to hiring 12 women out of 23 overall hires in AY19-AY21.



# Idaho State University

## Program Health Dean Executive Summary College of Technology

### Advanced Automation and Manufacturing Technology

**Strategies for continuous improvement:** We received recommendations from industry to discontinue the program since advanced manufacturing needs are being met by other programs such as machining, welding, robotics, ESTEC, etc. We will strengthen advanced manufacturing principles in the existing welding, machining, and ESTEC programs and discontinue the Advanced Automation and Manufacturing Technology program.

**Commitment to ensure Action Plans are implemented:** CoT added the discontinuation of the Advanced Automation and Manufacturing Technology program to the Three-Year Plan. The state proposal will be submitted in spring 2022.

### Apprenticeships

**Strategies for continuous improvement:** CoT received a DOL/ETA grant to increase apprenticeship opportunities in the existing ISU apprenticeship programs. The apprenticeship programs are seeing substantial enrollment and retention increases in non-credit offerings.

**Commitment to ensure Action Plans are implemented:** The CEWT staff presented Prior Learning Assessment opportunities to apprentices during Fall 2021 orientations and Apprenticeship Month (Nov) to encourage students to complete the general education courses necessary for the AAS. Staff are following up with interested students.

### BAS Applied Science

**Strategies for continuous improvement:** College of Technology Student Services is surveying past graduates and employers to seek input about the effectiveness of the degree. The BAS advisor works closely with AAS graduates to encourage them to continue their education and apply to the BAS program.

**Commitment to ensure Action Plans are implemented:** Graduate and employer surveys were sent in November and December of 2021. The BAS advisor presented information about the BAS to AAS graduates in January 2022.

### Business Technology

**Strategies for continuous improvement:** CoT will promote 2+2 pathways to a bachelor's degree in the CoB. A new Amazon Cloud Computing certificate will increase enrollment.

**Commitment to ensure Action Plans are implemented:** Faculty and staff from CoT and CoB are meeting regularly to discuss collaborations including a 2 + 2 pathway starting with small business management and accounting. The cloud computing certificate will start Fall 2022 and is gaining interest. Faculty are being hired for the program.

### Civil Engineering Technology

**Strategies for continuous improvement:** The program has seen a substantial increase in enrollment through the new online model. The change to a 2+2 pathway positively impacted enrollment. The program is partnering with industry who have identified a need for a state-of-the-art materials lab.

**Commitment to ensure Action Plans are implemented:** Through a grant, the program received over \$140,000 of new equipment for the materials lab. The faculty are working with industry for equipment donations. The lab has been designed and construction will begin this semester.



# Idaho State University

## Computerized Machining Technology

**Strategies for continuous improvement:** Industry partners have shown interest in visiting high schools with faculty to reach new students, particularly those with a pre-engineering interest. New marketing materials will be developed.

**Commitment to ensure Action Plans are implemented:** CoT is in the process of hiring a marketing director. Priorities are to develop new marketing materials including videos that can be distributed through social media. CoT is working with MARCOM for videography contacts. Faculty have put together a plan to increase recruitment efforts.

## Early Childhood Care and Education

**Strategies for continuous improvement:** The program has seen increased enrollment over the past two years. A 2+2 pathway between CoT and COE assists with enrollment. Graduates are in high demand and the program has strong industry support.

**Commitment to ensure Action Plans are implemented:** The program continues to meet with industry partners for input. Enrollment is healthy and the program is meeting market demands for childcare and early child education (Head Start).

## Energy Systems Mechanical Engineering Technology

**Strategies for continuous improvement:** The program sought industry feedback for curriculum revision to meet industry needs. As a result, the program will create certificates that will meet workforce needs.

**Commitment to ensure Action Plans are implemented:** New BTC and ITC tracks were added to the Three-Year Plan. A state proposal will be submitted this spring with the intention of a Fall 2023 start. In the meantime, CEWT is offering short-term, non-credit training to meet industry needs until the curriculum can be delivered.

## Health Science-HSHO-BACH

**Strategies for continuous improvement:** The program will streamline curriculum and create a digital cadaver lab.

**Commitment to ensure Action Plans are implemented:** Two Anatomage (virtual A&P) tables were purchased through a state grant and faculty have been trained to use them in related HO courses starting Fall 2022.

## Law Enforcement

**Strategies for continuous improvement:** This program successfully prepares non-credit, Workforce Training (WFT) students and degree-seeking students for POST certification to be a patrol officer. In the past few years, the majority of participants have been WFT students. Police agencies are extremely satisfied with the education and prefer to send their cadets to ISU rather than POST in Meridian.

**Commitment to ensure Action Plans are implemented:** The program provided information to WFT students regarding Prior Learning Assessment and encouraged them to continue their education toward an AAS degree.

## Paralegal Studies

**Strategies for continuous improvement:** The program plans to increase enrollment by offering a specialized certificate for paralegals working in the profession.

**Commitment to ensure Action Plans are implemented:** A part-time instructor was approved to start in Fall 2022 to allow the coordinator more time for recruitment. A proposal was submitted for the specialized certificate but was tabled due to SBOE definitions that are under revision.



# Idaho State University

## Pharmacy Technology

**Strategies for continuous improvement:** The program will create synergy with the CoP, expand dual enrollment opportunities, and improve branding and marketing opportunities.

**Commitment to ensure Action Plans are implemented:** The program coordinator has met with the CoP Dean periodically to develop an AAS that will provide a pathway to the PharmD program. Dual enrollment has doubled from 15 students in FY21 to 30 in FY22. The AAS was added to the Three-Year Plan.

## Respiratory Therapy

**Strategies for continuous improvement:** The program will implement an online BS degree to reach more Idaho students and prepare AS graduates for leadership roles in the discipline. The BS degree will increase program enrollment and completions and provide skilled professionals for vacant positions in Idaho.

**Commitment to ensure Action Plans are implemented:** The online BS program was approved by the SBOE for Fall 2022. Faculty are recruiting in local high schools. A request was submitted to Facilities for additional teaching space.

## Unmanned Aerial Systems

**Strategies for continuous improvement:** This is a new program. The program had its first external program review in Fall 2021 that informed the College and led to new strategies.

**Commitment to ensure Action Plans are implemented:** Following the recent external program review, the college is committing to streamlining the curriculum to a core certificate with specialized certificates in videography, precision ag, and data collection. The program will collaborate with other programs. The vacant instructor position will be filled to allow the coordinator to get involved in recruitment.

## **Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health**

Each CoT program meets twice a year with industry partners in technical advisory committees (TAC). Input regarding industry trends, technology, and new processes better prepares students to meet current workforce needs. TAC meetings are well attended by employers who hire CoT graduates. Industry partners also provide critical feedback on interns, students in clinicals, and other fieldwork that informs faculty of areas of improvement. CoT faculty are extremely responsive to industry feedback and regularly make changes to curriculum, methodology, or processes that benefit student learning.

## APPENDIX D

### Non-Instructional Program Prioritization

#### Overview and Evaluations

Non-Instructional Program Prioritization is aligned directly with Idaho State University's Non-Academic Unit Review process. The University conducts a formal evaluation of units within its divisions once every five years. Aligning these reports allows the units to effectively evaluate their level of mission fulfillment; identify key goals, objectives, and processes; and identify their strengths and weaknesses. Upon completion of this process, units create action plans to address identified gaps and focus on continual improvement. Between evaluation years, units complete annual reviews to demonstrate improvement in effectiveness and efficiency.

For 2021-2022, a new set of criteria was established for the non-instructional reports. The University selected new criteria more closely aligned with the requirements outlined in policy III.F. These criteria broadly focused on both program effectiveness and efficiency. To evaluate the effectiveness of the collection and analysis methods, approximately one-third (20) of the University's non-academic units completed the new process this year. The remaining non-academic units will complete evaluations over the subsequent two cycles.

#### Analysis

**Unit Mission:** While each unit has a specific mission focused on its key functions, each remain aligned with ISU's current mission and strategic plan. Thus, mission statements generally are succinct, clear, and focused. These will all be updated when the University's new mission is approved.

**Key Goals, Objectives, and Services:** Key goals, objectives, and services identified by units are centered on supporting institutional effectiveness, student learning, and student achievement. Some units work directly with faculty and staff to support their environmental, teaching, research, and infrastructure needs. Other units focus solely on supporting students' non-instructional needs, thus setting up a framework for future student success. Finally, there are still other units focused on the University's effort to meet the needs of our vision and mission.

**Strengths and Weaknesses:** Each unit's strengths and weaknesses are clearly identified. Unit action plans are implemented to ensure maximum effectiveness and efficiency. Some actions seem to be beyond a particular unit's mission and scope: however, each unit has a course of action that creates opportunities for future success. Many units associate their weaknesses with limited funding.

**Cost-Effectiveness:** All 20 units assessed themselves as meeting or exceeding their expected cost-effectiveness. Many units identified shortcomings in their budgets but have established efficiencies to support their achievement of mission fulfillment.

**Quality:** Of the 20 units reporting, 18 units stated they exceeded quality expectations, while two reported that they met the expected standards. The units all provided narratives regarding their self-assessed evaluation based on customer service, product quality, institutional effectiveness, and achievements in student achievement and student success. While their self-evaluations did clearly identify weaknesses, units did not feel that those weaknesses limited their ability to achieve customer satisfaction or meet the standards they have set for themselves.

As would be expected, COVID-19 negatively affected many of the non-instructional units at ISU, but the non-instructional units, including those not listed in this report, worked to continuously achieve ISU's mission and achieve or exceed their key goals and objectives. Each unit supported the many unique needs that the pandemic required in terms of supporting students, faculty, and staff remotely or in-person and ensuring institutional effectiveness by expertly managing ISU's resources. As the University enters the recovery phase, the units will use the tactics they learned throughout that experience to make effective and efficient decisions.



## Non-Instructional Program Prioritization

**Unit/Area:** Office for Research- GIS Training and Research Center

**Vice President responsible for area:** Donna Lybecker (Acting Vice President for Research)

**Unit mission:** The mission of the GIS Training and Research Center is to facilitate Sound Decision Making through the use and application of geospatial technologies

**Key goals and objectives:**

The current funding structure for the GIS TReC provides no budget from the state or the University, save for a portion of the GIS Director's salary. Due to this situation, a fundamental, high-level goal is to secure funding to support the core personnel at the GIS TReC. This includes staff and student employees.

Secure research funding allowing the GIS TReC to mentor undergraduate and graduate students, as well as post-doctoral research associates, and contribute scholarly research to geographic information science.

Leverage emerging technologies to enhance access and use of the GIS TReC's data and services for the benefit of ISU, Idahoans, and the nation.

Connect and integrate state and regional activities by being a regional resource providing continuing education, practical assistance, facilitating a community of practice, disseminating standards and best practices, and being a consistent leader in the field.

**Process used to develop these goals and objectives?** An evolving process of strategic planning that was formalized in 2011.

**Key services provided to customers?**

Teaching formal semester length courses and short, one-day workshops.

Develop and maintain all of ISU's Campus GIS and web maps.

The GIS TReC is a NASA DEVELOP node (one of only 12 in the nation). Visiting scholars funded by NASA work with Director Weber on satellite remote sensing research and learn from his decades of experience.

Research in land cover change and wildfire decision support (GIS Director Weber is recognized as a leading wildfire/remote sensing scientist across the nation). The GIS TReC provides the Historic Fires Database to hundreds of users across the world.

Process and provide lidar data for the state of Idaho. The GIS TReC is the single repository for all lidar data in Idaho.

Develop and maintain the Multi-state Control Point Database (MCPD). This unique service provides users across Idaho with high precision, high accuracy control points to support surveyors, GIS professionals, and machine control for large construction projects.



Provide advise and subject matter expertise to the state of Idaho's Geospatial Council (Director Weber is a standing member of the state's executive committee).

**How did you pick your key services?**

These are the primary services provided by the GIS TReC. In addition, they are widely used by the community.

**Key processes support mission accomplishment:**

The GIS TReC advances scholarly endeavors through academic instruction, and the creation of new knowledge through advancements in science and technology.

The GIS TReC collaborates with health professions, biomedical, and pharmaceutical sciences, in a number of research projects both past and current.

The GIS TReC has completed numerous environmental science studies and currently is completing an energy systems study with funding from CAES

Like the University as a whole, the GIS TReC provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education.

The GIS TReC engages and impacts its communities through partnerships and services.

**What are the strengths of your unit's key processes?**

The GIS TReC is recognized as a leader in geographic information science. The Director (Weber) has been called upon numerous times by NASA to provide input on wildfire research and semiarid ecosystem remote sensing.

The classes and workshops provided by the GIS TReC are widely recognized as very high quality training opportunities.

The technical skills and abilities of the GIS TReC staff and its students is substantial and as a result our students are highly competitive for jobs across the nation at all levels.

**What are the weaknesses of your unit's key processes?**

Funding from ISU/Idaho is limited to only a portion of Director Weber's salary.

Administrative/financial tech duties are taken on by Weber personally or shared/covered by admins in other parts of the Office for Research.

There is no dedicated GIS Analyst position to support the Campus GIS efforts.

**What criteria did you use to create your budgeting planning process?** The GIS TReC does not receive an annual budget from ISU

**What opportunities have you implemented to identify unit savings?** Efficiency measures. Reduced travel. Effective use of time. Diversified funding portfolio.

**What opportunities have you implemented for generating additional investments?** The Office for Research recently invested \$25,000 to purchase new computers for the GIS TReC staff and our students. Director Weber has been very opportunistic and successful in seeking external funding. The GIS TReC remains a preeminent research center.

**How successful were you at implementing that budget and meeting your fiscal goals?**  
Very successful in managing the existing budget from external sources

**Cost-Effectiveness:** Exceeds

The GIS TReC and specifically Director Weber has brought in over \$9 million dollars to ISU since the center began.

**Quality:** Exceeds

The teaching and research conducted at the GIS TReC meets the highest standards set and recognized by the industry.

**What changes are proposed to improve efficiencies and/or effectiveness?**

Seeking funding for a GIS Analyst devoted to the Campus GIS project. Seeking funding for a dedicated administrative assistant.

**8-year revenue and expense worksheet:** The GIS TReC does not have any budget from ISU save for a portion of the GIS Director's salary.

## Non-Instructional Program Prioritization

**Unit/Area:** Center for Advanced Energy Studies (CAES)

**Vice President responsible for area:** Dr. Donna Lybecker, Acting Vice President for Research

**Unit mission:** CAES is a consortium involving Boise State University, Idaho State University, University of Idaho, and the Idaho National Lab that inspires innovation and impact by leveraging our collective capabilities to empower students, researchers, faculty, and industry to accelerate energy solutions.

**Key goals and objectives:**

CAES facilitates collaborative Research, Education, and Innovation in seven Focus Areas: Nuclear Energy, Energy-Water Nexus, Cybersecurity, Advanced Manufacturing, Innovative Energy Systems, Energy Policy, and Computing-Data-Visualization.

**Process used to develop these goals and objectives?** Two years of meetings and discussions amongst energy-related scientists, engineers, support staff, and administrators at the four CAES institutions.

**Key services provided to customers?**

- 1) Partial support of salaries for ISU faculty/staff/administrators and tuition/stipends for ISU students
- 2) Seed Grants for ISU faculty to conduct collaborative research with BSU/UI/INL engineers/scientists
- 3) Workforce Training for ISU faculty/students including grantwriting, data workshops, and invention marketing
- 4) Free Laboratory space and support for ISU faculty/students conducting energy-related research

**How did you pick your key services?**

- 1) Faculty/staff salary support was chosen by previous ISU administrators (VPRs and CAES Associate Directors) and continues today. I don't know their reasoning.
- 2) Student support and Seed Grants are chosen by me (current CAES Associate Director) based on evaluation of proposals submitted annually by ISU faculty.
- 3) Workforce Training opportunities are determined by the CAES Executive Board (= 4 Associate Directors) based on extensive discussions during biweekly meetings

4) Laboratory space and support is determined by CAES Executive Board and CAES Lab Directors based on extensive discussions during weekly meetings

**Key processes support mission accomplishment:**

1) Energy-related laboratory research by faculty/student teams, mostly in the CAES Building in Idaho Falls, that yields graduate degrees, peer-reviewed publications, and a skilled workforce.

2) CAES Summer Faculty Visiting Program (CSSVFP) - forms research partnerships between INL and new university researchers resulting in grant proposals suitable for submission to a federal agency

3) CAES Collaboration fund, ISU CAES Seed Grant fund - provides funding for research partnerships between two or more CAES institutions, with the ultimate goal of attracting additional funding from a federal agency

**What are the strengths of your unit's key processes?**

1) Free access to high quality scientific laboratories

2) Informative CSVFP program that introduces new ISU faculty to INL culture and resources, while paying them to write a research proposal and teaching them how to market their research

3) Relatively easy-to-get Seed grant opportunities for collaborative energy-related research

**What are the weaknesses of your unit's key processes?**

1) limited number of "customers" (= ISU faculty with energy-related research interests)

2) difficulty in establishing relationships between ISU researchers and BSU/UI/INL researchers

3) limited number of large energy-related federal grant opportunities, and they are always highly competitive

4) ISU lacks an Economic Development (= Innovation) office or administrator to facilitate product development

5) inconsistent coordination between CAES strategic plan and ISU college/departmental interests

**What criteria did you use to create your budgeting planning process?** Discussion with the ISU Vice President for Research, UBO, and customers ( = ISU faculty with energy-related interests)

**What opportunities have you implemented to identify unit savings?** We have reduced the number of faculty/staff receiving partial salaries from ISU-CAES funding, shifting those funds to more competitive, targeted opportunities

**What opportunities have you implemented for generating additional investments?** All funds expended from the ISU CAES account are intended to subsequently attract even larger external grants from federal agencies.

**How successful were you at implementing that budget and meeting your fiscal goals?** Moderately successful. In actuality the ISU-CAES budget has been 10% underspent these past few years, due in part to a pandemic-related reduction in research productivity. In addition, it is still too early to evaluate the ROI on our key processes (seed grants, collaboration grants, CSVFP, data workshops, etc) since it takes a new faculty member about 3-5 years to successfully attract a federal grant.

**Cost-Effectiveness:** Meets

ISU-CAES spends ~\$900K annually on energy-related research and education in the following categories: faculty support (40%), technician support (17%), graduate students (7%), Seed Grants (25%), and Research Instrumentation (12%). Approximately 25 faculty, 10 graduate students, and 3 technicians are partially supported each year. Seed Grants provide additional stipends for undergraduate and graduate students; these students earn ISU degrees and then enter the energy-related workforce. Faculty and students also produce research results that are presented in grant proposals and peer-reviewed papers. A small number of proposals to federal agencies are successful, yielding new external funds in support of energy-related research.

**Quality:** Exceeds

The quality of nearly all activities associated with CAES is quite high in comparison with most other research and educational activities at ISU. Laboratory facilities in the CAES building are first-class, equal to or better than any on the ISU main campus. Our faculty and students develop and implement creative research projects that yield results of interest to their international peers. Our workshops, training sessions, and informational presentations disseminate cutting-edge techniques and results. Our alumni are always employed after graduation. However, similar to ISU faculty overall, ISU CAES faculty do not submit a large number of external grant proposals nor are they unusually successful, indicating that the quality of proposals is average.

**What changes are proposed to improve efficiencies and/or effectiveness?**

1) Attract more ISU faculty/students to use laboratories in the CAES building by adding research instrumentation and providing targeted Seed Grants to use CAES instruments.

- 2) Expand ISU CAES funding to support a broader spectrum of energy-related research and education topics than listed in the Focus Areas above.
- 3) Sponsor workshops to improve grantwriting, science communication, and marketing of inventions

**8-year revenue and expense worksheet:** [https://docs.google.com/spreadsheets/d/1hJ-azgq3z4A3on3r3pu\\_pdpEMKGwxVdPjBBB4\\_vENc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1hJ-azgq3z4A3on3r3pu_pdpEMKGwxVdPjBBB4_vENc/edit?usp=sharing)

## Non-Instructional Program Prioritization

**Unit/Area:** Institutional Effectiveness (Director of Operations and Planning/Accreditation Liaison Officer)

**Vice President responsible for area:** Dr. Karen Appleby, Interim Vice President for Academic Affairs/Provost

**Unit mission:** We serve ISU by framing a dynamic academic enterprise that develops graduates who enrich the world.

**Key goals and objectives:**

**Goal 1:** Successfully lead the University through its Year 6 & 7 accreditation review and virtual visit.

**Objective:** Serve as the University's liaison to the NWCCU. Communicate requirements from the NWCCU to ISU's leadership, track actions that the NWCCU requires ISU to complete, like the annual reports and program submissions, and attend the NWCCU annual meetings and various workshops held throughout the year and determine how to apply lessons learned from the NWCCU to the University's policies and practices.

**Goal 2:** Improve Communication From Academic Affairs

**Objective:** Coordinate internal and external communication from the Office of Academic Affairs to ensure that faculty, staff, and stakeholders receive timely and accurate communication from AA staff and the Provost/VP of AA.

**Goal 3:** Improve Organizational Efficiency

**Objectives:**

- Improve AA's organization efficiency by developing processes and plans that help align the staff and support the completion of tasks quickly.
- Develop project plans that coordinate the implementation of AA and university-wide projects.
- Coordinate the AA project charter leaders to ensure they continuously move forward toward achieving their goal of implementing their charters' objectives and goals.
- Provide operational planning support units that require assistance in developing their plans.

**Goal 4:** Strategic Plan Facilitation

**Objectives:**

- Provide direct support to the University's strategic plan team by creating products and processes that support the development of the new institutional plan.

- Meet timelines necessary to ensure continued momentum toward the deadline of June 1, 2022.
- Create planning products and presentations that support the SWOT, Mission, Vision and Values development.
- Facilitate the Strategic Planning Committee to help the group reach its goals of completing the necessary products that meet the requirements of the leadership and the rest of ISU's customers and stakeholders.

**Process used to develop these goals and objectives?** IE aligns its goals and objectives with the Academic Affairs' goals and objectives by selecting essential elements from the AA mission. IE's key goals and objectives also focus on the essential elements of the functions within the unit and the duties of the Director of Operations and Planning for Academic Affairs.

**Key services provided to customers?**

**Goal 1: Accreditation**

- Complete the Year 6 & Year 7 packets using input from AAAPR, campus stakeholders, and University leadership
- Coordinate a virtual site visit and complete all NWCCU requirements to support the development of the accreditation team's report.
- Develop training and communication materials to support faculty and staff's understanding of ISU's accreditation reports, the NWCCU processes and requirements, and best practices.

**Goal 2: Communication**

- Write or edit all communication coming from AA to ensure it is accurate and disseminated on time.
- Coordinate quarterly AA virtual town hall events for faculty and staff.
- Create or edit monthly articles from Academic Affairs that provide faculty information about current practices or requirements.

**Goal 3: Organizational Efficiency**

- Improve AA's organization efficiency by developing processes and plans that help align the staff and support completing tasks on time.
- Develop project plans that coordinate the implementation of AA and university-wide projects.
- Coordinate the AA project charter leaders to ensure they continuously move forward toward achieving their goal of implementing their charters' objectives and goals.

**Goal 4: Strategic Plan**

- Provide direct support to the University's strategic plan team by creating products and processes that support the development of the new institutional plan. Meet timelines necessary to ensure continued momentum toward the deadline of June 1, 2022.



- Create planning products and presentations that support the development of the SWOT, Mission, Vision, and Values.
- Facilitate the Strategic Planning Committee to help the group reach its goals of completing the necessary products that meet the requirements of the leadership and the rest of ISU's customers and stakeholders.

### **How did you pick your key services?**

Institutional Effectiveness' key services focus on critical outcomes that support achieving the goals and objectives. Key services are identified during the development of the action plans. The action planning process identifies all of the services required and then evaluates them to determine whether it is a key or support service.

### **Key processes support mission accomplishment:**

1. Project plan development to support all goals and objectives
2. Development of NWCCU accreditation reports
3. Coordination of stakeholders throughout campus in the development of AA and cross-campus project requirements

### **What are the strengths of your unit's key processes?**

1. Project planning techniques to support the development and implementation of projects and project charters
2. Understanding of accreditation requirements by the team
3. The quality of the university teams involved in the processes

### **What are the weaknesses of your unit's key processes?**

1. Stakeholders not meeting the requirements or timelines when contributing to the products
2. Lack of standardization of processes between AA charter leaders that support creation and implementation of project charters
3. Cross-communication challenges between AA administrators and other directorates and units

**What criteria did you use to create your budgeting planning process?** Institutional Effectiveness receives an annual budget based on accreditation, travel, and personnel expenses. The budget grew considerably between 2015 (\$48,000) and 2019 (\$301,000). In 2022, the budget firmed up (\$200,000) after adjustments to position funding were made, and AA was required to make a \$70,000 cut.

Institutional Effectiveness typically has approximately 10-20% of its annual budget remaining at the end of each fiscal year. This overage results from the timing and requirements established by the NWCCU accreditation cycle, specifically the mid-cycle

and Year 7 evaluations. A Year 7 costs about \$35,000 for the fees and site visit. Travel has also taken a significant portion of the budget (\$20,000). Costs associated with travel result from annual accreditation training for the ALO and staff from Boise to Seattle and around \$15,000 for travel from Meridian to Pocatello. The primary purpose of the state travel was for unit strategic/operational planning. In FY21 and 22, travel was significantly reduced because of COVID. Other expenditures for operations included funding multiple stipends for faculty working in the Office of Assessment, assessment and other education-related software as well as activities, and in 2019, a remodel of the shared IRH conference room.

**What opportunities have you implemented to identify unit savings?** As stated above, the Accreditation Account not only saved approximately 10% of its budget annually, but it endured a \$70,000 reduction in the account to support AA's 5% budget reduction. Additionally, in FY23, the account will not pay for stipends or software. These adjustments to purchasing should save approximately \$40,000 over a year. Finally, another \$5,000-7,500 in savings could be identified in FY23 because of the increase in Zoom usage, thus reducing travel to Pocatello and NWCCU eliminating one of the two annual training events.

**What opportunities have you implemented for generating additional investments?** Institutional Effectiveness is not able to generate investments.

**How successful were you at implementing that budget and meeting your fiscal goals?** Institutional Effectiveness remains well within its budget, and the additional reduction in expenditures supports further cost efficiencies.

**Cost-Effectiveness: Exceeds**

In FY22, Institutional Effectiveness continues to exceed its cost-effectiveness. The travel savings has supported this accomplishment. There will be additional cost savings with a reduction in faculty stipends, as stated above.

**Quality: Exceeds**

In AY22, ISU underwent its Year 7 accreditation evaluation. The outcome was two commendations and two minor recommendations. The processes put in place to prepare and execute the visit and the materials submitted were commented on repeatedly by the evaluator and NWCCU.

With direct support from Institutional Effectiveness, ISU is on the cusp of completing its 2023-2027 strategic plan. The fully inclusive and transparent process will result in a quality strategic plan to guide the University.

Academic Affairs has become increasingly efficient with new tools and processes that support staff and the provost. AA has not missed an internal or external deadline/requirement, and the quality of the products is exceptional.

Finally, the AA's quantity and quality of communication has resulted in faculty receiving timely, accurate information. The survey results have demonstrated that faculty have improved their feelings about administration communication.

**What changes are proposed to improve efficiencies and/or effectiveness?**

Continue to fund and resource IE as it has been to ensure accreditation and planning does not lose effectiveness. Continue to use Zoom to moderate travel and provide positive impact to budget.

**8-year revenue and expense worksheet:**

<https://drive.google.com/drive/folders/1lgSr8tgv9AnQWAQj91EE-GFC7H9r1lhW?usp=sharing>

## Non-Instructional Program Prioritization

**Unit/Area:** Animal Facility

**Vice President responsible for area:** Donna Lybecker

**Unit mission:** The Idaho State University Animal Care Facility believes in the moral, scientific and legal obligation for humane care and use of laboratory animals by providing the highest standards of animal care, welfare, service, and support through education, diligence and co-operative involvement to advance education, medical and biomedical research for the benefit of all.

**Key goals and objectives:**

- 1) Meet highest standards of animal care and welfare
- 2) Provide quality customer service
- 3) Provide support for a quality academic and research environment

**Process used to develop these goals and objectives?** We looked at what is required of an animal facility by federal regs and melded it with what ISU researchers need

**Key services provided to customers?**

- Provide a clean, disease-free environment in which the physical, social and psychological needs of the animal are met and exceeded.
- Consider the care of animals on an individual basis to optimize their health and welfare.
- Improve animal care standards through assessment and revision, utilizing open dialogue and education to inspire similar goals in others.
- Provide open lines of communication with the Investigator and Assistants to resolve issues.
- Provide assistance to investigators in balancing the parameter of their research with the Guide for Animal Care and Use and Animal Welfare Act.
- Work in co-ordination with investigators, to create a research environment that promotes animal welfare.

**How did you pick your key services?**

By looking at what we must do as a research animal facility and what ISU needs and can do

**Key processes support mission accomplishment:**

Feed animals, house animals, clean living area, keep documentation as needed

**What are the strengths of your unit's key processes?**

The excellent staff. When we have our tri-annual accreditation review the staff continually gets kudos from the accreditors for the great job they do in the facility

**What are the weaknesses of your unit's key processes?**

The infrastructure is aging, along with much of the research equipment available to faculty

**What criteria did you use to create your budgeting planning process?** meet our goals to create a model animal facility

**What opportunities have you implemented to identify unit savings?** A new HVAC system is being installed

**What opportunities have you implemented for generating additional investments?** none

**How successful were you at implementing that budget and meeting your fiscal goals?** fairly successful

**Cost-Effectiveness:** Meets

We are aware of the cost of materials and services as we care for animals and still meet the requirements of OLAW and AWA. Because of the age and condition of the structure and infrastructure there are always issues occurring that need monetary attention.

**Quality:** Exceeds

As mentioned, the facility and its operation always receive accolades from our accrediting body.

**What changes are proposed to improve efficiencies and/or effectiveness?**

HVAC is being updated. We are slowly purchasing modern equipment for the facility and for use by the researchers.

**8-year revenue and expense worksheet:**

[https://docs.google.com/spreadsheets/d/151YaL\\_92A9SwTq4mIsAmq5W2Wm7-iYp0ewWYbeGz1XU/edit#gid=628803376](https://docs.google.com/spreadsheets/d/151YaL_92A9SwTq4mIsAmq5W2Wm7-iYp0ewWYbeGz1XU/edit#gid=628803376)

(I don't know if I made this accessible to anyone. Contact Deb Easterly, eastdebb@isu.edu or 2618 if you can't access)

## Non-Instructional Program Prioritization

**Unit/Area:** Environmental Health and Safety

**Vice President responsible for area:** Brian Sagendorf

**Unit mission:** To assist students and employees in achieving their goals by delivering technical expertise in safety and regulatory compliance.

**Key goals and objectives:**

Increase the number of developed and implemented health and safety programs:

- Develop a powered industrial trucks program
- Develop a hot work program
- Develop a confined space program
- Develop a fall protection program
- Develop a hazard communication program

Achieve and improve compliance with regulatory programs:

- Expand the chemical hygiene program to include laboratory consultations and standard operating procedures
- Develop a system for tracking hazardous waste generation at very small quantity generator facilities
- Develop hazardous waste training
- Develop resources for hazardous waste characterizations
- Develop a hazardous building materials review program

Improve safety culture across all campuses:

- Develop an EHS Policy
- Develop an Annual Report
- Develop Departmental Metrics
- Update EHS Website to reflect new program information

**Process used to develop these goals and objectives?** The Environmental Health and Safety (EHS) Department prioritizes goals and objectives by considering the following factors: health and safety risks, compliance risks, liability, disruption to university services and customer/stakeholder needs. EHS meets as a Department to set goals and objectives and meets quarterly to evaluate progress and determine if needs/priorities have shifted.

**Key services provided to customers?**

- Responds to, evaluates and makes recommendations on environmental health and safety concerns expressed by students, faculty and staff
- Removal of hazardous, biohazardous, industrial and universal waste

- Provides training and evaluates the need for respiratory protection for students, faculty and staff
- Provides indoor air quality evaluations
- Reviews hazardous building materials prior to demolition, renovation or construction and provides guidance on how to safely disturb or remove hazardous building materials

**How did you pick your key services?**

The key services provided by EHS are selected based on health and safety risks, compliance risks, liability, disruption to university services and customer/stakeholder needs.

**Key processes support mission accomplishment:**

- Consultation, evaluation and recommendations in response to environmental health and safety concerns.
- Hazardous, biohazardous and universal waste removal
- Respiratory protection services
- Hazardous building material reviews and oversight for removing/disturbing hazardous building materials
- Support in academic, research and clinical laboratories

**What are the strengths of your unit's key processes?**

EHS delivers our key processes in an efficient and consultative way. The Departmental operates with a continuous improvement mindset and regularly evaluates processes, procedures and feedback received from internal and external constituents.

**What are the weaknesses of your unit's key processes?**

Continuity of our key processes can be difficult to achieve with a small team. EHS has experienced significant turnover in staffing and has had difficulty hiring new staff. With a small EHS team, there is little redundancy among staff for key processes.

**What criteria did you use to create your budgeting planning process?** Environmental health and safety functions at Idaho State were centralized in fiscal year 2018. EHS included Radiation Safety until fiscal year 2020 when Radiation Safety remained under the Office for Research and EHS moved to Finance and Business Affairs. Both fiscal year 2020 and 2021 were impacted by COVID-19. Therefore, EHS is working to determine what is an appropriate operating budget. Budget planning efforts include reviewing historical budget information from fiscal year 2018 onward, setting a five- year program prioritization process and evaluating associated costs and facilitating discussions on establishing a process for unforeseen expenses and circumstances.

**What opportunities have you implemented to identify unit savings?**

- Review of invoices before processing payment
- Competitive selection of vendors where cost and qualifications are reviewed
- Waste minimization and recycling opportunities
- Evaluating operating processes and identifying efficiencies
- Partnering with other Departments to review software that could streamline training tracking across the University community

**What opportunities have you implemented for generating additional investments?** EHS is investing in ensuring that existing staff have adequate training to perform their job duties. We have invested in cross-training where appropriate to ensure that we can continue to provide key services without disruption to the university community.

**How successful were you at implementing that budget and meeting your fiscal goals?** EHS has been successful at implementing the departmental budget and meeting fiscal goals. For example, hazardous waste disposal costs have decreased due to using a competitive process to identify a vendor, working more proactively with academic programs for routine hazardous waste removal and creating a chemical safety program with in-person training for students, faculty and staff. Other fiscal goals include a phased approach to program implementation and increasing staffing support while utilizing existing staff funds and irregular funds. EHS has been successful in increasing staffing by reorganizing programmatic responsibilities and utilizing irregular funds.

**Cost-Effectiveness:** Did Not Achieve

The EHS budget is impacted by external factors that are out of the unit's control including faculty and staff retirements, discontinuance of academic programs and research, safety concerns brought forward and other factors. From that standpoint, EHS has met expectations for the cost effectiveness of activities and programs under our purview. EHS continues to put efficient processes in place, seek competitive quotes from vendors, provide in-house consultation rather than hire a consultant and work on a phased approach to achieve a representative operating budget.

**Quality:** Exceeds

EHS provides quality programs and exceeds customer service expectations based on Departmental size compared to gross square footage of service area. EHS supports initiatives across all campuses and regularly adjusts services based on customer feedback and internal evaluation.



**What changes are proposed to improve efficiencies and/or effectiveness?**

EHS is currently in the midst of a major reorganization that is equitably distributing staff resources across programs that have been prioritized based on health and safety, risk and disruption to the university. EHS is also in the process of developing metrics that can be utilized to benchmark progress. EHS will adjust key services and processes based on an annual review of metrics and key performance indicators associated with our Departmental goals.

**8-year revenue and expense worksheet:** <https://docs.google.com/spreadsheets/d/1K72WUekw3v-csBJUm6JbVHSMSTAwIXPC/edit?usp=sharing&ouid=101236834665167123813&rtpof=true&sd=true>

## Non-Instructional Program Prioritization

**Unit/Area:** Academic Affairs

**Vice President responsible for area:** Karen Appleby and Margaret Johnson

**Unit mission:** The Program for Instructional Effectiveness (PIE) was launched in the Fall of 2019 as a collaborative, university-wide program to promote effective teaching practices by supporting faculty professional development in relation to teaching and fostering campus-wide dialogue about teaching.

**Key goals and objectives:**

Goal 1: Promote Instructional Effectiveness.

Goal 2: Establish a Continuous Improvement Process.

Goal 3: Resource PIE

**Process used to develop these goals and objectives?** In 2018, topics for workshops and other professional development opportunities were developed through a survey that was provided to faculty. Then in the spring of 2019, a strategic planning committee for PIE developed the mission and vision statements for PIE. Through these processes, PIE established its focus on (Goal 1) promoting effective teaching practices and strong scholarship of teaching.

As an element of promoting effective teaching practices, we want to support faculty in their efforts for (Goal 2) continuous improvement in their teaching. Thus, we determined that it was important to provide some mechanism to provide feedback to faculty on their instructional practices so as to help faculty continue to improve their teaching and to help PIE determine processes and programs to support faculty. To determine if PIE is an effective resource, we plan to distribute an updated perception survey to faculty to determine the current needs of faculty and to update our current programs and develop new ones to meet these needs.

Finally, in order to ensure we are able to provide these programs and mechanisms to support faculty, PIE needs to have a reliable and sufficient budget and staff. In our first full year, we had significant one-time funding with which we were able to provide small teaching grants for faculty to use for attending conferences or training, to purchase supplies and equipment, or to provide a course release in order to develop new methods of teaching. We recognized that the absence of these funds created limitations on our ability to support the development of teaching innovation, which led to our goal to (Goal 3) resource PIE fully.

**Key services provided to customers?**

1. ISU New Faculty Orientation
2. Great Ideas in Teaching Lecture Series
3. Faculty Workshops on teaching and pedagogical innovation
4. Talking about Teaching Faculty Reading Circle

**How did you pick your key services?**

The key services offered by PIE are guided by the Vision and Mission of the Program. In the spring of 2019, a strategic planning committee for PIE was constituted and created a collaborative Vision and Mission statement for the program (see Appendix B). This group determined that the Vision of the PIE is "By advancing faculty development, we will cultivate transformative teaching that enriches our communities." The collective Mission of PIE is "We are a collaborative university-wide center that promotes effective teaching practices and scholarship." On a semester basis, the PIE Faculty Coordinator and the Interim Provost determine programming efforts based on interest and attendance at past events.

**Key processes support mission accomplishment:**

The mission of PIE seeks to support the delivery of "...high quality academic programs at all levels." (ISU Strategic Plan 2018-2022, CORE THEME 1: Learning and Discovery). The PIE endeavors do this through training and educational opportunities for faculty to continue to develop high quality, best practices in pedagogical delivery and innovation.

Key processes that support mission accomplishment are:

1. Training opportunities for faculty that are supportive of teaching and learning
2. Educational opportunities for faculty that are supportive of teaching and learning
3. Networking opportunities for faculty that are supportive of teaching and learning

**What are the strengths of your unit's key processes?**

PIE has been well-received by faculty. Strengths of the program include:

1. Continued support by leadership at the University;
2. Strategic program planning that has focused on quality events aligned with stated faculty needs;
3. Effective, positive, and productive working relationships with other units on campus that serve to support faculty needs (i.e., ITRC, Student Support, and Academic Units);
4. A shift to Academic Affairs to broadly support teaching needs across the academic curriculum.

**What are the weaknesses of your unit's key processes?**

Program weaknesses include:

1. No permanent or centralized leadership;
2. Insufficient budget to put into place all planned PIE services
3. No designated facility space; and
4. No formalized assessment procedures.

**What criteria did you use to create your budgeting planning process?** The PIE budget is part of the overall Academic Affairs budget request. Therefore, the PIE Director collaborates closely with the Provost and the AA Budget Officer to plan the budget. Criteria used include (a) faculty need and interest for training opportunities, (b) faculty professional development needs (i.e., Teaching Innovation Grant Opportunities), (c) PIE Leadership needs.

**What opportunities have you implemented to identify unit savings?** We have moved almost all of our programming efforts to Zoom. This initially increased participation and decreased cost, though as the pandemic continued, participation in Zoom events has decreased due in part to so much Zoom activity. In AY 21/22, we did not offer the Teaching Innovation Grant. This was a savings this year, but we would like to offer this in future semesters. We are in flux with our leadership for PIE. This leadership will be determined when the permanent Provost is in place.

**What opportunities have you implemented for generating additional investments?** We have not investigated additional investments mostly based on the fact that we have had so much leadership flux in this position. Next year, when the PIE is more stable, we can begin to explore options.

**How successful were you at implementing that budget and meeting your fiscal goals?** We have not investigated additional investments mostly based on the fact that we have had so much leadership flux in this position. Next year, when the PIE is more stable, we can begin to explore options.

**Cost-Effectiveness: Meets**

Due to the modest budget that PIE uses to create programming, provide resources, and support faculty in their teaching and scholarship on teaching, PIE has had significant success. During fall 2021, for example, 20% of the new faculty participated in our Talking about Teaching Reading Circle. Approximately 200 faculty have joined the PIE mailing list, and others regularly participate in workshops and lectures, demonstrating a significant impact for a limited budget.

**Quality: Meets**

The quality of each presentation and workshop is very high, as faculty presenters thoughtfully prepare materials related to areas they have expertise in. Because of the changing leadership of PIE over the last couple of years, and due to the limited funding, it has been challenging to create a fully realized program that accomplishes all of the goals that have been set. We believe that with these issues resolved there will be an overall increase in the quality of the program.

**What changes are proposed to improve efficiencies and/or effectiveness?**

The following opportunities exist to improve PIE:

1. Create consistent and permanent leadership for PIE
2. Continue to establish excellent working relationships with other units on campus;
3. Start a consistent evaluation metric for all events;
4. Consistently query faculty to ensure program offerings align with faculty needs;

**Future Opportunities for Improved Training for Faculty**

1. Launch Faculty Perception Survey
2. Finalize event evaluations and create assessment plan
3. Launch Faculty Mentoring Program
4. Create a realistic budget for PIE – propose to Leadership Team

**8-year revenue and expense worksheet:** PIE has only been in existence since 2019 and, therefore, does not have an 8 year revenue and expense worksheet. Academic Affairs is working on this.

## Non-Instructional Program Prioritization

**Unit/Area:** Purchasing

**Vice President responsible for area:** Jennifer Steele

**Unit mission:** The Purchasing Department at ISU adds value to the procurement process by developing strategic relationships with our campus customers and suppliers. By combining best business practices with the requirements of the state statutes, competitive requirements are met and best value is obtained by the University.

**Key goals and objectives:**

The work of the Purchasing Department is guided by State of Idaho purchasing laws, regulations and guidelines.

Key goals for the Purchasing Department:

- Continuous quality process improvements, process documentation and training.
- Optimize staffing, workload and organizational structure to make office more efficient.
- Increase awareness of purchasing policies and procedures across the University.
- Implement systems that provide efficiencies in cost and time.

Performance Outcomes:

- Tracking added value to purchase orders. Cost savings, additional service and recommendations.
- Rebates from P-Card
- Stakeholder feedback

**Process used to develop these goals and objectives?**

These goals and objectives were developed by the Purchasing Department to meet the University Mission, Vision, and Strategic Priorities.

**Key services provided to customers?**

- Guidance on purchasing materials & supplies, capital assets and services.
- Communications
- Policies and Procedures
- State of Idaho Compliance
- Fixed Asset Tracking
- Shipping and Receiving

**How did you pick your key services?**

These are standard services provided by a University Purchasing Department. Our office provides quality service in the form of consulting, training and collaboration with ISU employees and departments.

**Key processes support mission accomplishment:**

All services provided by the Purchasing Department staff are aligned with ISU's mission, values, vision and strategic plan. We focus on providing all departments with structure, processing information, and support that enables them to optimize their duties in service to students and ISU's mission.

**What are the strengths of your unit's key processes?**

In the past year purchasing has made considerable strides in improving our processes, creating efficiencies in the office and improving our training opportunities.

We have done this through expanding the use of p-cards in departments, implementing the RFID Asset Tracking System, making changes to individuals' duties within the office, expanding training options to campus and holding quarterly meetings with University Business Officers and their staff.

**What are the weaknesses of your unit's key processes?**

While we have made substantive strides in process improvement, training, and documentation, there are many opportunities for additional improvement in these areas.

**What criteria did you use to create your budgeting planning process?** We follow the annual Overview and Guidelines for Unit Budget Development that are developed by our office in collaboration with the Budget Model Advisory Group and Leadership Council, and approved by Admin Council.

**What opportunities have you implemented to identify unit savings?** We have increased P-Card spend in a strategic manner, which will increase the rebate from the State of Idaho and save time in all areas on campus. We have reorganized staffing and made process improvements that allow for staff to use their time towards significant savings for departments at ISU. We have begun tracking savings that we contribute to the university.

**What opportunities have you implemented for generating additional investments?** Our office's processes and procedures are designed to help the University and departments to maximize their resources through strategic purchases and cost savings.

**How successful were you at implementing that budget and meeting your fiscal goals?**

We have consistently met our budget and fiscal goals.

**Cost-Effectiveness: Exceeds**

As mentioned above Purchasing has created significant increases in P-Card rebate, and significant cost savings for departments.

**Quality: Exceeds**

The purchasing staff consistently provides quality procurement service, which is timely, accurate and useful.

**What changes are proposed to improve efficiencies and/or effectiveness?**

- Implementation of the Jaggaer Contract/Procurement/AP system.
- Continue with the RFID Asset Tracking Implementation.
- Continued development of Training Resources for campus.
- Process improvements, and staff training and cross training among offices.

**8-year revenue and expense worksheet:**

<https://docs.google.com/spreadsheets/d/12fOFbSQh5EhsgGDbiTIcuTLrt4zNvJQi/edit#gid=1781835446>



## Non-Instructional Program Prioritization

**Unit/Area:** The Student Unions under the Division of Student Affairs The Pond and Bennion Student Unions are part of the educational program of the University. The Unions acts as the community centers of the University for all members of the college family—students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. The manner in which we fulfill this roles in an integral part of the University. We offer services, conveniences, and amenities needed in daily campus life and help build the university community through our organization, programs, and facilities. Service areas within the Pond Student Union include: Bengal Dining, Bookstore, Campus Connection (information desk), Copy Center, Craft Shop, Facilities, Food Services (Amazing Glaze, Chick-fil-A, and Einstein's), Games Center, Mail Center, Outdoor Adventure Center, Scheduling and Event Services. The following departments are located in the Pond Student Union and managed by other units: ASISU, Bengal Newspaper, Bengal Welcome Center, Benny's Pantry, KISU, Student Affairs, and the Student Leadership and Engagement Center. Service areas within the Bennion Student Union include: Bennion Café, Information Desk, and the Scheduling Office.

**Vice President responsible for area:** Lyn Redington

**Unit mission:** The Student Unions are dedicated to enhancing the overall student experience and promoting student learning and success.

**Key goals and objectives:**

1. Bring campus constituents together.
2. Support and initiate program in the Unions.
3. Provide facilities that promote student learning and development.

**Process used to develop these goals and objectives?** The Program goals were developed based on objectives outlined in the Council for the Advancement of Standards in Higher Education (CAS). CAS promotes standards specific to student affairs, student services, and student development programs. In addition to the guiding standards departmental directors meet annually to refocus standards and develop new goals/objectives for the coming year.

**Key services provided to customers?**

1. Scheduling and Facility Services
2. Bengal Dining-food services
3. Entertainment and Recreation Opportunities
4. Campus Connection

**How did you pick your key services?**

Services were picked based on those most utilized and those that are most impactful for university constituents.

**Key processes support mission accomplishment:**

The Student Unions mission and vision directly align with that of the University and Student Affairs. The Unions are dedicated to providing opportunities for student success through programs, service, employment, or a combination thereof. The experiences we afford students directly aid in their educational fulfillment and the leadership and employment opportunities we provide allow student employees to utilize the Unions as a lab where they can test their knowledge and skills for future employment pursuits.

1. Scheduling works across the University with students, departments, and community to provide space for activities and events which support the academic mission of the University. Facility Services is responsible for maintaining equipment, cleanliness, and repair of the Unions. The Unions provide a centralized location for University constituents to gather and participate in extracurricular activities and experiential learning.
2. Provide food services for the campus community including retail and residential dining and catering.
3. Opportunities for social interaction and entertainment in the Games Center and a movie theater which shows films seven days a week, and other student events throughout the year. Provide facilities, instruction, and workshops for students in various art mediums.
4. Campus Connection Provides operator services for the University. Responsible for the distribution of Bengal Identification for students, faculty, and staff; Creation of name badges for University medical programs; and ticket sales for University events.

**What are the strengths of your unit's key processes?**

Supporting University Departments and Initiatives

Scheduling and Event Services helps to facilitate the organization and execution of key events for the University i.e. New Student Orientation, Bengal Visit Day, Youth Hispanic Leadership Symposium, and numerous Resource Fairs. Campus Connection has been instrumental in supporting University initiatives such as Vax Cash. Several units within the Unions helped to organize, assemble, and distribute the Covid-19 testing program. Union departments consistently support programs across the University and regularly contribute to Student Affairs programs.

### Employee Training

Facilities Services has a robust student employee training program which goes beyond instruction of job duties and provides leadership and management experiences for all student employees. Campus Connection utilizes a training model which allows student employees opportunities for management growth and direct supervision over the services provided at the desk. The Outdoor Adventure student staff participate in vigorous trainings which include all the fundamental duties of employment in a service industry, but they must also be qualified as trip leaders and wilderness first-aid and CPR certified.

### Facilities and Technology

Union facilities remain in excellent repair as a result of daily maintenance. A repair and replacement scheduled is strictly adhered to which results in the prevention of problems and the ability to plan for costly services. The Student Unions offer the most up-to-date technology in meeting rooms and spaces and works to facilitate understanding of technology practices among users. The Unions also utilize digital technology to convey information about upcoming events, programs, and services available to university constituents.

### Abundant Social, Educational, Recreational, and Entertainment Opportunities

The Unions provide social, educational, recreational, and entertainment opportunities through the Craft Shop, Games Center, and Outdoor Adventure Center. In addition to the hands-on experiential learning taking place in these programs the Unions play host to numerous conferences, workshops, and seminars which directly support students in their pursuit of a degree.

### What are the weaknesses of your unit's key processes?

1. Hiring and retaining employees continues to be a challenge of the current economy. Positions are available elsewhere that outpace the hourly rate of those available in the Unions.
2. Budgetary limitations continue to create lean programs within the Unions.
3. Limited space in the Unions restricts the expansion of services and programs and creates size limits for events.
4. Marketing of Union programs and services needs to be more fully developed. Access to marketing resources and consistent marketing of our offerings through the university and social media platforms are needed to increase the visibility of our programs and services.

**What criteria did you use to create your budgeting planning process?** We develop our services and prioritize our needs based on feedback we receive from the campus community and facility users.

**What opportunities have you implemented to identify unit savings?** Consolidation of positions.

Combined departments (took on the campus operator role and combined Scheduling and Events and Facility Services)

Assess outsourcing versus in-house for repairs and services.

Conduct price comparisons to ensure best price point for materials and supplies.

**What opportunities have you implemented for generating additional investments?**

Added revenue generating services based on University needs for many of our operations i.e. Mail Center, Craft Shop, and Retail Dining.

Initiated small steps in fund-raising efforts which have resulted in additional funds to be invested in union operations.

**How successful were you at implementing that budget and meeting your fiscal goals?**

We have been very successful in maintaining and increasing our revenue while making great efforts to reduce our expenditures year-to-year. We are nimble in making corrections throughout the year depending on revenue projections.

**Cost-Effectiveness:** Meets

The Unions efficiently manage personnel and work to combine resources where appropriate. Efficient utilization and cross training builds the skills of staff which provides the Unions with additional support and a better understanding of what it takes to run daily operations. By making strategic additions and calculated alterations, we have been able to maximize the value of existing spaces and repurpose them to meet the wants and needs of the current student population.

**Quality:** Meets

The Unions have worked to refine our programs and services and focus energy on what we can contribute to the student experience. This hyper-focus has created quality offerings which are specific and intentional. The Union is a one-stop shop that merges student life and curricular needs, providing space for student organizations, career advancement, events, entertainment, dining, study, and more. On a daily average nearly 2,000 patrons walk through the doors of the Unions. Past survey's and informal assessments provide responses that most users are pleased with the services offered.

**What changes are proposed to improve efficiencies and/or effectiveness?**

The Scheduling and Event Services operation is complex in nature. It takes many personnel from across Union departments to achieve success. We have reviewed and are now working on proper classification of our positions in order to accommodate the broad range of tasks that are needed to be performed. The anticipated result will be a reduction of staff and require more cross training to occur.

The Campus Connection desk is the hub for information about campus events and provides answers to general university questions. The desk also acts as the campus operator and provides student IDs, event ticket sales, and general way finding. A system of collecting event participation data is being developed. In addition an online submission and request for Bengal IDs will be streamlined. This will result in reduced ID waiting times, required staffing, and more precise event information.

**8-year revenue and expense worksheet:** [https://docs.google.com/spreadsheets/d/1jj-HdXCP-7I-C3M5ED8qq4kAtHu\\_MnXs/edit?usp=sharing&ouid=116672126873417072197&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1jj-HdXCP-7I-C3M5ED8qq4kAtHu_MnXs/edit?usp=sharing&ouid=116672126873417072197&rtpof=true&sd=true)

The student Unions generate the majority of its revenue from student activity fees. For this reason, the Unions work diligently to satisfy the needs of our student population. Other revenue is generated through sales and services from our retail and service operations. FY17 saw a decrease in sales revenue due to temporary closures in some of our food venues for renovation. We continue to find ways of increasing sales revenue without raising prices (sales volume over margin). COVID had an impact on are sales trajectory but anticipate future growth as COVID restrictions lesson.

Student Unions operating budget is intended to enhance the student experience. The effective administration and delivery of student union services and programs requires a large and talented work force making labor the single greatest cost to the organization. We take pride in providing as many students as possible with student jobs.

Another major expense is for operation of our facilities (utilities, maintenance, custodial, insurance, and equipment). Our facilities are aging however, we do a great job of keeping up with preventative maintenance and keeping our facilities clean and inviting for the whole campus community. In FY16 and FY17 we had to make an investment to replace our chillers and upgrade some public restrooms. We were able to make these needed investments through the use of our reserves/fund balance.

The Student Unions are committed to using student dollars effectively to create as much value per dollar for students as possible. We are also committed to maintaining a balanced budget to ensure that future generations of students can also enjoy the same experiences.

## Non-Instructional Program Prioritization

**Unit/Area:** Student Affairs Communications & Marketing

**Vice President responsible for area:** Lyn Redington

**Unit mission:** Develop, coordinate, and provide oversight of communications and marketing for the Division of Student Affairs with the intent of increasing awareness of SA services, facilitating communication and connection between SA units and our internal and external partners, and ensuring that SA marketing collateral is consistent with the branding standards set by University Marketing.

**Key goals and objectives:**

1. Proactively coordinate the communication and marketing efforts of the division.
2. Provide C&M development (as needed), review, and/or training to ensure that our division messaging, both internal- and external-facing is professional, engaging, accessible, consistent, and appropriately branded.
3. Increase awareness of the services we offer and enhance engagement with our target audiences.
4. Support SA services and programming, using best practices for marketing and communication strategies, to ensure consistency and quality of messaging and alignment with University Marketing standards and policies.

**Process used to develop these goals and objectives?** Our unit is now two years old. When SACM was first created, the units of the division had no shared practices or processes for communication and marketing, branding was inconsistent, communications frequently overlapped or duplicated others, and some contained information errors. We have since created processes to rectify these issues, including monthly meetings with key communicators (designated by the units) and weekly marketing collateral review meetings to ensure the consistency, quality, and coordination of our division messaging.

**Key services provided to customers?**

1. SACM guides SA units regarding their needs for coverage/representation in communication media, providing daily review of communication materials and weekly review of marketing materials.
2. SACM members meet monthly with unit C&M representatives to assist with development of plans and materials to promote unit programs, opportunities, changes in processes, initiatives, and more via digital and print media.

3. SACM develops or assists in developing comprehensive C&M plans for large-scale events (e.g., UROAR, ISU Navigate, Hispanic Youth Leadership Symposium event), coordinating with University Marketing as needed.
4. SACM manages the Bengal Family Network, providing bi-monthly updates to Bengal parents and families, hosting online town halls at critical junctures in the academic year, and hosting Bengal Family Weekend in the fall.
5. SACM continuously explores options for increasing C&M efforts and enhancing SA services messaging.

**How did you pick your key services?**

We began by meeting with each unit in our division to assess their C&M needs to inform them about our services and to train unit designees and supervisors regarding University Marketing processes and expectations. This allowed us to begin identifying gaps and faulty processes in our division C&M and to put processes in place—including our review systems and easily accessible submission links to facilitate that review process—to address these issues. We also asked each of our units to tell us where they felt their services were underrepresented in terms of reaching target audiences or frequency of promotion. Our initial priorities were to help all of our units update their C&M materials to reflect the University's branding and marketing policies, to be more attentive to best practices for C&M, and to encourage all of our units to develop a habit of communicating more. Our current priorities are to apply those same practices to enhance our SA social media and web page presence and to train units to apply marketing best practices in their planning for major/annual events.

**Key processes support mission accomplishment:**

1. Consistent meetings with unit C&M designees to strategize C&M for their programming.
2. Provision and monitoring of review submission links and processes to ensure quality of C&M materials coming from our division.
3. Annual C&M training updates for units/designees.
4. Outreach planning to engage Bengal families via our Bengal Family Network.

**What are the strengths of your unit's key processes?**

1. Every unit in our division now has access to assistance with their C&M materials.
2. We are able to coordinate the distribution of division information appropriately and efficiently via a variety of media outlets.
3. We have reduced the instances of overlap, repetition, and error in division C&M materials.



4. We are able to coordinate our efforts with University Marketing, alleviating some of the pressure on their services and improving the caliber of content that comes to their review processes from our units.

5. Our communications with, and programming for, Bengal parents and families via the Bengal Family Network is resulting in increasing engagement with our Bengal families via our newsletters, BFN email, and town halls.

**What are the weaknesses of your unit's key processes?**

1. We lack videography and photography resources, so we have to rely on University Marketing for these and have not been able to provide as much current visual content as is desired.

2. We are a very small team (two full-time staff, one auxiliary staff member at 10 hours/per week, and two CPIs to assist with marketing, social media, and website development), so we cannot provide all of the initial marketing collateral development requested by our units.

3. We have not yet developed a system for comprehensively tracking projects through the queue and reporting activity.

**What criteria did you use to create your budgeting planning process?** Our budget is primarily allocated for salary and key promotions. For FY 22-23, we requested and received a transfer from Bookstore funds to support SA social media engagement promotions (in support of events, activities, and services) and Bengal Family Weekend.

**What opportunities have you implemented to identify unit savings?** We solicited Career Path Internship funding to hire interns to increase our marketing development resources. Because our budget is already minimal, there are few opportunities for savings.

**What opportunities have you implemented for generating additional investments?** We solicited one-time Roaring Back funding to develop and support the annual Bengal Family Weekend event and a donation from Lookout Credit Union.

**How successful were you at implementing that budget and meeting your fiscal goals?**

We had to rely on irregular salary from the SAVP's budget to cover the hours for the auxiliary help because there had been no allocation in the budget for that assistance, and we were unable to hire sufficient CPIs this year. Otherwise, we have utilized our budget successfully.

**Cost-Effectiveness:** Meets

Our approach to SA C&M has resulted in heightened engagement with our Bengal families, improved the quality and branding-alignment of our division C&M, attained



greater exposure and transparency for our SA services, and enabled our units to promote those services with greater frequency and efficacy. We have had to rely on some assistance from the SAVP's resources for some part-time help in our start-up, and our Bengal Family Weekend programming is currently dependent upon donations/transfers.

**Quality:** Meets

In the two years of its existence, our team has transformed the way Student Affairs services are communicated. There is still much to be done, but we now have the systems in place to accomplish our next objectives.

**What changes are proposed to improve efficiencies and/or effectiveness?**

We have a very streamlined team and processes, but that does mean our bandwidth is limited. The ability to hire more students would increase our ability to support our division, so we will continue advertising for CPIs. Our team makes efficient use of the budget we have, and we monitor our project load to ensure that the materials we produce reflect well on our division and University and reach our target audiences with effective and engaging content.

**8-year revenue and expense worksheet:** <https://isu.app.box.com/file/928292070373>

## Non-Instructional Program Prioritization

**Unit/Area:** Disability Services

**Vice President responsible for area:** Lyn Redington

**Unit mission:** The mission of Disability Services (DS) is to increase equal access and opportunities to all programs and services sponsored or funded by Idaho State University. DS is dedicated to creating an accessible environment for students, employees, and community members with disabilities. DS is responsible for: Student accommodations, advocacy and retention Employee and visitor accommodations and advocacy Leading and coordinating the ISU Electronic & Information Technology (EIT) accessibility program Partnering with ISU Facilities Services to identify barriers to facilities and grounds and to prioritize projects Training

**Key goals and objectives:**

1. Goal: DS will develop and implement programs to assist with retention of students with disabilities.

Objective: DS will continue to develop the Occupational Therapy (OT) Academic Coaching Program in partnership with the ISU Occupational Therapy OT program. DS and ISU OT will use evidence based practices to measure program and student success. Done – Program continuation

2. Goal: Develop partnerships with external community members/groups to support the advancement of equity and inclusion at the local, state, and national levels.

Objective: DS will partner with the Idaho Division of Vocational Rehabilitation, hosting a minimum of four Reality Town (a budget activity) and other transition events at area high schools or on ISU campuses as necessary, to enhance essential skills of students with disabilities that are necessary to be successful in the higher education setting and to advance equity and inclusion for those served. Done – Partnership and program continuation

3. Goal: DS will provide institution-wide advisement, consultation, and training on disability-related topics, including but not limited to: legal and regulatory compliance and universal design.

Objective: DS will deliver a minimum of 20 trainings annually, to the campus community. Done – Exceeded (42)

4. Goal: DS will explore and enter into entrepreneurial endeavors to enhance DS service delivery and to supplement current budget.

Objective: DS will implement the Bengal Braille pilot program (a revenue generating program), learning to produce Braille for individuals who are blind while generating modest revenue. (This program allows DS staff to learn Braille production while providing services to the ISU community and colleges and universities). In progress

5. Goal: DS will enhance the efficiency of service delivery through evaluation of processes and procedures.

Objective: DS will work with ISU IT to implement single sign on and final modules of the AIM Student Caseload management system and to develop a tracking system for employees and visitors with disabilities. Done

**Process used to develop these goals and objectives?** Goals and objectives were developed from information within the DS Coordinated Assessment System (CAS) completed in the Fall of 2018 and the Association on Higher Education & Disability (AHEAD) assessment completed in Spring of 2019.

**Key services provided to customers?**

Accommodation services

Advisement, consultation & training

Student retention services

**How did you pick your key services?**

DS relied on information obtained from the CAS & AHEAD assessments plus the following reasons:

1. Accommodation services are required by law (ADAAA & 504 of the Rehabilitation Act)
2. Advisement, consultation & training are necessary to maintain compliance with applicable laws across campus and to raise awareness of the needs of those with disabilities and that "accessibility and equal access" are everyone's responsibility.
3. Student retention services are vitally important so that we retain our students with disabilities. This is done through OT Academic Coaching, tutoring, supplemental instruction and peer mentoring. Students are able to thrive academically and learn key skills necessary to be successful, personally, professionally and academically.

**Key processes support mission accomplishment:**

1. AIM student caseload management system, single sign on and modules
2. Employee accommodation tracking system
3. Supplemental programs and internal/external partnerships
4. Entrepreneurial mindset, operational planning & leadership

**What are the strengths of your unit's key processes?**

1. DS team – outstanding customer service, knowledge & expertise
2. AIM student caseload management system, single sign on and modules
3. Employee accommodation tracking system
4. Supplemental programs and internal/external partnerships
5. Entrepreneurial mindset, operational planning & leadership

**What are the weaknesses of your unit's key processes?**

1. It is often times difficult to forecast and plan for a budget and resources needed as most of our services are required by law. We cannot predict who may need services from semester to semester. Example: Braille, sign language interpreting and real time transcription services can be expensive. We could have a new student who is blind, a student who is deaf etc. come to campus and costs would skyrocket.
2. Space is a weakness on our main campus, Pocatello, Idaho. We are located in the Rendezvous Complex and a few offices are in various locations throughout the north side of the building. This can be confusing and inconvenient for those we serve, difficult for some students to get from one location to another etc. (students check in at our main office on the first floor to then have to go to the third floor to meet with DS staff).
3. DS is in need of a few key positions. We need an Administrative Assistant II position at our Meridian campus/office. We share staff, resources and space with the ISU Counseling & Testing Center and numbers served is growing rapidly. At this time there is no front office coverage, leaving the DS Coordinator/Counseling & Testing Counselor attending to front office duties plus the needs of those served.

The need for testing accommodations at the Pocatello campus has grown significantly as well. A Testing Coordinator position is needed to maintain compliance and to manage testing accommodations.

**What criteria did you use to create your budgeting planning process?** We look at trends from year to year such as the numbers served and typical cost of unique accommodations provided (Braille, sign language interpreting, transcription, enlarged print etc.) We also use information obtained from the CAS assessment completed in Fall of 2018, the AHEAD assessment completed in Spring of 2019 and work closely with our Division's University Business Officer and VP of Student Affairs.

**What opportunities have you implemented to identify unit savings?** The DS Bengal Braille pilot project is an opportunity implemented to identify ways to generate revenue and unit savings (1st year generated \$250,000 in revenue). DS interpreters also assist in

the community during downtime which generates a little revenue plus is a good way to partner and support the community. DS applies for and receives foundation money to cover expensive equipment costs such as Braille embossers, Braille note takers, Livescribe Pens, FM systems and Sign Glasses interpreting/transcribing bundles etc.

**What opportunities have you implemented for generating additional investments?** Our Bengal Braille pilot project is an opportunity implemented to identify ways to generate revenue and unit savings. DS interpreters also assist in the community during downtime which generates a little revenue plus is a good way to partner and support the community. DS applies for and receives foundation money to cover expensive equipment costs such as Braille embossers, Braille note takers, Livescribe Pens, FM systems and Sign Glasses interpreting/transcribing bundles etc.

**How successful were you at implementing that budget and meeting your fiscal goals?** DS spent over budget due to needing to serve more students and faculty who are blind and visually impaired and students, faculty and staff who are deaf/hard of hearing. A base budget has been established and at times the department goes over because of increased needs and specific needs of given populations.

**Cost-Effectiveness:** Meets

Program is required by law so most all costs associated are a part of doing business.

**Quality:** Exceeds

DS service delivery is of very high quality

**What changes are proposed to improve efficiencies and/or effectiveness?**

Continue evaluating the Braille pilot program and learning Braille production.

**8-year revenue and expense worksheet:** <https://isu.app.box.com/file/926829012975>

## Non-Instructional Program Prioritization

**Unit/Area:** Access and Opportunity Programs (formerly referred to as TRIO)

**Vice President responsible for area:** Lyn Redington

**Unit mission:** To encourage and enhance educational opportunities for program participants, using the venue of education to enable these individuals to achieve a personal level of well-being consistent with their desires and goals in life.

**Key goals and objectives:**

Link to report that provides key objectives per grant program:

<https://drive.google.com/file/d/18DxDaZdeXX9-LWlUKBZZyhmD555S5-xx/view?usp=sharing>

**Process used to develop these goals and objectives?** Goals and Objectives for all nine grants that make up the ISU Access and Opportunity Programs and are outlined in the Higher Education Opportunity Act of 2008. Idaho State University Access and Opportunity Programs utilize baseline data from target areas/schools/institutions to indicate how effective program services are in raising student performance on each objective.

**Key services provided to customers?**

Link to report that provides key objectives per grant program:

<https://drive.google.com/file/d/18DxDaZdeXX9-LWlUKBZZyhmD555S5-xx/view?usp=sharing>

**How did you pick your key services?**

Service are legislated by the US Congress through the Higher Education Opportunity Act of 2008.

**Key processes support mission accomplishment:**

Link to report that provides key objectives per grant program:

<https://drive.google.com/file/d/18DxDaZdeXX9-LWlUKBZZyhmD555S5-xx/view?usp=sharing>

**What are the strengths of your unit's key processes?**

1. Strong and passionate staff that believe in the mission of equal access for limited income, potential first generation, and rural communities.
2. This passion translates into making sure every dollar counts and processes are set up to be efficient and the most amount of money goes to serving grant participants.

3. Our strong recruitment and retention practices have our programs achieving higher than baseline data in all areas of our service delivery.

**What are the weaknesses of your unit's key processes?**

1. The limitations of the grant participant eligibility, has us turning away individuals that have need for the program however due to strict federal regulations we cannot serve them.
2. This limitation translates for our pre-college adult serving programs, not meeting 100% of our enrollment numbers each year.
3. The federal limitations of document income for all participants can be a deterrent in the recruitment process.

**What criteria did you use to create your budgeting planning process?** Salary and fringe compose the key components to the budget process. Most positions are maximized by sharing staff across grant programs (using strict time and effort documentation as required for grant programs) and by utilizing 9,10, and 11 month contracts. The remainder of the funds are allocated based on needs of participants and the required services of the grant programs to provide each grant year.

**What opportunities have you implemented to identify unit savings?** We utilize part-time and 9,10, and 11 month contracts to help keep salary and fringe costs down.

**What opportunities have you implemented for generating additional investments?** Over the past 8 years, we have increased the grant dollars coming into the unit by almost 2 million per year. Staying in tune to federal dollars that can support efforts to support ISU and surrounding community members is a strong way to generate human and monetary capital.

**How successful were you at implementing that budget and meeting your fiscal goals?** ISU Access and Opportunity programs are successful at meeting budget and and fiscal needs.

**Cost-Effectiveness:** Exceeds

As can be seen in the excel documents the Access programs have increased cost effectiveness and budget from the federal government over the past 8 years.

**Quality:** Exceeds

In all key goals and objectives the ISU Access and Opportunity programs perform over the baseline data for the target area, schools, and institutions. Over the past, 10 years we have tripled the 6 year college graduation rate of ISU undergraduates served by our programs.

**What changes are proposed to improve efficiencies and/or effectiveness?**

1. Increased collaboration with campus and community organizations for student recruitment and program development (delivery of services).
2. Provide University and College level database (such as banner and recruit) access to ISU Access and Opportunity professionals to view TRIO applied students, and provide necessary follow-up to complete college application.
3. Increased state access to students' academic records - FAFSA completion, admissions status, high school enrollment, academic transcripts, etc.
4. Access to State of Idaho education data to assist with grant writing.
5. Many states invest in federal grant programs (TRIO and CAMP) programs and give them matched funding to double the number of students served with state funds. This increases the ROI for underserved students and the impact of the services delivered.

**8-year revenue and expense worksheet:**

[https://docs.google.com/spreadsheets/d/1\\_jY1SuGQwV1a2gDfuQrcTV1-pD10PI2V/edit?usp=sharing&ouid=111054209544860813861&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1_jY1SuGQwV1a2gDfuQrcTV1-pD10PI2V/edit?usp=sharing&ouid=111054209544860813861&rtpof=true&sd=true)



## Non-Instructional Program Prioritization

**Unit/Area:** Office of the Dean of Students

**Vice President responsible for area:** Lyn Redington

**Unit mission:** The Office of the Dean of Students does not currently have a mission statement. This is currently being developed.

Our office provides support to students who are struggling with basic needs such as food insecurity. Student Care and Assistance oversees Benny's Pantry, the Student Emergency Fund, and supports students in navigating the complex bureaucracy of higher education.

The Office of the Dean of Students also oversees the Student Code of Conduct, works with students struggling with mental/physical health challenges, participates in the Title IX team, and provides leadership to the Behavioral Intervention/Threat Assessment Team (Care Team).

**Key goals and objectives:**

1. Support students experiencing life challenges and enable students to continue their education at Idaho State University.
2. Provide basic needs support through Benny's Pantry and the Student Emergency Fund.
3. Oversee a fair and educational student conduct system.
4. Serve as a support for students, faculty, staff, and families in working through difficult situations.

**Process used to develop these goals and objectives?** These goals and objectives were developed by using standards of practice commonly found in similar offices at universities across the country. Our goals fill gaps in the support of students across the institution.

**Key services provided to customers?**

1. Provide food assistance to students, staff, and faculty through Benny's Pantry.
2. Support student retention through financial support using the Student Emergency Fund when students face unexpected financial challenges.
3. Address student behavior issues in a fair and equitable manner through the student conduct system.
4. Support students as they navigate the challenges of a complex bureaucracy of higher education.

5. Provide consultation to students, faculty, staff, and families facing difficult student situations.

**How did you pick your key services?**

These key services are common functions across the country in the Office of the Dean of Students. Issues around unexpected financial challenges and food insecurity have emerged over the past decade as significant barriers to student success and retention. Providing services such as Benny's Pantry and the Student Emergency Fund help support students in their most basic needs.

Traditionally, the Office of the Dean of Students has overseen the student conduct process in American higher education. This office has the training, experience, and expertise to administer a student conduct process that values student rights, education, and campus safety.

In conjunction with administering the Student Code of Conduct, the Office of the Dean of Students has the expertise to assist the ISU community in supporting students dealing with difficult life circumstances. In conjunction with the Counseling and Testing Center, Public Safety, and the Title IX Office, the Office of the Dean of Students consults with faculty, staff, students, and families in supporting students with mental/physical health challenges and other difficult life circumstances. This support helps provide for student safety and student success.

Finally, as students enter an institution of higher education, they need assistance navigating the many policies and processes in a complex organization. The Office of the Dean of Students works with students to help them work through policies such as medical/exceptional circumstance withdrawals, grade challenges, and connecting students to campus resources such as counseling, tutoring, financial aid, and housing.

**Key processes support mission accomplishment:**

1. The most important process in the Office of the Dean of Students is the process to receive information concerning students who may be struggling at ISU. We receive this information in three different ways. The first way we receive reports of struggling students is when students visit our office to receive help. The second way we receive reports is when students or other campus community members contact our office via phone call. The third way we receive reports is through an online reporting form housed on our website.

When we receive reports, a case is created in our Maxient software and assigned to a case manager. The case manager is assigned based on the nature of the report. Issues involving Title IX are referred to the Title IX Office. Issues involving struggling students are referred to the Coordinator for Student Assistance. Student conduct issues are referred

to the Dean of Students or the Associate Dean of Students. All notes and records are housed in the Maxient software.

2. Another important process that supports mission accomplishment is the implementation of the Student Code of Conduct. Implementation of our conduct process is done observing all tenants of due process and using a preponderance of the evidence standard. Our Student Code of Conduct ensures a fair and educational focus is used when a student is alleged to have violated a policy.

3. The process students, faculty, and staff use to access Benny's Pantry assists those who are experiencing food insecurity to utilize the pantry. There are no financial or income requirements to access the pantry. This makes the experience for shoppers more friendly by removing the stigma that community members need to "qualify" to use the pantry. Food distribution amounts are based on self reported household size.

4. The process and policies used to distribute money from the Student Emergency Fund follow an MOU with ISU Foundation. To receive money from this fund, a student must be enrolled full-time and have a 2.5 GPA.

**What are the strengths of your unit's key processes?**

1. The most important strength of the process to work with struggling students is that there are multiple ways to access support (walk into the office, call, or complete the online report). This provides several options for students to engage with the services of the Office of the Dean of Students. Also, the use of the Maxient system enables units from across campus to keep records in a central location and makes it easy to see an overview of the challenges any individual student has worked with our office on.

2. The strength of the Student Code of Conduct is that it provides clear policy expectations for student behavior. Additionally, the student conduct process is compliant with appropriate state and federal laws.

3. The strength of the processes used by Benny's Pantry is that ISU community members do not need to "qualify" to access the pantry. This removes shame and stigma, making it more likely those who need assistance will utilize this important resource.

**What are the weaknesses of your unit's key processes?**

1. One weakness is that the Office of the Dean of Students needs to continually promote and market our services to the campus community. This takes an ongoing effort and will be increasingly important as we move out of the pandemic.

2. The current version of the Student Code of Conduct is exceptionally long and includes far too many examples that feel overly rigid. For example, under the classroom disruption policy, items such as eating loudly in class or continually clicking a pen are listed as

violations of this policy. The Student Code of Conduct needs to be revised and updated to provide a more neutral and educational tone.

3. The policies dictating who has access to the Student Emergency Fund significantly limit the availability of these funds to those who need them most. Students who are experiencing financial struggles will have a difficult time being full-time students or maintaining the appropriate GPA to receive money from this fund. The MOU with the ISU Foundation should be re-negotiated to provide greater access to the students most in need.

**What criteria did you use to create your budgeting planning process?** Our budget planning process is formulated around strategic initiatives that will increase student support and retention. There have not been any major budgetary changes recently to our budgets.

**What opportunities have you implemented to identify unit savings?** There have not been opportunities to implement budget saving in the Office of the Dean of Students. As student needs increase, reducing our budget will leave gaps in the support of our students.

**What opportunities have you implemented for generating additional investments?** Additional investments have come in the form of initiatives to increase giving to Benny's Pantry and the Student Emergency Fund. Initiatives include food drives and participating in Giving Tuesday in order to generate more resources for these two areas.

**How successful were you at implementing that budget and meeting your fiscal goals?** We have been very successful in meeting our fiscal goals. The Office of the Dean of Students has consistently stayed within our planned budget. Outside of Benny's Pantry and the Student Emergency Fund, our budget mainly includes salaries and office supplies.

**Cost-Effectiveness:** Exceeds

Given the resources allocated to the Office of the Dean of Students, we are very cost effective. Our work relies heavily on human time meeting with, and supporting students.

**Quality:** Exceeds

Anecdotally, the services provided by the Office of the Dean of Students are of high quality. We help students when they are in the most need and we serve as important campus partners to many areas of ISU. Students who receive support from our office, generally feel comfortable returning to our office to continue receiving support.

**What changes are proposed to improve efficiencies and/or effectiveness?**

The most pressing initiatives to impact effectiveness in the Office of the Dean of Students are:

The development of a formal mission statement

The development of a flexible process/guide used to assist students with managing conflict with faculty, staff, and other students.

Formal training on behavioral intervention and threat assessment through the National Behavioral Intervention Team Association.

The development and implementation of an on-going assessment plan.

**8-year revenue and expense worksheet:**

<https://isu.box.com/s/jwylu75b8i430myhkn53r1u9hezscyub>

## Non-Instructional Program Prioritization

**Unit/Area:** Facilities Services Maintenance and Operations, and Facilities Services Administration

**Vice President responsible for area:** Brian Sagendorf

**Unit mission:** The Facilities Services vision is: ISU facilities professionals will provide safe, vibrant, and inviting campuses that inspire learning and discovery.

The mission of Facilities Services is: Facilities Services takes pride in the care and creation of ISU spaces where access and opportunity flourish.

Our mission guides the work and services we perform.

Facilities Services (Administration) is responsible for the University and Campus Planning of all three campuses, the administration of the face of facilities "front desk" customer services, the management support for Facilities Services (Operations and Administration), the issuing of Work Orders, Work Requests, Personnel Actions and tracking, running the Facilities Services Subcommittee, liaison with State entities DPW, PBFAC, and SBOE, the administering of service contracts for outside help, the development of culture, appreciation, and customer service initiatives, the distribution of keys, travel, office equipment and supplies, computers, and business furnishings, tracking advertising and hiring processes for FTE's, PT, and student employees, website management, Systems processes for the effectiveness of team activities, Official Correspondence with State Entities, Project Prioritization Processes, and funding processes for campus initiatives supported by State and University Funding, and liaison with other campus partners for the betterment of ISU.

Facilities Services (Operations) is responsible for Idaho State University building maintenance and operations, as well as grounds and sports field maintenance and care. Responsibilities include the Pocatello campus, but also the Meridian and Idaho Falls facilities.

**Key goals and objectives:**

Facilities Services (Administration)

- Provide the support for the staffing of workers, their benefits, recommendations and recognition.
- Ensuring that Facilities Services is in alignment with and support of ISU and Administrative Plans, and initiatives, charters, and goals, including student enrollment and retention by providing the environments necessary to enhance University activities.

- Representing ISU's environmental and Facilities needs and initiatives to the DPW, State of Idaho, PBFAC, and SBOE.
- Giving access to all at ISU to needed services, repairs, support, planning, and scheduling projects to fulfill the academic mission.
- Providing customer service and support solutions for problem solving and enhancements to University spaces and environments.
- Liaison with VP of Operations, Facilities Subcommittee, Registrar, and Other support for Committees.

#### Facilities Services (Operations)

- Provide safe and functional educational spaces to the University community.
- Minimize educational downtime and impacts to learning due to facilities related systems.
- Provide safe and functional research spaces to support the University's research mission.
- Support Non-Academic Departments as requested and required.
- Focus on student recruitment and retention including replacing/refurbishing/upgrading common areas and student spaces as a first priority.

#### **Process used to develop these goals and objectives?** Facilities Services (Administration)

- Project Prioritization Process through open and transparent Subcommittee with broad campus representation to look at the environmental needs, and prioritize capital expenditures to support the Critical infrastructure, classroom and teaching, refresh and upgrades, building expansions and additions on all campuses. Process uses a vetted rubric to identify alignment of projects with the goals and mission of the University. Cost and feasibility studies are also vetted through this approach and recommendations are made to the Leadership and Administrative Council for spending and project completions to support ISU.
- Systematic work on Presidential Charters for Branding, Interim Master Planning, Specific Building initiatives, Leveraging Branding and Chargeback Policies.
- Development and Approval of a Campus Space Planning Policy.

#### Facilities Services (Operations)

Goals and objectives are developed from and aligned to the University mission and applicable charters, committees, and leadership direction.

#### **Key services provided to customers?**

Facilities Services (Administration)



Prioritization of needs, spending authority and allocations, customer services, issuing and tracking of work orders, providing information about the progression of projects, and coordinating services around academic scheduling, product alignment with branding and identification of finishes and products to serve ISU's branding and identity with common materials applied across all campuses, interior design expertise, reviewing of financial expenditures, and budget planning, space allocation, studies, and recommendations, spending recommendations, managing expenditures and service contractors, personnel recruitment, organizational strategies for staffing levels and support, travel planning and support, and employee recognition and support.

### Facilities Services (Operations)

Services are generally provided as either preventive maintenance or reactive work (work requests), studies, or work estimates. Key services provided by function area include:

- HVAC: heating, cooling, and ventilation throughout campus. Operation of campus-wide building control systems.
- Electrical: all electrical systems, elevators, lighting, and specialized lab equipment. Licensed Journeyman for all permitted electrical work on campus. Meter reading and utility tracking.
- Zone Maintenance: routine, multi-trade work to maintain building envelopes, doors, windows, floors. Additional services include pest control.
- Asbestos/Hazardous Material: identifying, monitoring, and abating of hazardous materials, primarily asbestos, lead, and mold.
- Central Heat Plant: operation of heating system for campus, water softener operation and maintenance, and utility tunnels.
- Plumbing: maintenance and operation of thousands of plumbing fixtures including toilets, urinals, showers, sinks, faucets, water heaters, and water filtration. Inspection and maintenance of miles of supply, sewer, and storm drain lines. Licensed Journeyman for all permitted plumbing work on campus.
- Fire Systems: maintenance and troubleshooting of fire alarms, fire sprinklers, emergency lights, and fire extinguishers. Liaison with the State of Idaho Fire Marshal. Provides fire related training to the campus community.
- Events: general support to events on and off campus, including tents, tables, chairs, lights, and power.
- Sign Shop: sign fabrication and installation on all three campuses. Services include banners, large format posters, and event signs.
- Paint Shop: repair and painting of existing walls under revolving "zone" maintenance program, support to projects or new employees.
- Construction Shop: minor construction projects. Individual construction services to include new casework, desks, tables, and other office furnishings. Carpeting and floor tile installation, as needed.



- Lockshop: key cutting and tracking on all campuses. Door hardware repair and replacements, electronic access control system maintenance.
- Grounds: Year-round care of all exterior surfaces. Full service efforts include annual plantings, tree pruning, watering, fertilization, lawn care, sports field maintenance and preparation, including field striping. Snow removal campus-wide.
- Move Crew: student crew supporting move of furniture, equipment, and material campus-wide.

Idaho Falls and Meridian: General facility services work, amended by contractors, as needed.

### **How did you pick your key services?**

#### Facilities Services (Administration)

Services are based on equitable distribution of resources to support ISU's mission and goals, and transparent and inclusive selection processes that provide for a cohesive campus environment across all stakeholders, staff, faculty, and students. Providing planning assistance, information sharing, studies, and support services for anyone at ISU that has an environmental need to support changes in administration, educational outcomes, teaching method changes, research, academic programs, and auxiliary units as needed to support all three campuses.

#### Facilities Services (Operations)

Services are based on historical needs of the University community – and are adjusted internally as customer requirements change. Maintenance services are selected to prolong the life of building systems, conserve energy, and enhance the educational environments with limited resources.

### **Key processes support mission accomplishment:**

#### Facilities Services (Administration)

Work Request Systems for planning, space planning, allocations, project intake for out of process and yearly prioritization of capital improvements, customer service desk, and information to solve problems and facilitate the expanding needs of individual departments on campus, information on buildings, projects, planning, and services, and DPW, PBFAC, and SBOE process implementation to support University Environmental needs.

#### Facilities Services (Operations)

Work Request system (FM Works)

Key Request system (SimpleK)

Service contracts as provided by State of Idaho contracting procedures.

**What are the strengths of your unit's key processes?**

Facilities Services (Administration)

Institutional knowledge of how to get projects, and procedures, funding mechanisms, state agency liaisons, service contracts, building information, inventory, and conditions leading to supporting recommendations for expenditures, and administrative initiatives with the appropriate facilities needs and environments. Support of staff with procedures, recommendations, travel, training, recruitment, and appreciation to provide services to people working within our facilities team and buildings. Problem solving and complex organization of projects to meet the needs of the Administration, Academic, Research, and Student Facing Mission of ISU.

Facilities Services (Operations)

Employee dedication.

Flexibility and willingness to change operations to improve the University environment.

Commitment to University and unit mission.

Strong relations with service contractors.

Widespread use of management tools, including FMWorks.

Strong and long-term customer relationships.

**What are the weaknesses of your unit's key processes?**

Facilities Services (Administration)

Lean staffing to be able to provide services requires extended overtime and difficult work/life balance. Stress caused by not being able to address things in a timely fashion to meet all needs.

Dashboard ready information about activities, charters, and projects is not yet automated to be able to provide an easily accessible website presence.

Recruitment and retention of qualified staff – in part due to non-competitive wages offered.

Software implementation and website upgrades are needed so that campus constituents can get information, products, and resources with self - service ease.

Identification of continuous, consistent funding streams to address deferred maintenance budget shortfall.

### Facilities Services (Operations)

Data integrity and inconsistent tracking.

Lack of understanding and management of Deferred Maintenance.

Remaining, widespread hazardous materials on campus.

Recruitment and retention of qualified staff– in part due to the non-competitive wages offered.

**What criteria did you use to create your budgeting planning process?** Facilities Services (Administration and Operations):

- Historical data, as amended by changes in the facility baselines.
- Critical examination of changing needs and costs to choose the best alignment for support of campus initiatives and environmental support.
- Level budget kept in the midst of rising costs.
- Using salary savings to support the needs of workers, and equipment that would create efficiencies not otherwise possible.
- Forecasting local budgets based on reduced revenue streams.

**What opportunities have you implemented to identify unit savings?** Facilities Services (Administration): minimizing travel and utility usage during COVID by utilizing Zoom and web-based trainings, and utility setbacks in unoccupied areas, IDPCO utility savings incentives, staffing to fill needs without expanding during budget cuts, furloughs, and student, PT, and FTE staff churn and shortage of labor force. Lessened expenditures of materials and supplies on little occupied spaces on campus.

Facilities Services (Operations) Outsourcing infrequent services (air compressor maintenance)

Local vendors and technicians for building control systems.

Outsourcing maintenance for non-Academic or Appropriated individual buildings.

Reduced charge backs from Transportation Services has reduced operating costs to the units.

Performing price comparisons on purchases of equipment, tools, and parts.

**What opportunities have you implemented for generating additional investments?**

Facilities Services (Administration and Operations):

- Continues to advocate for an updated Charge back policy.

- Taking advantage of Idaho Power Company Incentives for energy savings upgrades to reduce utility fees.
- Long term studies to maintain paving every five years so deterioration does not generate additional costs to repair.
- Long term studies for large projects such as the Heat Plant Study that identify the best practices for continuing to maintain and upgrade essential services in a timely manner.
- Replacing building system components with State Appropriated funds to provide more efficiency and longevity.
- Prioritizing maintenance of systems that are expensive to replace so that they last beyond their normal and warranty limit of useful life.
- Conservative application of funds so that our workforce can perform costly maintenance with less resources in a timely fashion.

**How successful were you at implementing that budget and meeting your fiscal goals?**

Implemented and worked within available budgetary limitations over many years.

Identified strategic investments and cost savings measures to still perform maintenance and operations and administration with reduced staff and budget cuts to minimize operational deficits.

Experienced a substantial staffing reduction in FY 2020 that has been a part of the continuing, reduced budget capacity.

**Cost-Effectiveness: Exceeds**

While changes in costs are escalating, especially from 2020-2022, we were able to maintain our buildings with less staffing and less money than before and meet the challenges of the COVID crisis. Utility savings due to minimizing operations on campus contributed to this success along with shifting strategies to meet new needs for teaching remotely, enabling us to perform work on needed projects more quickly without disruption to the academic schedule. Reduction of staff, Furloughs and salary freezes also contributed to keep costs within our budget and enable us to buy the needed supplies and materials. We did not implement chargebacks as outlined in the above narrative and were told that our budgets would be adjusted to cover the costs. This didn't happen.

See the narrative below following the 8 year revenue and expense worksheet for details.

During the past four years there were several factors that affected how our finances may have changed. Some of these factors were canceled out by others such that the bottom line was fairly consistent over the past eight years, even during the pandemic, operating deficits, and other factors.

In Spring of 2018, we experienced intense scrutiny when a new Vice President and Chief Financial officer came on board. We were asked to review and get permission for every expenditure above \$2,000. This scrutiny made it so that the VP was able to see how we spent money, and we had to do extensive research to be able to prove the validity of expenses that normally would have been routine from year to year. This had two consequences: Slowing spending and productivity, and increasing analysis by our financial and M & O teams. These effects were long term, and even when the scrutiny was lifted to \$5,000 and then none, the VP continued to retain signature authority on expenditures, including project management and DPW. This also marked the end of being able to do charge backs, even for some auxiliary units.

In Spring of 2019, charge backs were eliminated from our budget to Athletics, and Events. During this year we examined our structural deficit as a campus and were asked to identify and implement several reductions, cutting (8) permanent staff positions including key managerial staff. To this day we only continue to charge back for parking lot maintenance, BTC maintenance, Accelerator Center, and Student Health. We were told that the plan was to infuse our budgets with money to cover the loss of charge backs but this never occurred.

In FY 2021, furloughs were taken by staff depending on salary and many people ended up working through these furloughs because of COVID and the increased demand of our time and energy and our goal to support instruction without missing a day. To achieve this, M&O and Administrative teams became "essential workers" staying on campus to keep things running smoothly while others were able to work remotely.

This exposed our teams to more chances of getting COVID and workers were out for extended periods of time in quarantine, while others filled in for the ever present gaps in staffing. Baby boomers retired early instead of staying on, due to frustrations and fears as they were older and possibly more susceptible to the Pandemic. So again productivity suffered, except that this was balanced out by our teams being able to do projects unhampered in the maintenance areas as entire facilities were nearly empty or operating remotely so we didn't have to stop for academic schedules and work primarily during breaks and the summer.

We installed a lot of plexiglass barriers, signs, hand sanitizing stations, and other measures to keep us safe. Some of these expenditures were being made while products became scarce and costs for materials were escalating. We were still able to source necessary PPE, masks, fogging, chemicals, and cleaning supplies. All of these costs were offset by the COVID government funding programs.

In spite of all of the ups and downs, our budgets remained generally consistent.

Future plans: A charge back policy is in the works which, when vetted and accepted, will re-define auxiliaries and potentially shift funds so that we charge back less but are appropriately staffed to meet all of ISU's needs.

**Quality: Exceeds**

Able to shift gears and be resilient during a time of great change and stress and support new ways of doing things and supporting the needed University changes for teaching and staffing to meet the student's needs. Realizing important projects that would make it easier to support long term goals. Informing campus students, staff, and faculty of needed improvements in time to address the needs of the University. Physical support for all of the COVID initiatives to keep campus safe and coursework delivery continuous without missing a day of planned activity.

**What changes are proposed to improve efficiencies and/or effectiveness?**

Use of community accepted performance metrics, as developed by APPA.

Total cost of ownership model development by building.

Continual review of Deferred Maintenance and updating as required.

Facility Condition Index audit to baseline facility status.

Anticipating a significant infusion of Deferred Maintenance Monies from the state (\$35-40M) primarily for our greatest challenge – that of upgrading HVAC systems and replacing old, inefficient, equipment, and upgrading the central heating plant.

**8-year revenue and expense worksheet:**

[https://docs.google.com/spreadsheets/d/17PsEiHw5enKuRteVMJN0e\\_Rdarsm51Wo/edit#gid=123636195](https://docs.google.com/spreadsheets/d/17PsEiHw5enKuRteVMJN0e_Rdarsm51Wo/edit#gid=123636195)

## Non-Instructional Program Prioritization

**Unit/Area:** Human Resources

**Vice President responsible for area:** Brian Sagendorf

**Unit mission:** The HR Office is a support unit for Idaho State University focusing on the institution's largest, and most important resource in carrying out the mission of the organization, our faculty and staff. The HR Office currently has six general programs/functions that are designed to support the overall HR needs of the organization. Those functions as identified in the following section include the broad administration, and management of HR policy, compensation and benefits administration or total compensation of our employees, employee relations and broad HR management consulting, the management of HR Information Systems and related records, employee learning & organizational development, and talent acquisition.

**Key goals and objectives:**

**Goal:** Improve Employee Engagement and Morale. **Objective:** HR will strive to focus the mission of the HR function toward the concept that our people are our biggest resource. We will focus on becoming the conduit that allows the university to undergo positive culture change to align mission, vision, and values, leveraging a strengths-based philosophy. HR will be the campus resource to support the spread of these concepts throughout our organizational units. HR will leverage strategic enhancements to integrate an employee engagement and morale focus in all lifecycle elements to impact positive culture change.

**Goal:** Enhance management effectiveness **Objective:** The HR team will proactively enhance the employee relations function, and actively develop the programs, tools, resources, and philosophies that provide campus the ability to manage performance issues and handle progressive discipline appropriately. Additionally, the HR team will build management and leadership philosophy centered on creating an environment of trust, compassion, stability and hope that exemplifies ISU's organizational values.

**Goal:** Build a Strengths-Based Organizational Development Capacity **Objective:** We will strive to enhance our organizational development capacity, rooted in strengths-based philosophies, that include meaningful faculty and staff professional development, leadership development, management development, team building, employee and team coaching, and change management. The HR Office will transition ISU to a strengths-based organization using Gallup's CliftonStrengths assessment as a basis. HR will develop training that allows this philosophy to permeate all levels of the organization.



Goal: Orientation for New Employees Objective: The HR Team will develop and enhance new employee orientation programs that are modeled after the Disney U concept. We will ensure that these programs convey our organizational values, brand, and mission for the faculty and staff of the institution.

Goal: Process improvement and efficiencies Objective: Review and improve internal HR processes to streamline employment-related actions for faculty, staff and departments. Reduce process redundancies, move paper-based processes to electronic-based where possible, and proactively communicate and train departments and users regarding processes and procedures. Enhance system utilization to streamline manual tasks (training delivery and tracking, performance management, etc).

**Process used to develop these goals and objectives?** Our HR Goals and Objectives are developed in coordination with Campus Operations and University leadership. Many of our goals are outlined in our Presidential Project Charters, which are developed to align with the mission and vision of the university. Goals and objectives related to process improvements and efficiencies are identified through engagement with our stakeholders, and internal review and analysis.

**Key services provided to customers?**

Our core ISU HR functions include: HR Management/Administration/Policy Development, Compensation & Benefits Administration (Total Rewards), Payroll, Employee Relations/HR Consulting, HR Information Systems/Records, Employee Learning & Organizational Development, and Employment and Recruiting (Talent Acquisition). Our primary customers include our faculty, staff, and student employees, employing department and leadership, and

Within these core service areas, the HR/Payroll team provides support for all aspects of the employee lifecycle from "hire to retire," including recruiting, search committee support, onboarding and benefits enrollment, performance management and system support, employee growth and development through training programs, employee engagement and internal communication, employee appreciation, and transition support through end of employment. In addition to these services, the HR and Payroll teams routine administrative support tasks such as applicant tracking, payroll processing, personnel system and record management, compensation review and adjustments, benefits administration, compliance training tracking, consultative support for managers and employees, strengths-based training and development programs, and administrative support for separating employees.



**How did you pick your key services?**

The key services are selected based on the business needs of the institution (implementation of policies, procedures and processes to support employment operations), and the needs of our faculty, staff and departments.

**Key processes support mission accomplishment:**

Many of the HR processes, and the degree to which we successfully accomplish them, are key to the support of our mission. The following are the processes that have the biggest impact on our ability to deliver on our mission:

Recruit and retain high quality faculty, staff, and student/temp employees to deliver essential services (competitive pay, recruiting strength, institutional reputation)

Orienting faculty and staff to ISU mission, strategic direction, and their role in mission fulfillment.

Ensuring efficiency in completing administrative tasks (payroll, benefits administration, etc.), and providing supportive resources to meet the needs of our employees

Organizational design and development to support divisions/units in fulfilling their mission objectives

**What are the strengths of your unit's key processes?**

The strengths of our HR unit help to support the delivery of our key processes. Strengths of the HR unit include:

Customer Service: The ISU HR Office has been recognized multiple times in recent years for being customer service focused. The expectation is continually reinforced to HR staff that although we cannot say "yes" to every request, that all staff are expected to provide professional and responsive customer service in assisting departments understand rules and regulations that govern HR decisions and recommendations.

Efficiency of Operations: A review of staffing ratio data and survey data from CUPA-HR provides evidence that ISU HR is able to provide an effective level of HR service in each of the core HR functional areas with a service model that efficiently uses lower staffing levels in comparison to peer institutions. All HR staff are being cross-trained to cover a broad base of service areas.

Professional Reputation: On campus, within the State, and among colleagues with CUPA-HR, the ISU HR function is recognized as a professional and well-respected operation. HR leadership maintains positive working relationships with senior administration, deans, department heads, the campus community, and external stakeholders.

In addition to the strengths of our HR team, the following are strengths specific to the key processes identified above:

**Recruiting enhancements:** Recent improvements have been made to ISU recruiting strategies including updated branding and marketing for departments and roles, and expanded advertising opportunities leveraging social media platforms and targeted campaigns

**New Strategic Plan:** ISU is in the final stages of development of a new 5-year strategic plan. This plan will provide a wonderful opportunity to redesign and relaunch our new employee orientation and onboarding programs to integrate updated mission and vision, and introduce campus values (which did not previously exist at ISU).

**Continual improvement approach:** The HR team is focused on improvement, and continually focuses on identifying opportunities and seeking feedback to improve and streamline internal processes and enhance service to our customers.

**What are the weaknesses of your unit's key processes?**

**Limited Staffing and Turnover** – Although the ISU HR Office is run very efficiently, other institutions are able to provide a broader and more proactive service model in certain areas, (such as in designing strategic compensation programs), due to the additional resources available. The additional staffing at peer institutions is particularly noteworthy as others have more than double the number of HR FTE to administer compensation, benefits, employee relations, training, and recruitment functions that are covered by 15 staff at ISU. Limited staffing has possibly contributed to our office being more reactive than proactive at times. Additionally, working with an already lean team, the ISU HR department has experienced a significant amount of change, with more than 50% turnover of staff in the last 18 months. While this change has brought great new talent to the team, it has also resulted in the loss of institutional knowledge, additional time needed to onboard new staff, and tremendously increased workloads during transition for remaining HR staff members.

**Maintaining Accurate/Timely Employee Data** - Currently ISU relies on employing departments to update employee data through different processes for temporary/student employees and ongoing faculty and staff. These processes sometimes lead to inconsistencies and inefficient processes. Those processes involve electronic records processing for some types of positions, and paper-driven processes to change employee records for others. Recent HR projects have revealed that the accuracy of employee data, particularly on temporary and/or student employees, could be improved. Additionally, current limitations of our learning management system do not support the ability of our

training staff to automate training tracking, resulting in manual processes, increased workloads, and delays in obtaining timely data related for training compliance.

**Compensation Programs/Practices/Equity** – An opportunity exists for the HR Office to lead a project to conduct a university-wide compensation review, and design a formal compensation structure for non-classified/exempt positions across campus. ISU has never had a formal salary/pay grade structure for non-classified positions on campus. While HR works efficiently to consult with departments on making defensible salary administration decisions, ISU could design a structure that would allow for more strategic/systemic decisions. A salary structure would enhance the university's ability to recruit and retain top talent, while providing a more formal structure and system for improved consistency and transparency in salary administration decisions.

**What criteria did you use to create your budgeting planning process?** Annual budgets for HR are developed according to guidelines and in alignment with ISU and HR strategic and operational priorities, and institutional budget planning processes. Budgets are regularly monitored and reviewed, with formal quarterly check-ins with the Unit Business Officer. Traditionally, HR budgets are relatively static, and requests for strategic investments (when needed) are reviewed through the university budgeting processes. The majority of the HR budget is associated with personnel costs and contracts associated with HR systems and training content.

**What opportunities have you implemented to identify unit savings?** Recently, HR has been evaluating the utilization versus cost of our learning management system (LMS) and 3rd party contracted training content. With ISU starting down a path to develop more in-house training content and compliance programs (in coordination with legal), we are exploring options to change content or system platforms that may positively impact long-term unit savings.

**What opportunities have you implemented for generating additional investments?** As an internal campus operations function, the HR department exists to support processes and functions within the university, and does not maintain a primary focus on revenue-generating activities. Our limited source of external revenue is related to close partnership with a local credit union who has offered sponsorship of our employee appreciation, and staff development and training programs. We continue to maintain a positive and mutually beneficial partnership with this entity, and appreciate their support of ISU employees.

**How successful were you at implementing that budget and meeting your fiscal goals?** The HR team collaborates closely with our unit business officer regarding financials, and have maintained services within budget for many years.

**Cost-Effectiveness: Exceeds**

With most of the unit's cost tied to personnel, the ISU HR unit operates very lean. The unit maintains an extremely high level of service delivery for the comparatively low number of FTE employed, and has been able to operate within the allocated budget. Additionally, the unit has continued to support a tremendous number of services to the campus community, and has been able to add new/enhanced services over the past 2 years, even while navigating turnover of 50% of our staff and additional duties related to COVID-19, furloughs, and DHR-required training initiatives.

**Quality: Exceeds**

The HR unit provides a tremendous number of services to the campus community, with varying levels of quality. Many areas of our services would be rated as "exceeds," we also have some identified for needed quality improvements. These items, mentioned above, are primarily systems and data, identified process improvements/efficiencies, and budgetary/compensation-related limitations that hamper our ability to recruit and retain qualified staff.

**What changes are proposed to improve efficiencies and/or effectiveness?**

Based on the goals and objectives listed above, the HR unit is focused on improvements and enhancements to internal HR processes, as well as large-scale initiatives related to culture, engagement and morale that are intended to drive improvements throughout the university. In collaboration with Campus Operations leadership and Information Technology Services, the HR team will actively engage in identifying system improvements and enhancements to streamline operations and improve access to timely data. Additionally, while the hiring market and compensation levels have created some significant challenges for recruiting, HR will pursue strategic initiatives to conduct a full-scale university compensation review and analysis in the coming years in an attempt to better define compensation structure across the institution and adapt to changes in market.

**8-year revenue and expense worksheet:** <https://docs.google.com/spreadsheets/d/1-DenGkYJfn7jNpS2X4IIUD4CDxDFYY7Y/edit?usp=sharing&ouid=110745084471870598685&rtpof=true&sd=true>

## Non-Instructional Program Prioritization

**Unit/Area:** Office of Marketing and Communications

**Vice President responsible for area:** Stuart Summers, AVP

**Unit mission:** The Office of Marketing and Communications strategically advances Idaho State University through the successful placement of earned, owned, and paid media. Efforts are focused on effectively creating, placing, and promoting content that will best resonate with internal and external target audiences. Additionally, this unit plans University events and activities that are focused on recognizing and celebrating the accomplishments of students, faculty, staff, and alumni.

**Key goals and objectives:**

Support University operations through effective internal communications.

Market and promote the University to prospective students, their families, the campus community, and other key stakeholders.

Foster trust through transparent communications and enhanced media engagement.

Reinforce the University's value to stakeholders and the community through increase awareness of the University's mission and activities.

Plan University events that increase community engagement and celebrate the accomplishments of students, faculty, staff, and alumni.

**Process used to develop these goals and objectives?** Goals and objectives are identified and developed based on mission-critical operations, the University's strategic plan, and assigned project charters.

**Key services provided to customers?**

**Paid Media:** are marketing-related expenses and promotions that have a direct cost associated with them. This includes Idaho State's marketing campaign focused on increasing enrollment.

**Owned Media:** the platforms and channels that we are directly able to control. For example, we "own" the content we put on our YouTube channel, so we determine when it goes up or how it is placed. We "own" our web content, newsletters, or email campaigns.

**Earned Media:** are the things outside our immediate control. We have to "earn" those metrics, meaning it relies on a newspaper running the article or a TV station doing a story that we send. This is dependent on external factors (slow news day, reporters, etc).

University Events and Protocol: this includes commencement, tailgates, back-to-school activities, and community engagement events.

**How did you pick your key services?**

Key services are selected to directly align with strategic initiatives, as directed by the President, campus leadership, and Enrollment Management. Services are adjusted to meet the changing or emergent needs of the University.

**Key processes support mission accomplishment:**

Communications

Marketing

Events and Protocol

**What are the strengths of your unit's key processes?**

A robust communication calendar and process for gathering and disseminating content in an effective and timely manner

A collaborative and inclusive approach to marketing and communications that includes buy-in and support from all divisions and colleges

Quality of the University teams involved in the process

**What are the weaknesses of your unit's key processes?**

Not enough resources allocated to effectively track the effectiveness of earned media

The duties and abilities of the division- and college-level communication professionals varies and lacks consistency

External changes in the way information is received and consumed

**What criteria did you use to create your budgeting planning process?** The budget was developed to meet the strategic initiatives identified by University leadership.

**What opportunities have you implemented to identify unit savings?** A reduction of two FTE in FY2021 meant that this unit had to adopt project management tools to support an increased workload. Campuswide tools and opportunities that support efficiency include Canva, CMS, Trello, Formstack, and GoogleDrive templates. These opportunities allow the unit to meet increased demands with less personnel.

**What opportunities have you implemented for generating additional investments?** The Office of Marketing and Communications does not generate additional investments.

**How successful were you at implementing that budget and meeting your fiscal goals?**

Budget allocations in FY2021 have allowed this unit to have the resources needed to

effectively meet marketing and outreach goals. Rising costs of software, equipment, and communications platforms are impacting the overall unit's budget.

**Cost-Effectiveness:** Meets

This unit operates within the allocated budget. ROI is regularly measured to make sure expenses are effective.

**Quality:** Exceeds

The University's marketing and communication efforts are attracting attention, supporting enrollment goals, and fostering a culture of trust and stability. Campus surveys and communication metrics show that faculty, staff, and students feel that they receive timely updates and have access to accurate information.

**What changes are proposed to improve efficiencies and/or effectiveness?**

This unit is working to hire a vacancy to meet all goals and objectives. Without being fully staffed, it is difficult to improve upon current effectiveness.

**8-year revenue and expense worksheet:** No budget doc included



## Non-Instructional Program Prioritization

**Unit/Area:** Budget, Planning, & Analysis

**Vice President responsible for area:** Jennifer Steele

**Unit mission:** We create opportunities and positive outcomes by partnering with the University community to optimize its collective resources.

**Key goals and objectives:**

The work of the Office of Budget, Planning, and Analysis (OBPA) is guided by the following principles, which were developed in collaboration with the Budget Model Advisory Group.

- Trust, transparency, and inclusivity in budget development and administration
- Maximization of University resources
- Budgeting and decision-making informed by strategic plans and priorities
- Budget structures that foster innovation and stewardship
- Empowerment, mutual accountability, responsiveness, and adaptation at the local level.

Key goals for this planning cycle include:

- Executing the Budget Model Charter
- Developing systematic planning, reporting, and assessment structures
- Continuous quality process improvement, process documentation, and training
- Optimizing staffing, workload, and organizational structures
- Increasing financial transparency, literacy, and understanding across the University

Performance Outcomes:

Budget variance

Budget variance is the difference between budgeted revenues and expenditures and actual revenues and expenditures. While some budget variances are caused by changing conditions, such as the global COVID-19 pandemic, or unit over(under) performance, base budget variances measure the effectiveness of budget systems and planning processes.

Forecast variance

Forecast variance is the difference between forecast, or estimated, revenues and expenditures and actual revenues and expenditures. It measures the effectiveness of forecast systems and analysis.



Additional performance outcomes will be created as part of the new Budget Model.

**Process used to develop these goals and objectives?** These goals and objectives were developed as part of the OBPA visioning and planning process, 2021 Program Review, and Budget Model Charter work.

**Key services provided to customers?**

- Budget Development
- Budget Administration and Oversight
- Communications
- Policies and Procedures
- Budget Development and Position List Administration Systems
- Reporting and Analysis
- State Board of Education Reporting and Compliance
- Unit Business Administration Services
- Consulting Services

**How did you pick your key services?**

These are standard services provided by a University budget office. Our office provides enhanced services in the form of consulting, customized reporting and analysis, and collaborative operational planning.

**Key processes support mission accomplishment:**

All of the services provided by OBPA staff are aligned with ISU's mission and values. We focus on providing all units with structures, processes, information and analysis, and support services that enable them to optimize their resources in service to students and ISU's mission.

**What are the strengths of your unit's key processes?**

Our service model, complemented by Fast budget and financial reporting systems has created significant efficiencies and increased trust and transparency in budget and financial reporting.

We leverage the standing Budget Model Advisory group to increase collaboration and inclusive-decision making in developing budget structures, systems, and processes.

We collaborate with the Controller's Office, HR, and other stakeholders in process improvement, training, and documentation.

We provide campus-wide transparency and communication of budget development, status updates, and financial standing to enhance knowledge across campus to both financial and non-financial personnel.

**What are the weaknesses of your unit's key processes?**

While we have made substantive strides in process improvement, training, and documentation, there are many opportunities for additional improvement in these areas.

We currently have a dearth of data available to support ISU's budget model development, strategic planning, and decision-making.

**What criteria did you use to create your budgeting planning process?** We follow the annual Overview and Guidelines for Unit Budget Development that are developed by our office in collaboration with the Budget Model Advisory Group and Leadership Council, and approved by Admin Council.

**What opportunities have you implemented to identify unit savings?** Over the past two years, we have realized significant savings through reorganization and process improvement. We have reduced staffing by 6 FTE, with recurring annual savings of more than \$400,000.

**What opportunities have you implemented for generating additional investments?** Our work is designed to help the University and units within the University maximize their resources through strategic investments, cost savings, and prioritization/reallocation.

**How successful were you at implementing that budget and meeting your fiscal goals?** We consistently achieve our budget and financial plan.

**Cost-Effectiveness:** Exceeds

As mentioned above, we have created significant cost savings while improving service quality.

**Quality:** Exceeds

OPBA staff consistently produce high-quality, timely, accurate, actionable, and useful services, reports, and analysis with a service mindset.

**What changes are proposed to improve efficiencies and/or effectiveness?**

- Development of a comprehensive budget model for the university
- Process improvement, documentation, and training
- Budget Model Data Set
- Continued development of financial reporting and analysis tools

**8-year revenue and expense worksheet:**

<https://docs.google.com/spreadsheets/d/1kDOFYXXTzITtKdXYxYNQWjQmE5pYRB0IYcFDOlzxLiU/edit#gid=1043776451>

## Non-Instructional Program Prioritization

**Unit/Area:** Early College Program

**Vice President responsible for area:** Kandi Turley-Ames: Dean, College of Arts & Letters and AVP for Advanced Opportunities

**Unit mission:** The Early College Program at Idaho State University provides dual credit courses to Idaho high school students, offering access to advanced educational opportunities which enable students to explore their intellectual potential, gain academic confidence, and develop critical thinking skills: while providing an affordable experience, qualify instruction, and facilitating a pathway to higher education degrees. Through partnerships with University departments, qualified high school instructors, Idaho school districts and their administration, an academic community of excellence is created.

**Key goals and objectives:**

Goal 1: Increase Credentialing Opportunities for teachers and sustainability of program

Objective: Provide training opportunities that will allow Idaho high school teachers to become qualified and effective ECP instructors

Goal 2: Maintain/increase high standards of quality and rigor in Early College Program

Objective: Develop and/or extend regular student assessments of ECP student work to ensure quality standards are being met and maintained.

Goal 3: Increase Matriculation of Dual Credit Students

Objective: Obtain accurate information regarding ISU ECP students and how their experience effects their decision on whether to matriculate to ISU or not

Goal 4: Sponsor President's Leadership Council initiatives and requests

Objective: To learn more about the universal challenges and opportunities within the state for dual credit

**Process used to develop these goals and objectives?** These goals and objectives were developed during the President's initial assessment and Charter Assignments. The Charter committee also felt these were the best goals and objectives to be addressing at the time.

**Key services provided to customers?**

Goal 1:

- Research waiver type systems in place for graduate courses and work with respective departments to establish program and mentors

- Establish a marketing and communication plan to coordinate efforts with Idaho school districts

Goal 2:

- Compile list of common assessments by department as required by NACEP accreditation standards
- Examine ECP student assessment records by department and summarize data for current future comparison with degree seeking students, confirming students are meeting required benchmarks

Goal 3:

- Determine the number of students who matriculate to ISU as full or part time students after high school graduation
- Seek feedback from instructors and counselors to gain a better understanding of both instructors' and students' impressions of ISU as a provider of higher education
- Survey matriculated students, who were also former ECP students, about their choice to pursue and education at ISU and analyze survey data to determine future marketing strategies

Goal 4:

- Convene a state-wide group to address system-wide challenges with dual credit and identify solutions and recommendations for implementation
- Convene state-wide group to address challenges with (dual credit) advising within the state of Idaho

**How did you pick your key services?**

These were identified during the organizing phase of the Dual Enrollment Charter

**Key processes support mission accomplishment:**

1. Addressing the needs of instructors/districts to be able to provide quality opportunities for dual credit
2. Providing advanced opportunities to high school students through rigor and best practices
3. Developing statewide-strategies to address the needs of all Idaho high school students

**What are the strengths of your unit's key processes?**

1. Innovative and helps keep the bar high for quality programs (especially NACEP accredited ones)
2. Providing opportunities for students to gain confidence in their ability to matriculate to an institution of higher education
3. Collaboration and communication between all stakeholders

**What are the weaknesses of your unit's key processes?**

1. Lack of available discipline programs
2. Lack of available online programs

3. Equity gap and not being able to reach all students

**What criteria did you use to create your budgeting planning process?** The Early College budget is normally set for the upcoming year based off of the previous year. We are a self-sustaining budget, so it is imperative that we prepare accordingly. Our revenue has increased drastically since 2011 with an increase in student enrollments (167%) and credit hours (185%) awarded.

**What opportunities have you implemented to identify unit savings?** We work very closely with our UBO to make sure our budget is on track every quarter. Since we are not state appropriated, we make sure that we set our budget realistically for each fiscal year. We do have some roll over from year to year. We did sacrifice 1. FTE position in FY22 to aid in budget reduction.

Additionally we have been able to have some savings due to lack of travel.

**What opportunities have you implemented for generating additional investments?** Early College is not able to generate investments

**How successful were you at implementing that budget and meeting your fiscal goals?** Early College is able to keep within its designated budget with surplus each year.

**Cost-Effectiveness:** Exceeds

With both travel savings the past 2 years and salary savings, we are able to keep an effective budget.

**Quality:** Exceeds

The Early College Program is an accredited program through NACEP (National Alliance of Concurrent Enrollment Partnerships). We hope to be reaccredited in May 2022 with an additional endorsement for the College Provided Faculty Model. It is within these national standards that we are ensuring quality and credibility of our program.

We have been able to provide graduate tuition assistance to instructors who participate in our waiver program as well as bring the challenge of advising our dual credit students (statewide) to the forefront. Program evaluation is a high priority to sustaining a qualify program.

**What changes are proposed to improve efficiencies and/or effectiveness?**

Continuing with same budget and operating expense

**8-year revenue and expense worksheet:**

<https://docs.google.com/spreadsheets/d/1hsNcZFAR2lqTosSakdWV8jkrHRrgZeEn/edit?usp=sharing&ouid=114713291823321924010&rtpof=true&sd=true>

## Non-Instructional Program Prioritization

**Unit/Area:** University Health

**Vice President responsible for area:** Rex Force

**Unit mission:** The mission of University Health Center is to optimize the health of student/faculty staff and assist in achieving the student's scholastic goals by providing affordable, quality health care for physical and psychological needs in a confidential, inclusive, and respectful environment.

**Key goals and objectives:**

Supporting students through provision of health services is critical to the academic success of students. Helping the students, faculty and staff maintain physical and mental well-being allows them to pursue academic endeavors more effectively. Students have demonstrated that the availability of on campus health care that specializes in the needs of the student helps the student regularly attend classes and improves continuation of academic pursuits. This is measured by number of provider and nurse visits to the clinic, number of COVID and nurse phone calls made to patients, and by student retention. This is also measured by biannual patient satisfaction surveys.

On campus health care services allows referrals and close interactions with university departments, for example Student Affairs, Counseling and Testing, Disability Services, Student Success Center, Physical Therapy, Dental Hygiene, Office of Health and Safety. These referrals and collaborations would be less numerous if ISU Health Center were not available. On campus services allows ISU Health Center to guide the student through interactions with other departments and services. This is measured by the number of referrals. It can also be measured by the number of N 95 FIT testing Medical Evaluation Questionnaires that have been completed.

ISU Health Center participates in the education of Health Profession students from a broad range of programs including Registered Nursing, Licensed Practical Nursing, Medical Assisting, Nurse Practitioner, Physician Assistant, Medical Residency, and University of Utah Psychiatry Residency. This education is provided through collaborative interactions in clinical care as well as on university wide programs. This is measured by the number of health profession students rotating through our clinic.

Continue working with all members of the ISU community to promote and support health initiatives. This is measured by the number of interdepartmental collaborations and by the numbers of strategic measures implemented. For example, interdepartmental collaborations to develop and implement strategic measures to manage a COVID pandemic

**Process used to develop these goals and objectives?** These goals and objectives were developed based upon what is the needs of the students and faculty/staff to maintain continuity of care and recognize the constant changing health care while supporting health professions of the University

**Key services provided to customers?**

Medical Services, Acute Care, Primary Care, Mental Health Care

Patient Education regarding physical, mental, and sexual health as well as utilization of the medical system and medical insurance

Patient Wellness, Health Promotion, Disease Prevention

Education for our future health care professionals

**How did you pick your key services?**

These key services are determined by continuous examination of evolving health care needs while helping students excel in their academic pursuits.

**Key processes support mission accomplishment:**

Review current staffing needs and staff responsibilities

Revenue generation

Continuous cost analysis of services and supplies

**What are the strengths of your unit's key processes?**

Staff at University Health Center are flexible and understand the role of the health center to students and faculty staff. Cross training of staff promotes smooth operations.

The revenue generated through the fee schedule will continue to be evaluated and can be increased.

Re-evaluation of student access fees or billing for office visits will continue.

**What are the weaknesses of your unit's key processes?**

UHC is funded by student fees, declining enrollment has resulted in decreased revenue, while costs of health care continue to escalate.

The mission of our clinic, to provide quality, affordable care, is not based on a business/productivity/ revenue model. Many of our services provided are not charged for: COVID and respiratory infection phone calls, messages between patients and providers, microscopy, FIT testing medical evaluations questionnaires.

Staffing may need to be adjusted to balance the budget which could negatively affect employee standard of living and staff morale.



The cost of medical care is being pushed to the student, where many are doing all they can to succeed with the multiple demands of family, work, academic, and also COVID related health issues.

**What criteria did you use to create your budgeting planning process?** Since we are mostly funded by student fees, fee will be evaluated.

Since University Health Center Budget supports Counseling and Testing, Family Residency and IT, maximizing utilization of employees from these departments will be evaluated.

The intensity of clinical visits has increased. The number of students with significant and severe psychiatric illnesses has increased over the past several years. About 30% of clinical visits are primarily for psychiatric care, emotional support, and medication management. These visits take more time and resources than other medical care visits require. There is a clear and present need to continue providing this care which will help students stay in school.

**What opportunities have you implemented to identify unit savings?** Evaluating all staffing models

Evaluate the need for a Medical Director with a M.D. or D.O.

Evaluate current fee schedules

Look for ways to expand x-ray capabilities or discontinue these services.

Have University of Utah psychiatric residents and family medicine residents to help fill in gaps for mental health and coverage

Evaluation of athletic usage of University Health Center

Evaluation of summer hours of operation

**What opportunities have you implemented for generating additional investments?**

Recently re-evaluated the need for a medical director and have reduced the budget from this salary savings. In addition, other staffing needs have been evaluated and hours have been reduced as much as possible. We are currently looking at all models of revenue generation including charging for office visits and providing community clinics an opportunity to outsource x-rays to us.

**How successful were you at implementing that budget and meeting your fiscal goals?**

With the absence of the medical director, this has provided an opportunity to meet current budget, however with mission of providing quality health care and opportunities for



students/residents, a medical director and physician presence are needed. Thus, all models of health care are being considered.

**Cost-Effectiveness:** Meets

Since we are mostly funded by student fees, our budget is dictated by enrollment and the ability to increase student fees.

The mission of our clinic, to provide quality, affordable care to the students, faculty and staff, is not based on a business/productivity/ revenue model. Many of our services provided are not charged for. This allows us to keep the health of our campus community a priority.

Since University Health Center Budget supports Counseling and Testing, Family Residency and IT, maximizing utilization of employees from these departments will be evaluated.

The cost of providing health care continues to rise and salaries of new hires must be competitive.

The intensity of clinical visits has increased. The number of students with significant and severe psychiatric illnesses has increased over the past several years. About 50% of clinical visits are primarily for psychiatric care, emotional support, medication management, and care of chronic illness. These visits require more time and resources than other acute medical care visits.

**Quality:** Exceeds

ISU Health Center continues to be an exemplary clinic, prioritizing the physical and mental health of our students, faculty and staff. We provide quality evidence based acute and primary medical care in a confidential, inclusive, and respectful environment. ISU Health Center remains ever sensitive to the financial constraints of students, and we offer some of the most affordable care in the community.

We conduct satisfaction surveys every semester and we consistently receive high marks for quality of care and convenience of use.

**What changes are proposed to improve efficiencies and/or effectiveness?**

Continue working with all members of the ISU and Pocatello community to promote and support health initiatives.

Continue to offer up to date quality care to keep our students and campus community healthy, as models with on campus medical services have been shown to aid in students achieving their scholastic goals.

Work more on cross training staff to fill multiple roles.

Re-evaluate our utilization of physician time vs advance practice providers. Continue evaluating our use of RN's, LPN's, CMA's and Radiographic technicians. Continue to work toward improving productivity of all employees that are included in our budgeting expenses.

University Health will continue to improve efficiencies and effectiveness by examining all processes that can be utilized.

**8-year revenue and expense worksheet:**

<https://docs.google.com/spreadsheets/d/1QEQNYAPO1RvEfQYbtBEWgJIEhhoXwi-i/edit?usp=sharing&oid=106978070469827542448&rtpof=true&sd=true>

## Non-Instructional Program Prioritization

**Unit/Area:** Alumni Relations and Advancement Communications

**Vice President responsible for area:** Pauline Thiros

**Unit mission:** Create the best culture of alumni advocacy and philanthropic investment to advance Idaho State University's mission and strategic goals.

**Key goals and objectives:**

1. Plan, direct and execute AR programs to support alumni volunteerism and expand the philanthropic market.
2. Develop and execute a robust marketing and strategic communications plan to engage a broad array of alumni, parents and friends in key activities at ISU to advance AG and deepen the major gift donor pipeline.
3. Execute a robust direct marketing program for ISU to leverage the integration of AR and AG programming to increase unrestricted annual support and increase the number of alumni donors.
4. Maintain and enhance stakeholder, community and internal university partnerships with the KISU. Foster collaborations with various departments to promote ISU through local programing. Cultivate and steward station donors and underwriters to sustain KISU into the future.
5. Create new modes of alumni engagement and recruit, organize and deploy volunteers to advance ISU's strategic plans and aspirations.
6. Serve as contact for alumni, parents and friends for information, services and programs related to alumni.

**Process used to develop these goals and objectives?** After meeting with key university stakeholders including academic deans, student affairs, donors, community leaders and alumni, the UA leadership team developed these specific priorities and roles.

**Key services provided to customers?**

1. ENGAGEMENT – providing opportunities for alumni, donors and supporters to participate in the mission of Idaho State University
2. GIVING -- encourage a spirit of philanthropy in support of Idaho State University through volunteerism and charitable giving
3. REPORTING – informing the donors of the impact of their giving

4. COMMUNICATIONS -- inspire pride and engagement

5. CONNECTION -- creating meaning relations

**How did you pick your key services?**

Discussions with key stakeholder, priorities of UA and CASE guidance.

**Key processes support mission accomplishment:**

1. Serves as the Alumni Gateway to the Institution

2. A Business-Focused Approach

3. A Robust and Engaged Alumni Network

4. Purposeful Programming

5. A Centralized Approach to AR, AG, DR, AC

6. In Sync with Advancement Partners

7. Committed to a Culture of Innovation and Improvement

**What are the strengths of your unit's key processes?**

1. Activity and plans are tied to institutional goals, and link operating budgets to key performance metrics.

2. Purposeful programming adds to the social component by bringing ISU to alumni, donors and friends in more meaningful ways through collaboration with academic units, development office and other campus partners.

3. ARAC does not exist on an island but instead positions itself to advance the institution as a whole.

**What are the weaknesses of your unit's key processes?**

1. Contribution to ISU are not always well understood internally or by alumni and constituents

2. Lack of formal, cooperative system to structure the transition from students to alumni

3. Data and tracking must improve

**What criteria did you use to create your budgeting planning process?** The UA leadership team developed priorities and coordinated budgets to maximize impact. ISUF and ISUAA board members were involved in these processes.

**What opportunities have you implemented to identify unit savings?** By prioritizing tasks, clearly communicating roles and responsibilities, setting team goals and

empowering staff, ARAC has been able to be efficient and responsive while stretching every dollar. Programming, solicitations and printed materials have been restructured to become more cost-efficient.

**What opportunities have you implemented for generating additional investments?** New affinity partnerships and increased donations

**How successful were you at implementing that budget and meeting your fiscal goals?**

Through the UA redesign and relaunch, ARAC is able coordinate efforts, expand roles and ultimately reduce costs, while KISU continues to become more self-sustaining. These recently implemented changes are moving us in the right direction and proving to be successful.

**Cost-Effectiveness:** Exceeds

Through the UA redesign and relaunch, ARAC is able coordinate efforts, expand roles and ultimately reduce costs, while KISU continues to become more self-sustaining. These recently implemented changes are moving us in the right direction and proving to be successful.

**Quality:** Exceeds

Alumni Relations and Advancement Communications functions as a key portal for all alumni engagement at our university—whether on campus, in communities, online or globally. Alumni interact with UAA through various ways - networking, feedback, advocacy, volunteerism—and are facilitated through Alumni Relations, which also serves as the voice of its graduates. Alumni Relations helps to advance our university by providing a strong alumni gateway. Engagement opportunities provided through Alumni Relations are specifically intended to drive pipeline and revenue.

**What changes are proposed to improve efficiencies and/or effectiveness?**

UA is barely a year into its redesign and relaunch. The ARAC structure was only set in July. We continue to work out kinks, but we are not even a full year into the new system so there are not overarching proposals. It is clear over the past several months that efficiency is up.

**8-year revenue and expense worksheet:**

[https://docs.google.com/spreadsheets/d/1GR132GEfErvOaD-JqQzpznjDhN\\_fYIKm/edit?usp=sharing&oid=116951820602092303996&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1GR132GEfErvOaD-JqQzpznjDhN_fYIKm/edit?usp=sharing&oid=116951820602092303996&rtpof=true&sd=true)

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**SUBJECT**

FY 2023 – FY 2027 Institution, Agency, and Special/Health Programs Strategic Plans

**REFERENCE**

April 2021	The Board reviewed the institution, agency, and special and health programs FY2022-FY2026 strategic plans.
June 2021	The Board approved the institution and agency FY2022 – FY2026 strategic plans and delegated approval of the FY2022 – FY2026 special and health programs strategic plans to the Executive Director.
October 2021	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2020-FY2025 strategic plan goals.
December 2021	The Board discussed changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
February 2022	The Board approved changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
April 2022	The Board reviewed and discussed the institution, agency, and special and health programs FY2023-FY2027 strategic plans.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/ DISCUSSION**

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special and health programs under the oversight of the Board are required to submit an updated strategic plan each year. At a minimum, the plans must encompass the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular Board meeting in June with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements

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are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

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

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

In addition to the goals, objectives and performance measures chosen by each institution and agency, the Board has historically required a set number of uniform “system-wide” postsecondary performance measures. At the December 2017 Regular Board meeting, the Board discussed and approved the current system-wide performance measures. These system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The system-wide performance measures are required by the Board to be reported consistently across institutions. While each institution is required to include the system-wide performance measures in their strategic plans, each institution sets their own benchmarks.

The system-wide performance measures are:

Timely Degree Completion

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

Remediation Reform

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

Math Pathways

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

Guided Pathways

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

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the “status quo.” Coming out of the pandemic, some of the institutions and agencies have experienced a decline in measures where previously they had shown steady gains. Due to this, many of the benchmarks have been adjusted to account for the impact of the pandemic.



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All of the strategic plans are required to be in alignment with Idaho's K-20 Education strategic plan, approved by the Board.

**IMPACT**

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

**ATTACHMENTS**

- Attachment 01 – K-20 Strategic Plan
- Attachment 02 – Strategic Planning Requirements

**Institutions**

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

**Community Colleges**

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

**Agencies**

- Attachment 11 – Idaho Division of Career Technical Education
- Attachment 12 – Public Schools
- Attachment 13 – Idaho Division of Vocational Rehabilitation
- Attachment 14 – Idaho Public Television
- Attachment 15 – Idaho Public Charter School Commission

**System-wide**

- Attachment 16 - Higher Education Research Strategic Plan

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

As part of the Board's constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans. This includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total, the Board has historically considered and approved 24 updated strategic plans annually, inclusive of the K-20 Education Strategic Plan approved in February. Approved plans must meet the strategic planning requirements in Idaho Code, Board Policy, and any Executive Orders that impact strategic planning.

Review and approval of the strategic plans gives the Board the opportunity to look at the mid and long term goals for public education in the state and provide direction to the institutions and agencies on what that course should be. Additionally, the process allows the Board to identify how progress will be measured by the institutions and agencies. The institution and agency strategic

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plans are also intended to drive the annual budgeting and budget request process. The strategic plans, in conjunction with the three-year program plans the Board reviews and approves at the regular August Board meeting, allow the Board to view the system at a policy level to assure the system is on course, or adjust as needed. Recent program approval discussions have included discussion around each of the four-year institutions' missions as well as how the postsecondary institutions work together as part of a system. The Board, as part of the strategic plan approval process normally approves each institution's mission and vision statements with the approval of the strategic plan.

While the discussion during the April Work Session was focused on the postsecondary institutions' strategic plans, the agenda material also included all of the Board's agencies and special and health programs strategic plans, with the exception of Idaho State University, who had an exception granted due to where the institution was in the process of developing a new strategic plan.

Due to the large number of strategic plans under the Board's purview, the Board delegated the approval of the special programs and health programs strategic plans to the Board's Executive Director at the June 2020 and 2021 Regular Board meetings. Staff is recommending the same action for the 2022 approval cycle. Staff have received no questions or comments regarding any of the strategic plans following the April 2022 regular Board meeting Work Session.

**BOARD ACTION**

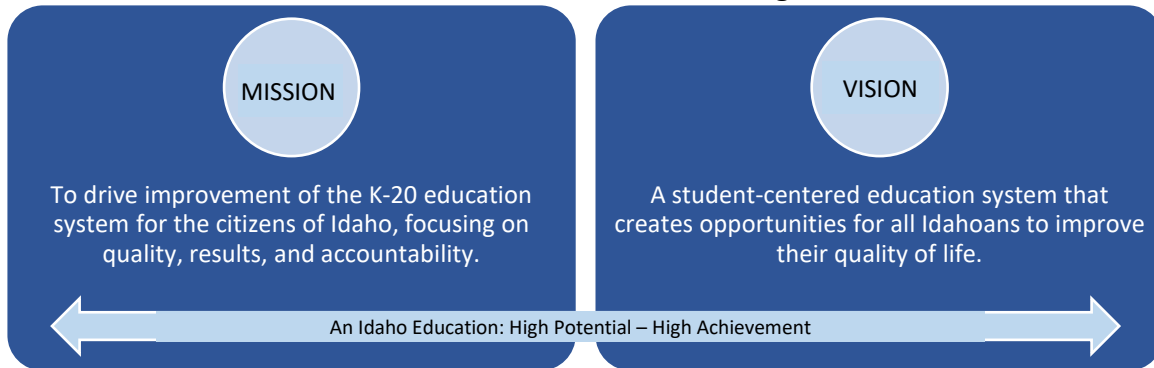
I move to approve the FY2023 – FY2027 strategic plans as submitted in Attachments 3 through 14, and delegate the approval of the special and health program strategic plans to the Board's Executive Director.

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



FY2023-2028

## Idaho K-20 Public Education - Strategic Plan



### GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

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

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

### GOAL 2: EDUCATIONAL READINESS –

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

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

### GOAL 3: EDUCATIONAL ATTAINMENT –

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

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

### GOAL 4: WORKFORCE READINESS –

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

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



FY2023-2028

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

*An Idaho Education: High Potential – High Achievement*

**MISSION STATEMENT**

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

**VISION STATEMENT**

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

**GUIDING VALUES**

- Access
- Innovation
- Preparedness
- Resilience

**MID-TERM PRIORITY FOCUS AREAS****Elementary and Secondary Education**

- Literacy Proficiency and Growth – kindergarten through grade 4
- Mathematics Proficiency and Growth – grades 5 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

**Postsecondary Education**

- Recruitment and Access
- Retention
- Transfer and Completion

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

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

**Performance Measures:**

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

**Benchmark:** Completed by FY2022

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

**Performance Measures:**

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

**Benchmark:** 25% or more

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

**Benchmark:** 2 year – less than 20%<sup>3</sup>

4 year – less than 20%<sup>3</sup>

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

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

**Performance Measures:**

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

**Benchmark:**

Idaho Reading Assessment	Benchmark
Kindergarten	70%
1st Grade	70%

2nd Grade	80%
3rd Grade	80%

**II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**

**Benchmark:**

Idaho Reading Assessment	Benchmark
Kindergarten Cohort	55%
1st Grade	55%
2nd Grade	65%
3rd Grade	65%

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

**Benchmark:**

Idaho Standards Achievement Test	Benchmark
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	
5th Grade	FY22 Baseline
High School	FY22 Baseline

**III. High School Cohort Graduation rate.**

**Benchmark:** 95%<sup>3</sup> or more

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

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

ACT – 60%<sup>1</sup> or more

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

**Benchmark:** 90%<sup>1</sup> or more

**VI. Percent of dual credit students who graduate high school with an associates degree.**

**Benchmark:** 3%<sup>2</sup> or more

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

Within 12 months of high school graduation.

**Benchmark:** 60%<sup>3</sup> or more

Within 36 months of high school graduation.

**Benchmark:** 80%<sup>4</sup> or more**Objective B: School Readiness** – Explore opportunities to enhance school readiness.**Performance Measures:****I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.****Benchmark:** 70%

**GOAL 3: EDUCATIONAL ATTAINMENT (opportunity)** – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.

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

**Performance Measures:****II. Total number of certificates/degrees conferred, by institution per year:**

- a) Workforce Credentials (pending definition)
- b) Certificates
- c) Associate degrees
- d) Baccalaureate degrees
- e) Graduate degrees

Total number of certificates/degrees produced, by institution annually		Benchmark FY 2025	Benchmark FY2027
<b>Workforce Certificates</b> (based on certificates of less than one academic year)			
College of Eastern Idaho			
College of Southern Idaho		142	150
College of Western Idaho		301	335
North Idaho College		92	
<b>Certificates of at least one academic year</b>		<b>4437<sup>1</sup>/1262<sup>2</sup></b>	<b>2154</b>
College of Eastern Idaho		241	300
College of Southern Idaho		195	207
College of Western Idaho		365	402

<sup>1</sup> Targets based on projected work force need<sup>2</sup> Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.

North Idaho College		117	764
Boise State University		NA	NA
Idaho State University		319	455
Lewis-Clark State College		25	26
University of Idaho		NA	NA
<b>Associate degrees</b>		<b>4070/4157</b>	<b>4378</b>
College of Eastern Idaho		517	530
College of Southern Idaho		1067	1132
College of Western Idaho		981	1049
North Idaho College		700	800
Boise State University		150	NA
Idaho State University		467	579
Lewis-Clark State College		275	288
University of Idaho		NA	NA
<b>Baccalaureate degrees</b>		<b>11897/7896</b>	<b>12911</b>
Boise State University		4351	6668
Idaho State University		1209	2306
Lewis-Clark State College		534	559
University of Idaho		1802	3378
<b>Masters degrees</b>		<b>2146</b>	<b>2226</b>
<b>Doctoral or Professional degrees</b>		<b>1069</b>	<b>1305</b>

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

**Benchmark:** (2 year Institutions) 75%<sup>3</sup> or more  
(4 year Institutions) 85%<sup>3</sup> or more

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

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

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

**Performance Measures:**

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

**Benchmark:** 50% or more

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

**Benchmark:** 60% or more



**III. Median number of credits earned at completion of associate's or baccalaureate degree program.**

**Benchmark:** Transfer Students: 69/138<sup>2</sup> or less

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

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

**Performance Measures:**

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

**Benchmark:** 40% or less<sup>5</sup>

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

**Benchmark:** 60% or more

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

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

**IV. Average net price to attend public institution.**

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

**V. Average net price differential.** (This new measure looks at the average net price between students in the highest family income band and the lowest family income band)

**Benchmark:** TBD (using IPEDS calculation)

**VI. Expense per student FTE**

**Benchmark:** \$20,000<sup>4</sup> or less

**VII. Unduplicated headcount of graduates, by highest level attained.**

**Benchmark:**

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

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

**Performance Measures:**

**I. Percentage of high school student participating in apprenticeships and postsecondary students participating in internships.**

**Benchmark:** New measure

- II. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).  
**Benchmark:** 25%
- III. **Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.**  
**Benchmark:** 50<sup>6</sup> or more

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

**Performance Measures:**

- I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**  
**Benchmark:** 8<sup>7</sup> graduates at any one time
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**  
**Benchmark:** 60%<sup>8</sup> or more
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**  
**Benchmark:** 80%<sup>8</sup> or more
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**  
**Benchmark:** 50%<sup>8</sup> or more
- V. **Medical related postsecondary programs (other than nursing).**  
**Benchmark:** 120<sup>6</sup> or more

**KEY EXTERNAL FACTORS**

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

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;

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

### **EVALUATION PROCESS**

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

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

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

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

<sup>3</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

<sup>4</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

<sup>5</sup> Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

<sup>6</sup> New measure.

<sup>7</sup> Benchmark is set based on projected and currently available state resources.

<sup>8</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

## **Strategic Planning Requirements**

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Board at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The plans must include a mission and vision statement, where the statutory requirements allow for a mission or vision statement and in the case of the institutions, the definition of mission statement includes the institutions core themes.

Pursuant to State Code and Board Policy, each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the education's interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
  - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

- ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
  - iii. Each objective must include at a minimum one performance measure with a benchmark.
- 3. Performance measures must be quantifiable indicators of progress.
  - 4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
  - 5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
  - 6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
  - 7. Institutions and agencies may include strategies at their discretion.

In addition to the required components and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.



# University of Idaho Strategic Plan and Process

## FY23 – FY27

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016  
Reviewed and submitted March 2022 for FY23 – FY27

**MISSION STATEMENT**

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

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

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

**VISION STATEMENT**

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

**GOAL 1: Innovate**

**Scholarly and creative work with impact**

***Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.<sup>1</sup>***

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

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
109,000	111,590	113,107	112,810	Available Later	114 <sup>2</sup>	116 <sup>3</sup>

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

**Performance Measures:**

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022- 2023)	FY27 (2026-2027)
231	251	242	322	Available Later	325	345 <sup>2</sup>

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
92	83	103	106	Available Later	110 <sup>2</sup>	120 <sup>2</sup>

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
765 (UG) & 500(GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total	Available Later	675 (UG) & 425 (GR) 1,100 Total <sup>2</sup>	700 (UG) & 500 (GR) 1,200 Total <sup>2</sup>

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
61%	58%	60%	56%	Available Later	60% <sup>2</sup>	65% <sup>2</sup>

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

**Performance Measures**

**I. Invention Disclosures**



FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
24	26	35	29	Available Later	30 <sup>2</sup>	33 <sup>2</sup>

**GOAL 2: Engage**

**Outreach that inspires innovation and culture**

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

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

**Performance Measures:****I. Go-On Impact<sup>4</sup>**

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022- 2023)	FY27 (2026-2027)
40.6%	41.4%	41.4%	41.4%	Available Later	42% <sup>Error!</sup> Bookmark not defined.	43% <sup>Error!</sup> Bookmark not defined.

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

**Performance Measures:****I. Percentage Faculty Collaboration with Communities (HERI)**

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
57%	57%	57%	57%	Available Later	60% <sup>Error!</sup> Bookmark not defined.	65% <sup>Error!</sup> Bookmark not defined.

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
1.10	1.10	1.10	1.01	Available Periodically	1.1 <sup>Error! Bookmark not defined.</sup>	1.2 <sup>Error! Bookmark not defined.</sup>

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

**Performance Measures:**

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
405,739	425,128	440,793	220,402	Available Later	350,000 <sup>5</sup>	430,000 <sup>5</sup>

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
52%	52%	53%	53%	Available Later	55% <sup>Error! Bookmark not defined.</sup>	60% <sup>Error! Bookmark not defined.</sup>

**III. Alumni Participation Rate<sup>6</sup>**

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
10.3%	9.4%	8.0%	7.4%	Available Later	8.5% <sup>Error! Bookmark not defined.</sup>	10% <sup>Error! Bookmark not defined.</sup>

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

					Benchmark
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FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY27 (2026-2027)
12,004 / 2,755	11,606 / 2,450	11,504 / 2,371	8,996 / 1,886	Available Later	11,500/2,370 <sup>Error!</sup> Bookmark not defined.	12,500/2,660 <sup>Error!</sup> Bookmark not defined.

**GOAL 3: Transform**

**Educational experiences that improve lives**

*Increase our educational impact.*

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

**Performance Measures:**

***I. Enrollment***

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
12,072	11,841	11,926	10,791	11,303	11,750 <sup>2</sup>	13,000 <sup>2</sup>

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

**Performance Measures:**

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
80.8% Cohort 2017-18	76.7% Cohort 2018-19	76.7% Cohort 2019-20	74.3% Cohort 2020-21	Available Census Date	80% <sup>7</sup>	84% <sup>7</sup>

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)

81.3% Cohort 2017-18	82.6% Cohort 2018-19	82.9% Cohort 2019-20	79.7% Cohort 2020-21	Available Census Date	80% <sup>Error! Bookmark not defined.</sup>	84% <sup>Error! Bookmark not defined.</sup>
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**III. Graduates (All Degrees:IPEDS)<sup>8</sup>, b) Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)**

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
2,487 1,570 543/143 Retired by SBOE Retired by SBOE	2,561 1,639 538/134 Retired by SBOE Retired by SBOE	2,646 1,675 592/132 Retired by SBOE Retired by SBOE	2,474 1,568 526/171 Retired by SBOE Retired by SBOE	Available Later	2,500 <sup>2</sup> 1,600 <sup>2</sup> 600/150 <sup>Error!</sup> Bookmark not defined. 20% <sup>Error! Bookmark not defined.</sup> 31% <sup>Error! Bookmark not defined.</sup>	3,000 <sup>2</sup> 1,850 <sup>2</sup> 800/150 <sup>Error!</sup> Bookmark not defined. 20% <sup>Error! Bookmark not defined.</sup> 31% <sup>Error! Bookmark not defined.</sup>

**IV. NSSE High Impact Practices**

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
73%	73%	77%	77%	Available Later	77% <sup>Error! Bookmark not defined.</sup>	80% <sup>Error! Bookmark not defined.</sup>

**V. Remediation a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading**

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
203/1,082 19%	203/970 21%	220/1,005 22%	351/1,054 33%	Avail Later	250/ 25% <sup>Error!</sup> Bookmark not defined.	142/ 12% <sup>Error!</sup> Bookmark not defined.

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

					Benchmark
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FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY27 (2026-2027)
Bachelors: 1,798	Bachelors: 1,848	Bachelors: 1,881	Bachelors: 1,738	Available Later	1,800 <sup>4</sup>	2,000 <sup>4</sup>

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
Math 50.1%	Math 51.9%	Math 50.0%	Math 52.4%	Available Later	Math 54% <sup>4</sup> ENGL 70% <sup>4</sup>	Math 56% <sup>4</sup> ENGL 77% <sup>4</sup>
ENGL 79.4%	ENGL 74.9%	ENGL 73.4%	ENGL 69.0%			

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
56.6%	59.0%	59.1%	60.7%	Available Later	62% <sup>4</sup>	74% <sup>4</sup>

\* Course meeting the Math general education requirement.

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
7,284 3,089 42.4%	7,022 3,068 43.7%	6,641 2,787 42%	6,288 2,631 41.8%	Available Later	42% <sup>4</sup>	44% <sup>4</sup>

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
37.1% Cohort 2014-15	38.2% Cohort 2015-16	40.7% Cohort 2016-17	41.1% Cohort 2017-18	Available Later	42% <sup>4</sup>	44% <sup>4</sup>

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
59.3% Cohort 2012-13	56.1% Cohort 2013-14	59.5% Cohort 2014-15	59.1% Cohort 2015-16	Available Later	60% <sup>4</sup>	62% <sup>4</sup>

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	155/155 <sup>4</sup>	155/155 <sup>4</sup>

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

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)

Bachelors: 1,570	Bachelors: 1,639	Bachelors: 1,675	Bachelors: 1,568	Available Later	1,650 <sup>4</sup>	2,000 <sup>4</sup>
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**Objective C:** Create an inclusive learning environment that encourages students to take an active role in their student experience.

**Performance Measures:**

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022- 2023)	FY27 (2026-2027)
75%/75%	62.5%/50%	62.5%/62.5%	75%/75%	Available Later	90%/90% Error! Bookmark not defined.	90%/90% Error! Bookmark not defined.

**GOAL 4: Cultivate**

**A valued and diverse community**

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

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

**Performance Measures:**

**I. Multicultural Student Enrollment (head count)**

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022- 2023)	FY27 (2026-2027)
2,799	2,764	2,613	2,406	Available Later	2,750 <sup>9</sup>	3,305 <sup>9</sup>

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022- 2023)	FY27 (2026-2027)
717	755	662	475	Available Later	500 <sup>Error!</sup> Bookmark not defined.	750 <sup>Error!</sup> Bookmark not defined.

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022- 2023)	FY27 (2026-2027)
22.1% / 12.5%	20.6% / 12.1%	21.3% / 13.2%	20.6% / 13.4%	Available Later	<b>22% / 14%</b> <sup>Error!</sup> Bookmark not defined.	<b>23% / 15%</b> <sup>Error!</sup> Bookmark not defined.

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

**Performance Measures:**

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022- 2023)	FY27 (2026-2027)
Survey avg in the 3 <sup>rd</sup> group of 5	Survey avg in the 2 <sup>nd</sup> group of 5	Survey avg in the 2 <sup>nd</sup> group of 5	Survey avg in the 3 <sup>rd</sup> group of 5	Available Later	Survey avg in the 4 <sup>th</sup> group of 5 <sup>10</sup>	Survey avg in the 4 <sup>th</sup> group of 5 <sup>10</sup>

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026- 2027)
17.0%	15.8%	23.5%	19.7%	Available Later	<b>17%</b> <sup>11</sup>	<b>15%</b> <sup>11</sup>

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

**Performance Measures:**

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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026- 2027)
\$383	\$412	\$423	\$507	Available Later	<b>\$500</b> <sup>12</sup>	<b>\$400</b> <sup>12</sup>



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

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026- 2027)
0.97	0.96	0.97	0.88	Available Later	<b>1.00</b> Error! Bookmark not defined.	<b>1.25</b> Error! Bookmark not defined.

**Key External Factors**

*Factors beyond our control that affect achievement of goals*

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

**Evaluation Process**

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

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

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

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

<sup>3</sup> This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

<sup>4</sup> Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"

<sup>5</sup> Internally set standard to assure program quality.

<sup>6</sup> Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

<sup>7</sup> Based on a review of our SBOE peer institutions

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<sup>8</sup> The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

<sup>9</sup> Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

<sup>10</sup> Based on our desire is to reach the “Good” range (65%-74%), as established by the survey publisher.

<sup>11</sup> Based on HR’s examination of turnover rates of institutions nationally.

<sup>12</sup> Established by SBOE.

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

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

## Appendix 2

# Metric and Data Definitions

## Guiding principle for metric selection and use.

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

## Metrics for Goal 1 (Innovate):

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

## Metrics for Goal 2 (Engage):

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

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

### Metrics for Goal 3 (Transform):

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

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

#### Metrics for Goal 4 (Cultivate):

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



# BOISE STATE UNIVERSITY

**FY2023 THROUGH FY2027**

**MISSION STATEMENT**

**VISION**

**STRATEGIC PLAN**

**MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN**

**KEY EXTERNAL FACTORS**

***Blueprint for Success***  
**2021 - 2026**



## Boise State University Strategic Plan

### Mission

Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

### Vision

To be a premier student-success driven research university innovating for statewide and global impact.

## STRATEGIC PLAN GOALS AND OBJECTIVES

### Goal 1: Improve Educational Access and Student Success

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

**Objective A:** Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

### Performance Measures:

Unduplicated number of graduates (distinct by award level) <sup>1</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Undergraduate Certificate	248	360	411	515	Available Sept. 2022	580	890
>Associate	118	131	109	132		150	150
>Baccalaureate	3,196	3,289	3,525	3,754		3,880	4,907
>(SBOE target for bacc graduates <sup>2</sup> )	(3,130)	(3,273)	(3,500)	(N/A)		N/A	N/A
>Graduate Certificate	241	219	184	166		150	150
>Master's	917	862	954	1,075		1,129	1,417
>Education Specialist	16	19	24	23		25	30
>Doctoral	32	45	53	50		58	75
Total Distinct Graduates	4,393	4,455	4,760	5,126		5,600	7,500

<sup>1</sup> SBOE required metric: timely degree completion. Distinct graduates by award level per year (summer, fall, and spring terms). Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

<sup>2</sup> Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

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First year retention rate <sup>3</sup>	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Benchmark		
						F2022 cohort	F2024 cohort	F2026 cohort
>Percent of first-time, full-time freshmen retained	79.5%	79.5%	77.8%	76.0%	Available Oct. 2022	78.0%	80.0%	84.0%
-Resident, Pell-Eligible only	70.8%	72.0%	70.6%	67.0%		71.0%	73.0%	77.0%
-Resident, Not Pell-Eligible only	75.4%	76.4%	75.1%	70.4%		75.0%	77.0%	81.0%
-Non-Resident, Pell-Eligible only	77.3%	76.7%	75.6%	71.1%		76.0%	78.0%	82.0%
-Non-Resident, Not Pell-Eligible only	88.2%	86.5%	83.7%	83.9%		84.0%	86.0%	91.0%
>Percent full-time transfers retained or graduated	76.6%	74.7%	78.4%	77.8%		79.0%	81.0%	83.0%

4-year graduation rate <sup>4</sup>	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Benchmark	
						Fall 2019 cohort	Fall 2023 cohort
> % of first-time, full-time freshmen who graduated	28.7%	30.6%	38.1%	39.6%	Available Sept. 2022	43.0%	55.0%
-Resident, Pell-Eligible only	15.3%	18.2%	20.6%	26.3%		29.0%	42.0%
-Resident, Not Pell-Eligible only	24.5%	25.0%	30.7%	33.1%		35.0%	46.0%
-Non-Resident, Pell-Eligible only	34.0%	35.5%	38.4%	34.1%		40.0%	48.0%
-Non-Resident, Not Pell-Eligible only	46.2%	47.8%	55.9%	53.5%		56.0%	60.0%
>% of full-time transfers who graduated	49.9%	50.5%	54.2%	57.7%		59.0%	69.0%

6-year graduation rate <sup>5</sup>	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Benchmark	
						Fall 2017 cohort	Fall 2021 cohort

<sup>3</sup> SBOE required metric: Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

<sup>4</sup> SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

<sup>5</sup> SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

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> % of first-time, full-time freshmen who graduated	45.8%	50.3%	54.1%	53.0%	Available Sept. 2022	56.0%	62.0%
-Resident, Pell-Eligible only	34.3%	38.0%	42.3%	40.1%		44.0%	50.0%
-Resident, Not Pell-Eligible only	41.5%	47.9%	50.7%	52.6%		55.0%	63.0%
-Non-Resident, Pell-Eligible only	54.7%	52.5%	56.5%	55.5%		58.0%	63.0%
-Non-Resident, Not Pell-Eligible only	64.1%	67.1%	71.6%	68.3%		73.0%	78.0%
>% of full-time transfers who graduated	57.4%	58.5%	56.9%	59.7%		61.0%	72.0%

Gateway math success of new degree-seeking freshmen <sup>6</sup>	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Benchmark	
						Fall 2021 cohort	Fall 2025 cohort
>% completed within two years	79.8%	82.1%	83.4%	81.5%	Available Sept. 2022	85.0%	88.0%

Progress indicated by credits per year <sup>7</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of undergraduate degree seeking students with 30 or more credits per year	23.9%	26.5%	28.7%	28.3%	Available July 2022	30.0%	32.0%

Success in credit-bearing course (gateway) after remedial course <sup>8</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>English	88.5 %	88.5%	87.1%	84.8%	Available	90.0%	95.0%
>Mathematics	57.4%	55.8%	56.7%	59.6%	July 2022	61.0%	65.0%

<sup>6</sup> SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19).

<sup>7</sup> SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

<sup>8</sup> SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above, English 101P or above) within one year of taking the remedial course (e.g., students who took remedial course in fall 2018 and completed a subsequent course by the end of fall 2019). Math remediation defined as Math 025 and 108 and English remediation defined as English 101P. The data shown for FY20 reflects students who took remedial during FY19 and completed the subsequent credit-bearing course during FY20. Note: the methodology for this measure has been clarified and refined by OSBE and all years of data reported reflect the updated methodology.

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Degrees and Certificates Awarded <sup>9</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Undergraduate Certificate	248	360	411	515	Available Sept. 2022	580	890
>Associate	119	133	111	132		150	150
>Baccalaureate	3,373	3,472	3,680	3,929		4,152	5,250
>Graduate Certificate	248	221	189	170		150	150
>Master's	917	861	954	1,074		1,129	1,417
>Education Specialist	16	19	24	23		25	30
>Doctoral	32	45	53	50		58	75

True Blue Scholarship	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Dollars awarded through need-based True Blue Promise Scholarship	\$393,714	\$529,985	\$637,185	\$671,478	Available Oct. 2022	\$1.2 M	\$2.4M

NSSE <sup>10</sup> Indicators: For Freshmen Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Academic Challenge	99% <sup>11</sup> ↔	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	100%	105% <sup>12</sup>
>Higher-order learning	103%↔					105%	105%
>Reflective & integrative learning	107%↑					107%	107%
Learning with Peers	101%↔					103%	105%
>Collaborative learning							
>Discussions with diverse others							

**Objective B:** Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

**Performance Measures:**

<sup>9</sup> SBOE required metric: degree completion. Reflects the number of awards by level (first plus second major as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

<sup>10</sup> "NSSE" refers to the National Survey of Student Engagement (<http://nsse.indiana.edu/>), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

<sup>11</sup> ↔ Indicates that Boise State is statistically the same as peers; ↑ & ↓ indicate statistically higher and lower than peers, respectively.

<sup>12</sup> A percentage of 105% indicates that Boise State would score 5% better than peers.

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Students participating in courses with service-learning component	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,446	1,482	1,557	1,537	Available July 2022	1,600	1,800
>Percent of baccalaureate students participating in service-learning course	45%	46%	44%	42%		47%	50%

Students participating in internships <sup>13</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Number of students with internship credit	957	927	938	697	Available July 2022	1,000	1,200

<sup>13</sup> Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

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NSSE % of senior participating in internships (and similar experiences), and in research	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of students participating in internships and other applied experiences	52.2%↑	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	54.0%	56.0%
>% of students participating in research w/faculty members	26.6%↑					28.0%	30.0%

Post-graduation outcomes <sup>14</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization							
>Undergraduate degree completers	76%	76%	84%	82%	Available Feb. 2023	85%	88%
>Graduate degree completers	82%	85%	90%	89%		92%	94%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	81%	83%	78%	82%	Available Feb. 2023	80%	84%
>Graduate degree completers	94%	95%	94%	94%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	85%	84%	83%	84%	Available Feb. 2023	85%	87%
>Graduate degree completers	95%	97%	95%	97%		97%	98%

**Objective C:** Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

**Performance Measures:**

Dual enrollment <sup>15</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Number of credits produced	23,664	29,184	33,100	28,756	Available July 2022	34,000	37,500

<sup>14</sup> Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. The overall response rate across the two surveys were as follows: 48% (+/-1.5% MoE) in FY18; 36% (+/-2% MoE) in FY19; 27% (+/- 2.3% MoE) in FY20; and 35% (+/-1.8% MoE) in FY21. Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

<sup>15</sup> Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

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Distinct number of students served	5,408	6,570	7,062	6,318	Available July 2022	7,500	9,000
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Enrolled Idaho Students (Fall enrollment)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Number of enrolled degree-seeking resident undergraduates	11,096	10,830	10,689	10,309	9,729	10,025	11,280
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	4,461	5,498	5,982	3,773	5,316	7,500	9,000
Total number of enrolled students (degree-seeking and non-degree seeking)	15,557	16,328	16,671	14,082 <sup>16</sup>	15,045	17,525	20,280
Number of new First-time degree-seeking students who are Idaho residents	1,539	1,596	1,630	1,441	1,517	1,560	1,750
Number of new Transfer degree-seeking students who are Idaho residents	998	933	901	894	843	940	1,060

Number of graduates with high impact on Idaho's college completion rate	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Baccalaureate graduates from underrepresented groups							
>from rural areas <sup>17</sup>	500	532	463	508	Available Sept. 2022	550	750
>from ethnic minorities <sup>18</sup>	359	444	467	531		639	854
Baccalaureate graduates who are Idaho residents	2,263	2,200	2,208	2,284	Available Sept. 2022	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	847	845	847	828	Available Sept. 2022	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college <sup>19</sup>	406	446	442	461	Available Sept. 2022	500	1,000

True Blue Scholarship	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Dollars awarded through need-based True Blue Promise Scholarship	\$393,714	\$529,985	\$637,185	\$671,478	Available Oct. 2022	\$1.2M	\$2.4M

<sup>16</sup> Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and largely due to the impacts of the global pandemic.

<sup>17</sup> Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.

<sup>18</sup> Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

<sup>19</sup> Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.



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**Objective D:** Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

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**Performance Measures:**

Sponsored Projects funding and awards for Instruction and Training	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Total Funding	\$6.2M	\$3.2M	\$6.1M	\$2.5M	Available April 2023	\$7M	\$10M
># of Awards	26	18	30	20		35	50

Enrollment in programs delivered online (Fall enrollment) <sup>20</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Undergraduate	817	1,574	1,911	2,294	2,282	2,500	5,000
>Graduate	1,087	1,198	1,311	1,418	1,511	1,750	2,500
>Total	1,904	2,772	3,222	3,712	3,793	4,750	7,500

NSSE Indicators: For Freshmen Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Academic Challenge							
>Higher-order learning	99% ↔	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	100%	105%
>Reflective & integrative learning	103% ↔					105%	105%
Learning with Peers							
>Collaborative learning	107% ↑					107%	107%
>Discussions with diverse others	101% ↔					103%	105%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Learning with Peers							
>Collaborative learning	103% ↔	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	105%	105%
>Discussions with diverse others	98% ↔					100%	102%
Experiences with faculty							
>Student-faculty interaction	101% ↔					103%	105%
>Effective teaching practices	99% ↔					100%	102%

**Goal 2: Innovation for Institutional Impact**

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

**Objective A:** Create an enduring culture of innovation.

<sup>20</sup> Indicates the number of officially enrolled students in a major or certificate that is delivered online.

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**Performance Measures:**

Vertically Integrated Projects <sup>21</sup> (VIPs)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Number of students enrolled in VIP credit	66	146	184	182	Available	250	350
>Number of VIP teams	11	18	21	23	July 2022	25	35

Percent of research grant awards that are Interdisciplinary vs. single discipline <sup>22</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available July 2022	25.0%	30.0%

**Objective B:** Build scalable university structures and align philanthropic and strategic investments that support innovation.

**Performance Measures:**

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
<b>Advancement funding</b>							
>Total gift income (outright gifts and previous pledge payments)	\$33.9M	\$25.3M	\$15.5M	\$21.1M	Available	\$20M	\$40M
>Total Endowment Value	\$114.8M	\$122.1M	\$121.2M	\$161.4M	January 2023	\$170M	\$185M

**Objective C:** Establish individual and collective opportunity and accountability for innovation.

**Performance Measures:**

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
> Inventions Disclosure	14	20	22	16	N/A	20	28
> Patents Issued	3	2	5	1		3	6
> Licenses / Options / Letters of Intent	24	25	19	22		30	40

<sup>21</sup> The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

<sup>22</sup> Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

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**Goal 3: Advance Research and Creative Activity**

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff, and student excellence in these pursuits.

**Objective A:** Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

**Performance Measures:**

Total Research & Development Expenditures	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Expenditures as reported to the National Science Foundation	\$41.4M	\$39.8M	\$43.3M	Available April 2022	Available April 2023	\$47M	\$52M

% of Successful Award Proposals	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
># of Total Submitted Proposals	606	560	506	598	Available February 2023	625	800
>% Proposals Awarded	60.7%	67.5%	81.2%	71.1%		75.0%	75.0%

Publications of Boise State authors and citations of those publications over 5-year period	CY 2013-17	CY 2014-18	CY 2015-19	CY 2016-20	CY 2017-21	Benchmark	
						For CY 2018-22	For CY 2022-26
>Number of peer-reviewed publications by Boise State faculty, staff, students <sup>23</sup>	1,957	2,237	2,479	2,704	2,941	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students <sup>24</sup>	8,147	10,167	14,711	17,550	19,217	20,000	25,000

Sponsored Projects funding: # of Awards by Purpose	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027

<sup>23</sup> Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

<sup>24</sup> Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

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>Research	239	235	255	265	Available February 2023	275	375
>Instruction/Training	26	18	30	20		35	50
>Other Sponsored Activities	103	125	126	140		158	200
>Total	368	378	411	425		468	600

Sponsored Projects funding: Dollars awarded by purpose	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Research	\$36.8M	\$31.6M	\$38.5M	\$43.9M	Available February 2023	\$45M	\$55M
>Instruction/Training	\$6.2M	\$3.2M	\$6.1M	\$2.5M		\$7M	\$10M
>Other Sponsored Activities	\$12.9M	\$18.7M	\$13.7M	\$18.9M		\$20M	\$25M
>Total	\$56.0M	\$53.5M	\$58.2M	\$65.3M		\$72M	\$88M

**Objective B:** Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

**Performance Measures:**

NSSE % of senior participating in research	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of students participating in research w/faculty members	26.6% ↑	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	28.0%	30.0%

Number of doctoral graduates	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	32	45	53	50	Available Sept. 2022	58	75

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline <sup>25</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available September 2022	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$455,849	\$323,410	\$293,228	\$333,321		\$350,000	\$400,000

<sup>25</sup> Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

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>Average \$\$ per grant award for single-discipline grants	\$139,629	\$126,726	\$227,654	\$181,531		\$250,000	\$300,000
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	FY	FY	FY	FY	FY	Benchmark
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Carnegie Foundation Ranking <sup>26</sup>	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Basic Classification	R3 (Research: Moderate)	R3 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

**Objective C:** Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

**Performance Measures:**

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available September 2022	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$455,849	\$323,410	\$293,228	\$333,321		\$350,000	\$400,000
>Average \$\$ per grant award for single-discipline grants	\$139,629	\$126,726	\$227,654	\$181,531		\$250,000	\$300,000

**Goal 4: Foster Thriving Community**

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

**Objective A:** Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

**Performance Measures:**

National College Health Assessment <sup>27</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
> Response to statement: "I feel that I belong at my college/university" (% agree)	Survey instrument changed in 2019-20 so prior results NA	Survey instrument changed in 2019-20 so prior results NA	90.2%  85.7%	Survey conducted every 2 years	NCHA in progress spring 2022	>95%  90%	>95%  >95%

<sup>26</sup> Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).

<sup>27</sup> Boise State conducts the National College Health Assessment through the American College Health Association every two years. The survey instrument changed in 2019-20, therefore, no prior comparisons are available. The response rate for FY20 was 14.9% (MoE +/- 3.3%).

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> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)			89.6%			90%	>95%
> Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)							

Human Resources Survey <sup>28</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2022	FY 2026
> Response to statement: "I can bring my whole authentic self to work" (% agree)		73%			NA	80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)		75%			NA	82%	85%
> Response to statement: "I would refer someone to work at Boise State" (% agree/yes)	NA	82%	Survey conducted every 3-5 years	Survey conducted every 3-5 years	82%	85%	90%
>Response to statement: I feel valued in my job (% agree)		NA			72%	80%	90%
> My supervisor is responsive to my ideas, requests, and suggestions (% agree)		NA			81%	85%	90%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Experiences with faculty	101% ↔	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	103%	105%
>Student-faculty interaction							
Campus Environment	101% ↔					103%	105%
>Quality of interactions	90% ↓					95%	100%
>Supportive environment							

NSSE: Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027

<sup>28</sup> Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019 and a Work Well Survey in 2022. Some questions were updated or changed between the two surveys, and the survey is subject to ongoing improvements.



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>Quality of interaction with academic advisors	99.8% ⇔					102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	100.2% ⇔	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	103.4% ↑					105%	105%

**Objective B:** Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

**Performance Measures:**

National Faculty & Staff Health Assessment <sup>29</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
> Response to statement: "My college/university cares about my health and well-being" (% agree)		70.6%		75.9%		80%	85%
> Response to statement: "My college/university promotes a culture of wellness" (% agree)	Survey started in 2019	75%	Survey conducted every 2 years	75%	Survey conducted every 2 years	80%	85%
> Response to statement: "The health and well-being of university staff and faculty impacts student success and learning" (% agree)		96.1%		97.8%		>95%	>95%

Faculty and Staff Turnover	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Classified	20.2%	20.9%	19.7%	18.4%	Available January 2023	17.5%	15%
>Professional	14.7%	17.1%	15.3%	16.0%		13.0%	10%
>Faculty	6.5%	6.5%	5.4%	7.1%		6.5%	6.5%

**Objective C:** Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

**Performance Measures:**

	FY	FY	FY	FY	FY	Benchmark
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<sup>29</sup> Boise State conducts the National Faculty & Staff Health Assessment through the American College Health Association every two years. The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).

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Expense per EWA-weighted Student Credit Hour (SCH)	2018	2019	2020	2021	2022	FY 2023	FY 2027
\$ per Resident Undergraduate SCH <sup>30</sup> >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$313.35 \$329.90	\$309.21 \$331.21	\$327.61 \$352.89	\$318.45 \$357.17	Available Jan. 2023	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$
\$ per Resident Undergraduate & Graduate SCH >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$279.53 \$294.29	\$275.25 \$294.83	\$287.91 \$310.12	\$277.32 \$311.04	Available Jan. 2023	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$
\$ per Total Undergraduate SCH <sup>31</sup> >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$263.08 \$276.98	\$255.42 \$273.59	\$256.42 \$276.21	\$240.94 \$270.24	Available Jan. 2023	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$
\$ per Total Undergraduate & Graduate SCH >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$244.00 \$256.89	\$237.14 \$254.01	\$238.14 \$256.52	\$223.85 \$251.07	Available Jan. 2023	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$

<sup>30</sup> Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition and WUE students that exceed the cap. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

<sup>31</sup> Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

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Cost of Education <sup>32</sup> (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Boise State	\$7,326	\$7,694	\$8,068	\$8,060	\$8,060	Remain less than the WICHE state average	
>WICHE average	\$8,407	\$8,630	\$8,934	\$9,154	\$9,305		
>Boise State as % of WICHE	87.1%	89.2%	90.3%	88.0%	86.6%		

Graduates per FTE	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Baccalaureate graduates per undergraduate FTE <sup>33</sup>	21.8	21.6	22.1	23.8	Available Sept. 2022	24.0	26.5
Baccalaureate graduates per junior/senior FTE <sup>34</sup>	41.2	41.2	42.5	43.6		44.2	47.6
Graduate degree graduates per graduate FTE <sup>35</sup>	46.8	42.7	45.3	48.8		49.0	51.0

**Objective D:** Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

**Performance Measures:**

STARS (The Sustainability Tracking, Assessment & Rating System)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
“STARS is intended to engage and recognize the full spectrum of higher education institutions...It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability.” <sup>36</sup>	Not Applicable		Program Participant	Program Participant	Silver Award Recognition 	Silver Award Recognition 	Gold Award Recognition 

<sup>32</sup> WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at <http://www.wiche.edu/pub/tf>.

<sup>33</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

<sup>34</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

<sup>35</sup> Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

<sup>36</sup> Additional information on the STARS program may be found at <https://stars.aashe.org/about-stars/>

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**Goal 5: Trailblaze Programs and Partnerships**

Enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

**Objective A:** Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, and service needs.

**Performance Measures:**

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” <sup>37</sup>	<div><p>Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.</p></div>					Renewal of Community Engagement Classification in 2025	

Partnerships through Research & Economic Development <sup>38</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Total Distinct Number of Partners Classified by organizational type				301			
> Industry	NA	NA	NA	58	Available Sept. 2022	Increase number of partners	Increase number of partners
> Government				124			
> Non-Profit				34			
> Higher Education				85			

**Objective B:** Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

**Performance Measures:**

<sup>37</sup> Additional information on the Carnegie Foundation Community Engagement Classification may be found at [http://nerche.org/index.php?option=com\\_content&view=article&id=341&Itemid=618#CECdesc](http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc).

<sup>38</sup> Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

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Community Impact Program Participants <sup>39</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Community Impact Program participants (new starts)				16	28	45	75
>Professional development participants	NA	NA	NA	NA	35	35	50
>Academic certificates issued and percent of new starts				11 (69%)	24 (86%)	36 (86%)	65 (86%)

Number of graduates with high impact on Idaho's college completion rate	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Baccalaureate graduates from underrepresented groups <sup>40</sup> >from rural counties	500	532	463	508	Available Sept. 2022	550	750
Baccalaureate graduates who began as transfers from Idaho community college <sup>41</sup>	406	446	442	461	Available Sept. 2022	500	1,000

**Objective C:** Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

**Performance Measures:**

Vertically Integrated Projects <sup>42</sup> (VIPs)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Number of students enrolled in VIP credit	66	146	184	182	Available	250	350
>Number of VIP teams	11	18	21	23	July 2022	25	35

**Key External Factors**

<sup>39</sup> Boise State's Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.

<sup>40</sup> Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau.

<sup>41</sup> Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

<sup>42</sup> The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

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A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present five factors that we regard as impediments to progress, the first three of which can be influenced by the state government and its agencies, and one external factor that may help accelerate our progress.

**Budget cuts to higher education.** Budget cuts and holdbacks to higher education in FY20 and FY21 have negatively influenced our ability to implement our new strategic plan, *Blueprint for Success*. More significantly, lack of consistent funding for the Enrollment Workload Adjustment while the university experienced substantial enrollment growth has resulted in a 20% per-student EWA-weighted funding deficit relative to the average of the other three public four-year institutions.

**Administrative oversight.** Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased administrative and project costs due to multiple layers of review. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability.

**Compliance.** Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

**Negative External Factor: Global Pandemic.** Boise State University, as all Idaho universities, continued to operate under a global pandemic. This historic occasion created large new expenses, and lost revenues in canceled events. Moreover, the length of the pandemic caused mental distress and burnout among students, faculty and staff.

**Negative External Factor: Increasing inflation and cost of housing in the Boise metro area.** Increasing inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in salaries are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset with our current revenue streams.

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

## Evaluation Process

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Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting. The six executive divisions of the university receive reports from every unit within their division that detail progress to date on the Blueprint for Success and their plans and recommendations for the coming year. Each division compiles these unit-level reports and provides an executive-level summary to the University Strategic Planning Council (USPC), a group composed of representatives from across the university. In turn, the USPC provides a comprehensive summary for the President and Executive team detailing progress and achievements on the strategic plan from across the institution.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. In addition, feedback and ideas are always welcome “off cycle” through communication with the USPC or divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

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	Boise State University Strategic Goals				
	<i>Goal 1: Innovation for institutional Impact</i>	<i>Goal 2: Improve educational access and student success</i>	<i>Goal 3: Advance research and creative activity</i>	<i>Goal 4: Foster thriving community</i>	<i>Goal 5: Trailblaze programs and partnerships</i>
<b>Institution/Agency Goals and Objectives</b>					
<b>GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT</b> - <i>Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>					
<u><b>Objective A: Data Access and Transparency</b></u> - <i>Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.</i>		✓		✓	
<u><b>Objective B: Alignment and Coordination</b></u> – <i>Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).</i>		✓			✓
<b>GOAL 2: EDUCATIONAL ATTAINMENT</b> – <i>Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.</i>					
<u><b>Objective A: Higher Level of Educational Attainment</b></u> – <i>Increase completion of certificates and degrees through Idaho’s educational system.</i>	✓	✓			✓



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

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Mark Fitzgerald, Interim Chief Information Security Officer  
IT Governance, Risk, Compliance and Cybersecurity  
Office of Information Technology - Boise State University

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Executive Order 2017-02 requires Boise State University to incorporate the NIST Cybersecurity Framework (CSF) into our IT Risk Management frameworks and also to implement CIS Critical Security Controls (CSC) 1- 6 across the University's critical network infrastructure systems.

CSF is just one component of Boise State's IT Risk Management framework. To measure our Security Effectiveness, we partner with BitSight to provide real-time feedback on university systems CSF maturity. Average CSF maturity has risen to an A and maintained throughout the year, whereas the industry has maintained a D average. CSC Controls have been documented and on a maturity scale we are a level 2 with work left to do. Critical Security Controls 1-6 will be an ongoing process as we strive towards a level 3 maturity.

In the past 12 months we have

- Implemented policy for encryption and inventory
- Established an asset inventory database
- Deployed Multi-Factor Authentication to all students implemented MFA to campus systems
- Implemented and replace several key security assets
- Coordinated efforts with State Department of in Administration

In the next 12 months we plan

- Continuing maturity growth of CSC as outlined by State ITS department
- Compliance and assurance of inventory
- Written documentation and assessment to supplement the BitSight measurements of NIST CSF



**Idaho State  
University**

# **University Strategic Plan 2023 - 2027**

***ROAR***

## Idaho State University

Strategic Plan  
2023-2027**Mission**

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities

**Vision**

We inspire a passion for knowledge and discovery.

**Goal 1: Increase student access, opportunity, retention, and success****Objective 1.1: Increase access and enrollment using targeted recruitment efforts****Performance Measures:****1.1.a. Increase by 7% ISU's total number of enrolled degree-seeking students by FY28.**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
9,281	9,114	9,115	Available AUG. 2022	9,242	9753

**Benchmark:** Using 2021 as a baseline, increase the total # of enrolled degree-seeking students by 7% by FY28.

**1.1.b. Increase by 7.5% first-generation student enrollment rates by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
1,725	1,622	1,570	Available AUG. 2022	1,593	1,688

**Benchmark:** Using 2021 as a baseline, increase the number of first-generation student enrollment rates by 7.5%

**1.1.c. Increase by 5% the enrollment rate of the number of undergraduate students from rural Idaho by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
2,500	2,484	2,505	Available AUG. 2022	2,530	2,630

**Benchmark:** Using 2021 as a baseline, increase the # of Idaho rural students by 5% (125) by FY28.

**Objective 1.2: Improve student retention by strengthening students' ISU experience**

**Performance Measures:**

**1.2.a Increase by 10% the fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate by FYs 28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
63%	65%	65%	Available AUG. 2022	67%	75%

**Benchmark:** Using the FY21 outcome, increase by 10% by FY28.

**1.2.b. Increase by 22% the percent of new degree-seeking freshmen completing a gateway math course within two years by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
42%	37%	35%	38%	40%	60%

**Benchmark:** Using the FY22 outcome, increase by 22% by FY28.

**1.2.c. Increase to 70% the percentage of students who register for the next semester prior to leaving on a break (get students to register for classes sooner) by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	57%	64%	Available AUG. 2022	65%	70%

**Benchmark:** Using the 2021 data, increase by 6% the total number of undergraduate students registering by 2028.

**Objective 1.3: Improve ISU's graduation rate**

**Performance Measures:**

**1.3.a Increase by 14% the percent of first-time, full-time, freshmen graduating within 150% of time by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
34%	33%	36%	Available AUG. 2022	39%	50%

**Benchmark:** Benchmark set by SBOE at 50%, increase by 14% using FY21 data by FY28.

**1.3.b. Increase by 5% the percentage of undergraduate and graduate degrees awarded by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
2,554	2,462	2,756	Available AUG. 2022	2,781	2,893

**Benchmark:** Using the 2021 outcome, increase by 5% the number of degrees awarded by FY28.



**1.3.c. Increase by 20% the percent of undergraduate, degree-seeking students completing 30 or more credits per academic year by FY28.**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
31%	33%	32%	Available AUG. 2022	36%	52%

**Benchmark:** Students that earn a degree in the academic year but did not earn 30 credits in the academic year are backed out of the metric. Using SBOE methodology and the established 2025 benchmark, increase by 20% by FY28.

**SBOE Aligned Measures (Identified in blue):**

**1. Timely Degree Completion**

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

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
26%	28%	28%	Available AUG. 2022	33%	50%

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

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

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
34%	33%	36%	Available AUG. 2022	39%	40%

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

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

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
242	219	300	Available AUG. 2022	305	315

**Benchmark Definition:** ISU identified its benchmark at 315, a 10% increase over FY2018.





**1.3b Total number of associate degrees**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
428	420	494	Available AUG. 2022	502	519

**Benchmark Definition:** ISU identified its benchmark at 519, a 10% increase over FY2018.

**1.3c Total number of baccalaureate degrees**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
1,233	1,155	1,284	Available AUG. 2022	1,300	1,356

**Benchmark Definition:** ISU identified its benchmark at 1,356, a 10% increase over FY2019.

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

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
238	218	288	Available AUG. 2022	290	292

**Benchmark Definition:** ISU identified its benchmark at 292, a 10% increase over FY2018.

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

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
427	411	489	Available AUG. 2022	496	519

**Benchmark Definition:** ISU identified its benchmark at 519, a 10% increase over FY2018.

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

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
1,174	1,104	1,227	Available AUG. 2022	1,232	1,291

**Benchmark Definition:** ISU identified its benchmark at 1,291, a 10% increase over FY2019.

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

	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
					FY2023	FY2025
Math	31%	32%	42%	Available AUG. 2022	43%	45%
English	94%	92%	89%	Available AUG. 2022	94%	98%

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

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
42%	37%	35%	38%	40%	46%

**Benchmark Definition:** ISU identified its benchmark at 46%, a 4% increase over FY18.

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

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY2023 (2022-2023)	FY2025 (2024-2025)
20%	19%	23%	Available AUG. 2022	24%	26%

**Benchmark Definition:** ISU identified its benchmark at 30%, a 6% increase over FY18.

**Goal 2: Strengthen programmatic excellence**

**Objective 2.1: Attract, support, and retain outstanding faculty and staff**

**Performance Measures:**

**2.1.a Increase by 5% the percentage of faculty and staff who feel satisfied with Idaho State University as their current employer by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
74%	Not Available	74%	Not Available	75%	79%

**Benchmark:** Using 2018 and 2020 outcomes, increase the total satisfaction level by 5% by FY28.

**2.1.b. Improve employee retention so retention is 2% higher than peer group for staff by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	>.5%	>2%

**Benchmark:** Using CUPA survey data for ISU 2020 Peer group, compare to average turnover/retention using voluntary turnover data (excluding retirees) and 2% higher (staff) by FY28.

**2.1.c. Improve faculty retention, so retention is at or above peer comparison for faculty by FY28.**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	= to peer average	= or > than peer average

**Benchmark:** Using CUPA survey data for ISU 2020 Peer group, compare to faculty average turnover/retention using voluntary turnover data (excluding retirees) by FY28.

**2.1.d. Create at least 10 “career ladder” opportunities that allow staff to progress in the roles by FY 28 (example: Staff Advisor, Advisor, Senior Advisor)**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	Not Available	10

**Benchmark:** This will be a new program so FY2023 may be the first year ISU can collect this data

**Objective 2.2: Enhance ISU’s infrastructure**

**Performance Measures:**

**2.2.a Improve the quality of ISU campus’ buildings by reducing deferred maintenance by \$24 million by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
\$11,950,000	\$4,827,632	\$7,938,854	\$7,020,339	10,000,000	\$24,000,000

**Benchmark:** Using benchmark data between 2019-2022 data to inform planning to reduce DM by \$24M/year so that the (2022) \$450M DM backlog doesn’t grow

**2.2.b. Remodel 55 classrooms to meet the new classroom technology standard and adhere to a central repair and replacement schedule FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
6	0	0	17	11	55

**Benchmark:** Using 2020-2022 data as a baseline, the total sum of classrooms updated is 55 by FY28.

**2.2.c. To support effective and efficient governance, evaluate 100% of ISU's existing policies by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	20%	100%

**Benchmark:** The establishment of the goal at 100% is based on the emphasis placed on the need to continuously improve governance effectiveness

**Objective 2.3: Increase the number of nationally recognized programs**

**Performance Measures:**

**2.3.a Increase by ###% the number of nationally recognized top 100 programs by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	To Be Determined	To Be Determined

**Benchmark:** FY2023 will be the first year ISU collects this data.

**2.3.b. Increase by 7% the number of ISU students completing a capstone/senior project by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
606	637	735	Available AUG. 2022	746	790

**Benchmark:** Using the 2021 outcome, increase the number of students completing by 7% by FY28.

**2.3.c. Increase by 3% the percentage of ISU's KDHS programs that meet or exceed the first-time pass rate measured against the national average by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
89%	93%	92%	Available AUG. 2022	92%	95%

**Benchmark:** Using the 2021 data, increase by 3% the first-time pass rate by FY28.

**Objective 2.4: Align ISU's programs with community, regional, and national needs**

**Performance Measures:**

**2.4.a Increase by 50 the number of certificates and other stackable "microcredentials" offered at ISU by FY28.**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
285	252	327	Available AUG. 2022	337	377

**Benchmark:** Using the 2021 outcome, increase by 50 by FY28.

**2.4.b. Increase by 7.5% the number of ISU students graduating with degrees that align with Idaho Department of Labor's "Hot Jobs" list**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
685	736	759	Available AUG. 2022	770	816

**Benchmark:** Using the 2021 outcome, ISU will increase the graduation rate by 7.5% by FY28.

**2.4.c. By 2028, 90% of colleges' programs will complete alumni graduate surveys to identify changing trends in employer skill requirements**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	To Be Determined	90%

**Benchmark:** FY2023 will be the first time this data is collected university-wide.

**Goal 3: Cultivate external partnerships**

**Objective 3.1: Increase the number of relationships with corporate, non-profit, and government entities**

**Performance Measures:**

**3.1.a Increase by 15% the number of endowed scholarships for students sponsored by corporate entities by FY 28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
\$707,772	\$474,043	\$700,525	Available AUG. 2022	\$721,000	\$805,604

**Benchmark:** Using 2021 data, increase 3% (\$21,016) annually the amount of new funds by FY28.

**3.1.b. Increase by ### the number of new/existing ISU partnerships resulting in internships and/or clinical opportunities for ISU students**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	To Be Determined	To Be Determined

**Benchmark:** 2023 will be the first year this data is collected.

**3.1.c. Increase by ### the perception of regional partners that ISU provides its graduates with the skills needed to succeed in their organizations by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	To Be Determined	To Be Determined

**Benchmark:** 2023 will be the first year this data is collected.

**Objective 3.2: Maximize the impact of new and existing regional partnerships to support ISU's mission**

**Performance Measures:**

**3.2.a Increase by #% the number of student competitions, workshops, and other professional development events sponsored by or in partnership with corporate, non-profit, or governmental partners by FY 28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	To Be Determined	To Be Determined

**Benchmark:** 2023 will be the first year this data is collected

**3.2.b. Increase by 40% the number of off-campus CPI by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
14%	18%	17%	Available AUG. 2022	32%	40%

**Benchmark:** With the expectation that approximately 30% of internships will be off-campus in 2022, there will be an additional increase of 10% by FY28.

**3.2.c. Increase by ##% the number of VIP visits from existing and new partners to ISU in a year by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	To Be Determined	To Be Determined

**Benchmark:** FY2023 will be the first year ISU tracks this measure.



**Objective 3.3: Expand collaborations with K-12 and post-secondary educational institutions**

**Performance Measures:**

**3.3.a Increase by 25% transfer rates from Idaho community colleges to ISU by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
197	196	224	Available AUG. 2022	235	280

**Benchmark:** Using the 2021 outcome, increase by 25% total transfer students by FY28.

**3.3.b. Improve by 500% the number of University collaborations that result in establishing 4+1 and 3+2 degree options by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
3	4	8	Available AUG. 2022	9	15

**Benchmark:** Using the 2019 data, increase by 15 the total number of collaborations by FY28.

**3.3.c. Facilitate outreach programs that bring 90 high school counselors to one of ISU's campuses by FY 28.**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
39	Not Conducted	Not Conducted	Available AUG. 2022	49	90

**Benchmark:** Using 2019 data, increase the number of Counselors attending an ISU Counselor event by 51 by FY28.

**Goal 4: Expand research, clinical, and creative activities**

**Objective 4.1: Enhance the faculty's ability to initiate research and innovative projects**

**Performance Measures:**

**4.1.a Office for Research will host 5 workshops/meetings per year that educate faculty and researchers on compliance or other research issues by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	5	25

**Benchmark:** Beginning FY23, the Office of Research will host five workshops/meetings annually over the five years.

**4.1.b. Engage 2 first-time proposal submitters per year to receive grant writing help.**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	2	10

**Benchmark:** Beginning FY23, over the five years, Office of Research will increase first-time submitters by 10.

**4.1.c. Increase by 1 per year the number of faculty / researchers that apply for Office for Research internal grants by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
10	31	14	29	30	34

**Benchmark:** Using FY22 data, increase the goal by 5 based on current trends by FY28.

**Objective 4.2: Increase productivity in research, scholarly, and creative activities**

**Performance Measures:**

**4.2.a Increase by 15% ISU's total dollar amount of IPEDs reported research expenditures by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
\$17,213,329	\$15,170,279	15,684,143	Available AUG. 2022	\$16,154,667	\$18,036,764

**Benchmark:** Using the 2021 outcome, ISU will increase the number of dollars by \$2,352,621 by FY28.

**4.2.b. 10% increase to the three-year rolling average number of external grant proposals submitted by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
314	338	336	Available AUG. 2022	343	363

**Benchmark:** Using a three-year rolling average, the total number will increase by approximately 7 a year (34) by FY28.

**4.2.c. Increase by 3 per year the number of faculty members who submit external grant proposals through the Office for Research by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
173	179	159	Available AUG. 2022	161	174

**Benchmark:** Using 2021 data for faculty members, the total number will increase by 15 by FY28.

**Objective 4.3: Capitalize on ISU clinical services as a source for clinical research**

**Performance Measures:**

**4.3.a Increase by 10% the percentage of KDHS students that participate in interprofessional educational/clinical research opportunities by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
91%	41%	84%	Available AUG. 2022	86%	94%

**Benchmark:** Using the 2021 data, ISU will work to increase the total percentage by 10% by FY28.

**4.3.b. Increase by 10% the percentage of KDHS faculty that participate in interprofessional educational/clinical research opportunities by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
86%	89%	84%	Available AUG. 2022	86%	94%

**Benchmark:** Using the 2021 data, ISU will work to increase the total percentage by 10% by FY28.

**4.3.c. Increase by # the number of faculty workload hours assigned to clinical service research by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	Not Available	To Be Determined

**Benchmark:** ISU does not currently track faculty workload hours but will establish a method in FY23.

**Objective 4.4: Enhance ISU student research, clinical, and creative opportunities**

**Performance Measures:**

**4.4.a Increase by 40% the number of graduate students participating in Graduate School research/ creative activity symposium / 3MT by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
66	48	73	85	86	92

**Benchmark:** Using the 2021 outcome, increase the total number by 8% by FY28.

**4.4.b. Increase by 25 the number of students who participate in the ISU undergraduate research symposium by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
33	33	23 (online)	31	36	56

**Benchmark:** Using the FY22 outcome, increase by five annually the number of students who participate by FY28.

**4.4.c. Increase by 9% the number of undergraduate degree-seeking students enrolled in course-based undergraduate research by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
3,314	3,064	2,984	Available AUG. 2022	3,374	3,612

**Benchmark:** Using the 2019 outcome (due to COVID), the new goal is based on an approximate 9% increase by FY28.

**Goal 5: Energize the Bengal community**

**Objective 5.1: Enhance student life and engagement**

**Performance Measures:**

**5.1.a Increase by 74 the number of students participating in career-related internships/ practica by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
887	831	926	To Be Determined	941	1,000

**Benchmark:** Using the 2021 outcome, increase the number of participants by 74 by FY28.

**5.1.b. ##% of students living in ISU's housing score the quality of their accommodations a four or higher out of a total of five by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	Not Available	To Be Determined	To Be Determined

**Benchmark:** ISU does not currently track overall student satisfaction with university housing but will begin in FY2023.

**5.1.c. Increase by 777 the number of students who actively participate in formal mentoring programs with other students, faculty and staff, and ISU alumni by FY 28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	Not Available	Not Available	723	878	1500

**Benchmark:** The program's expectation was that it would double in size by FY28.

**Objective 5.2: Increase faculty and staff connection, engagement, and recognition**

**Performance Measures:**

**5.2.a Increase by 20% faculty attendance in workshops, panels, and other events hosted by ISU's Program for Instructional Effectiveness by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	213	213	Available AUG. 2022	222	266

**Benchmark:** Using the 2020 outcome, a 20% increase per year by 2028.

**5.2.b. Increase by 9% the overall faculty/staff pride in working for ISU by FY27**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
72%	Not Available	75%	Not Available	77%	81%

**Benchmark:** A 2% increase every other year using the bi-annual employee engagement survey in 2023, 2025, and 2027.

**5.2.c. Increase by 26% the number of faculty and staff nominees in the "Be a Bengal" program**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	111	78	Available AUG. 2022	119	150

**Benchmark:** Using 2020 as the baseline, increase the goal by 5.2% (8) annually by FY28.

**Objective 5.3: Increase alumni connections to and participation with ISU.**

**Performance Measures:**

**5.3.a Increase by 20% endowed scholarships funded by alumni during the scholarship campaign**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
\$251,317	\$2,016,509	\$385,401	Available AUG. 2022	400,817	\$462,481

**Benchmark:** Using the 2021 outcome, increase new funds by 20% by FY28.

**5.3.b. Increase by 3,500 the number of participants attending campus events (e.g., speakers, networking opportunities) featuring ISU alumni by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
				FY 2023 (2022-2023)	FY2027 (2026-2027)
6,500	12,743	14,891	Available AUG. 2022	7,200	10,000

**Benchmark:** FY2020 and 2021 represent online events. Using the FY2019 data, increase by 700 a year by FY28.

**5.3.c. Increase by 60% the number of alumni that attend alumni homecoming events by FY28**

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2027
Not Available	Not Available	522	Available AUG. 2022	835

**Benchmark:** Using the 2021 data, increase the number of attendees at multiple events by 313 by FY28.



**Objective 5.4: Increase ISU's impact on its communities**

**Performance Measures:**

**5.4.a Increase by ###% the number of community events ISU participates in by FY28.**

<b>FY 2019</b> (2018-2019)	<b>FY 2020</b> (2019-2020)	<b>FY 2021</b> (2020-2021)	<b>FY 2022</b> (2021-2022)	<b>Benchmark</b> <b>2027</b>
Not Available	Not Available	Not Available	To Be Determined	To Be Determined

**Benchmark:** This data will be collected across the University for FY23.

**5.4.b. Increase by 21% the percentage of students participating in course-based community-engaged learning by FY28**

<b>FY 2019</b> (2018-2019)	<b>FY 2020</b> (2019-2020)	<b>FY 2021</b> (2020-2021)	<b>FY 2022</b> (2021-2022)	<b>Benchmark</b> <b>2027</b>
48%	45%	44%	Available AUG. 2022	65%

**Benchmark:** The goal is based on the 2021 achievement of 44% and an increase of 21% by FY28.

**5.4.c. Increase by 10% attendance at ISU athletic events**

<b>FY 2019</b> (2018-2019)	<b>FY 2020</b> (2019-2020)	<b>FY 2021</b> (2020-2021)	<b>FY 2022</b> (2021-2022)	<b>Benchmark</b> <b>2027</b>
74,694	31,746	33,054	Available AUG. 2022	82,163

**Benchmark:** Using the 2019 data (due to COVID), increase by 10% (7,469) the attendance by FY28.

**Key External Factors***COVID-19*

From March 2020 to the present, COVID-19 has directly affected operations, enrollment, and student learning throughout the University. Idaho State University has taken every conceivable precaution to reduce the exposure of its students, faculty, staff, and the community to COVID-19. ISU has maintained face-to-face instruction following the CDC guidelines by implementing multiple measures to track positive COVID cases.

*Funding*

Many of Idaho State University's strategic goals and objectives assume ongoing and sometimes substantive, additional levels of State legislative appropriations. The COVID-19 pandemic has reduced ISU's ability to fund strategic initiatives on some strategic objectives and goals in FY23.

*Legislation/Rules*

Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statutes and are not under institutional control. Changes to the statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The required reallocation of staff resources and time and effort to comply with directives related to the creation of the Complete College America/Idaho; the 60% Goal; and the additional financial and institutional research reporting requirements.

*Institutional and Specialized Accreditation Standards*

The Northwest Commission on Colleges and Universities (NWCCU) conducted its Year 7 accreditation evaluation in FY22. Similarly, our professional programs' specialized accrediting bodies periodically change their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The health professions' programs rely on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs depends on maintaining the student-to-faculty ratios mandated by the specialized accrediting bodies and the availability of a sufficient number of appropriate clerkship sites for our students.

*Federal Government*

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives; therefore, it can significantly influence education policy and extramurally funded

research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has negatively impacted our students' need-based financial aid.

*Local/Regional/National/Global Economic Outlook*

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of the funding students have Available AUG. 2022 for higher education, in general, the perceived and actual economic outlooks experienced by students continue to affect both recruitment into our colleges' and universities' degree progress and completion rates. A significant proportion of our students must work and therefore cannot complete their education in a timely manner.

As a result of COVID, wages have significantly increased by almost double the federal minimum wage. This sharp increase in wages resulted in fewer individuals feeling they needed to attend higher education institutions for workforce training and education opportunities.

*Achieving State Board of Education Goals*

Achieving State Board of Education goals is a priority for ISU. Still, the University's leadership believes one of the Board's goals remains beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. The expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help produce positive impacts; ISU's current retention rate increase in 2021 to 65%. ISU's five-year goal remains 74%, even though it may be challenging. The University continues to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- Assessments of first-generation, low-income ISU students indicate that the number-one reason is inadequate funding for those who choose to leave the university. Students report that paying bills often becomes a priority over attending class or studying. This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many first-year students at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU focuses on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.
- New student retention efforts at ISU are being implemented; for example, a new academic advising program will take time to impact the overall retention rate.

- ISU implemented an early alert system in Fall 2021, and is already seeing some success. Faculty are fully committed to supporting the program and students seem to be benefiting.
- Momentum Pathways, and its subordinate programs, is a SBOE directed set of programs that is currently underway. Many of the initiatives within Pathways are being implemented, but the SBOE's emphasis is focusing on implementation timelines. Additional programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.
- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. Therefore, these students are transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
- The Bengal Bridge initiative continues to expand each summer, so this program will also take time to impact the overall retention rate.

### **Evaluation Process**

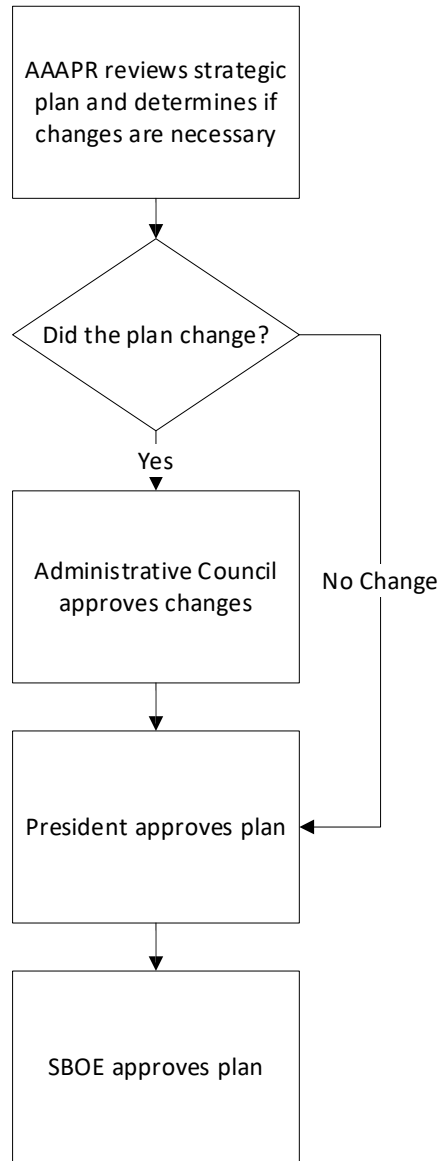
Idaho State University has established a process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results

The Accreditation, Assessment, and Academic Program Review (AAAPR) Committee, a team of faculty and staff constituents meet quarterly to evaluate three factors affecting each objective's progress.

1. If the objective is falling short or exceeding expectations, the AAAPR re-examines the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPC's original intent for that objective

Upon completion of its analysis, the AAAPR will forward its recommendations for consideration to the Leadership Council. The Leadership Council will review the AAAPR's report and can either request additional information from the AAAPR or make its recommendations to the President's Administrative Council for changes to the plan. Upon approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval.

Evaluation Process



Appendix 1

State Board of Education Goals				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
<b>Idaho State University</b>				
Goal 1: Increase student access, opportunity, retention, and success			✓	✓
Goal 2: Strengthen programmatic excellence		✓	✓	
Goal 3: Cultivate external partnerships	✓	✓	✓	✓
Goal 4: Expand research, clinical, and creative activities	✓		✓	✓
Goal 5: Energize the Bengal community		✓	✓	✓

# ***Lewis-Clark State College Strategic Plan***

*Office of Institutional Research & Effectiveness*

*FY 2023 – FY 2027*





*Connecting Learning to Life*

## STRATEGIC PLAN FY 2023 - 2027



Submitted May, 2022



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**MISSION STATEMENT**

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

**Core Theme One: Opportunity**

Expand access to higher education and lifelong learning.

**Core Theme Two: Success**

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

**Core Theme Three: Partnerships**

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

**VISION STATEMENT**

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

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

Objective A: Optimize course and program delivery options<sup>1</sup>

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

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

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year forward. Note that LC State's relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 27 (2026-27)
Online <sup>2</sup>	New Measure		36	40	42	49		
Benchmark	No Prior Benchmarks			37	42	42	42	42
Achievement				MET	MET	MET		
Evening/ Weekend	New Measure		0	7 <sup>3</sup>	7	7		
Benchmark	No Prior Benchmarks			2	6	7	7	7
Achievement				MET	MET	MET		

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

<sup>2</sup> List of online programs available here: [http://catalog.lcsc.edu/programs/#filter=.filter\\_42](http://catalog.lcsc.edu/programs/#filter=.filter_42)

<sup>3</sup> The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online.

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

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).<sup>4</sup>

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

Web Enhanced Courses	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
% Sections	New Measure		Inventory current courses content on LMS	69% <sup>5</sup>	79%	89%	
Benchmark	No Prior Benchmarks				100%	100%	100%
Achievement					NOT MET	NOT MET	

Objective B: Ensure high quality program outcomes<sup>6</sup>

*Performance Measure 1: Licensing & certification*

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

Benchmark: Meet or exceed national or statewide averages.

<sup>4</sup> Metrics reported for each fiscal year are reported one year behind, such that the metric reported for FY21 is measuring delivery of course content from AY 2019-20.

<sup>5</sup> Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

<sup>6</sup> Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

Licensing/Cert. Exams			FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Professional Degrees	NCLEX Registered Nurse <sup>7</sup>	LC State	93%	99%	94%	95%	94%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	85%	85%	86%	87%	85%		
		Achievement	MET	MET	MET	MET	MET		
	NCLEX Practical Nurse <sup>7</sup>	LC State	78%	100%	91%	100%	Not Available: Program on hiatus following Dec. 2019.		Exceed National Average
		Benchmark: Nat'l Ave.	87%	87%	85%	86%			
		Achievement	NOT MET	MET	MET	MET			
	ARRT Radiology	LC State	100%	95%	89%	76%	86%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	89%	89%	89%	88%	84%		
		Achievement	MET	MET	MET	NOT MET	MET		
	PRAXIS Teacher Education	LC State <sup>8</sup>	168	168	170	171	166	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	172	170	168	170	168		
		Achievement	NOT MET	NOT MET	MET	MET	MET		
	ASWB Social Work	LC State	87%	78%	57%	86%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	78%	69%	67%	69%			
		Achievement	MET	MET	NOT MET	MET			

<sup>7</sup> Test results for first time test takers reported for April through March.

<sup>8</sup> Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Certification Exams			FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Workforce Training <sup>9</sup>	Pharmacy Technician	LC State	100%	-- % <sup>10</sup>	--% <sup>11</sup>	--% <sup>11</sup>	--% <sup>11</sup>	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	58%	58%	57%				
		Achievement	MET	NOT MET	MET				
	Paramedic <sup>12</sup>	LC State	Cohorts complete every other year	89%	Cohorts complete every other year	--% <sup>11</sup>	88%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.		73%			79%		
		Achievement		MET			MET		
	Electrical Apprenticeship Idaho Journeyman	LC State	90%	100%	100%	91%	89%	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	79%	77%	75%	77%	78%		
		Achievement	MET	MET	MET	MET	MET		

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative<sup>13</sup>

*Connecting Learning to Life* has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC States's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LC State education. 'Connecting' experiences fall under *applied learning*<sup>14</sup> or *experiential*

<sup>9</sup> Workforce Training at LC State also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

<sup>10</sup> To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

<sup>11</sup> No students tested.

<sup>12</sup> Written exam results only.

<sup>13</sup> Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

<sup>14</sup> Applied learning = hand's on application of theory.

*learning*<sup>15</sup>. Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

*Performance Measure 1: Curricular programming of applied and experiential learning opportunities*

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

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

Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Apprenticeships	New Measure	Developed inventory of applied & experiential learning: Identified Courses & Programs of Study/Majors, Minors, Certificates.  No gaps were identified: All programs of study included curricular applied and experiential learning.	Developed <i>Signature Certificates</i> that knit together academic and Career & Tech. Edu (CTE) coursework	Marketed availability of <i>Signature Certificates</i>	Continue to promote <i>Signature Certificates</i>	100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Directed Study						
Field Experiences						
'Hands-on' courses						
Internships, Practica & Clinicals						
Performance Arts						
Service Learning						
Undergraduate Research						

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

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

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

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

Co- Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Intramural athletics	New Measure	Developed inventory of co-curricular applied & experiential learning  Reprioritized/ reorg. resources & staff to support co- curricular programming:  Center of Student Leadership  Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. This program will continue.  Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.	Co-curricular transcript, integrated with the <a href="#">Do More App</a> , made functional.  Expanded student clubs, organizations and in- person leadership development opportunities  Career Readiness micro- credential unveiled in Spring 2021 semester.	Career Fair Oct. '21 offered in a live format.  Attendance of students & businesses increased from prior year.  Exploring the possibility of including programming for regional high school students.  Special breakout sessions connecting regional high schools' students and employers were conducted.	100% of LC State graduates participate in applied &/or experiential learning via curricular <b>or</b> co-curricular experiences. <sup>16</sup>
Intercollegiate athletics						
Club Sports						
Leadership in clubs or organizations						
Peer mentorship						
Reserve Officer Training Corps (ROTC)/Military Education						
Residence life leadership						
Student government						
LC Work Scholars						
Work study/experience including tutoring						
Study abroad						

<sup>16</sup> This remains an aspirational goal. The specific goal for the 22-23 academic year is to launch a micro-credential in career readiness, which will be available to all LC State students who engage in a specific menu of activities.



## Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment<sup>17</sup>*Performance Measure 1: Direct from high school enrollment*

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

Benchmarks derived from financial modeling of institutional viability and expansion<sup>18</sup>. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	436	479	422	420	407	382	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			429	436	442	449	478
Achievement				NOT MET	NOT MET	NOT MET		

*Performance Measure 2: Adult enrollment*

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

Benchmarks derived from financial modeling of institutional viability and expansion<sup>18</sup>. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to adult enrollment is articulated in the table below.

<sup>17</sup> Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

<sup>18</sup> More information on LC State's financial modeling of institutional viability and expansion can be found here:  
<https://www.lcsc.edu/budget/budget-office-resources>

Adult Learner (>24) Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	773	709	631	608	618	541	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			641	651	661	671	715
Achievement				NOT MET	NOT MET	NOT MET		

*Performance Measure 3: Online Headcount*

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).<sup>19</sup>

Benchmarks derived from financial modeling of institutional viability and expansion<sup>18</sup>. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to online headcount is articulated in the table below<sup>20</sup>.

Online Headcount	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
HC	1,663	1,557	1,483	1,368	1650	1596 <sup>21</sup>	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			1,507	1,531	1,555	1,578	1,681
Achievement				NOT MET	MET	MET		

<sup>19</sup> Same definition as that used on the IPEDS Fall Enrollment Survey.

<sup>20</sup> This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

<sup>21</sup> Preliminary figure associated with the April 2022 IPEDS Fall Enrollment Survey deadline.

*Performance Measures 4: Direct transfer enrollment*

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

Benchmarks derived from financial modeling of institutional viability and expansion<sup>18</sup>. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	211	173	149	171	168	163	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			151	174	177	179	191
Achievement				MET	NOT MET	NOT MET		

*Performance Measure 5: Nonresident enrollment*

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

Benchmarks derived from financial modeling of institutional viability and expansion<sup>18</sup>. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
Asotin Co. Resident FTE <sup>22</sup>	183	164	150	149	136	129	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			152	155	157	160	172
Achievement				NOT MET	NOT MET	NOT MET		
Nonresident FTE	395	359	329	319	326	351	Available Fall '22 Census	Available Fall '26 Census
Benchmark:	New Measure – No Prior Benchmarks			334	339	344	350	374
Achievement				NOT MET	NOT MET	MET		

Objective B: Increase credential output<sup>23</sup>

*Performance Measure 1: Certificates and degrees<sup>24</sup>*

Definition: The count of degrees/certificates awarded at each degree-level.<sup>25</sup>

<sup>22</sup> Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: <https://www.lcsc.edu/student-accounts/tuition-and-fees/tuition-and-fee-schedule-2021-2022>

<sup>23</sup> Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

<sup>24</sup> State Board of Education postsecondary system wide measure.

<sup>25</sup> Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>26</sup> and achieve 1,050 total completions by AY 2035-36.<sup>27</sup>

Certificates & Degrees	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 27 (2026-27)
Certificates	18	21	15	26	51	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: Maintain	New Benchmark Methodology		21	21	28	<u>23</u>	<del>30</del> <u>24</u>	26
Achievement			NOT MET	MET	MET			
Associates	414	425	347	365	218	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually	New Benchmark Methodology		430	436	442	<u>256</u>	<del>455</del> <u>262</u>	288
Achievement			NOT MET	NOT MET	NOT MET			
Baccalaureates	528	587	626	505	599	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually	New Benchmark Methodology		594	646	666	<u>496</u>	<del>705</del> <u>509</u>	559
Achievement			MET	NOT MET	NOT MET			

<sup>26</sup> Goal 3, Objective A, Performance Measure I: "Total number of certificates/degrees conferred, by institution per year".

<sup>27</sup> Benchmarks re-aligned to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates. Changes Tracked.

*Performance Measures 2: Graduates<sup>28</sup>*

Definition: The unduplicated count of graduates by degree-level.<sup>29</sup>

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>26</sup> and achieve 1,050 total completions by AY 2035-36.<sup>27</sup>

Graduates	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 27 (2026-27)
Certificates	14	20	15	25	42	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: Maintain	New Benchmark Methodology		20	20	30	<u>23</u>	<del>30</del> <u>24</u>	26
Achievement			NOT MET	MET	MET			
Associates	300	410	325	357	206	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually	New Benchmark Methodology		415	420	424	<u>256</u>	<del>433</del> <u>262</u>	288
Achievement			NOT MET	NOT MET	NOT MET			
Baccalaureates	523	573	616	491	589	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually	New Benchmark Methodology		580	622	628	<u>496</u>	<del>641</del> <u>509</u>	559
Achievement			MET	NOT MET	NOT MET			

<sup>28</sup> State Board of Education postsecondary system wide measure.

<sup>29</sup> Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

*Performance Measures 3: Graduation Rate - 150% normative time to degree attainment<sup>30</sup>*

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree<sup>31</sup>.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>26</sup> and achieve 1,050 total completions by AY 2035-36.<sup>27</sup>

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23-27 (2017-21 Cohorts)
Entered as Bacc.-Seeking	Bacc.	23%	33%	32%	31%	32%		
	Benchmark:	New Benchmark Methodology	24%	25%	33%	34%	<del>35</del> 39%	39%
	Achievement	No Prior Benchmark	MET	MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	28%	40%	38%	36%	37%		
	Benchmark:	New Benchmark Methodology	29%	30%	39%	40%	<del>41</del> 38%	38%
	Achievement	No Prior Benchmark	MET	MET	NOT MET	NOT MET		

<sup>30</sup> State Board of Education postsecondary system wide measure.

<sup>31</sup> One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

*Performance Measure 4: Graduation Rate - 100% normative time to degree attainment<sup>32</sup>*

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

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>26</sup> and achieve 1,050 total completions by AY 2035-36.<sup>27</sup>

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY17 (2013 Cohort)	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23-27 (2019-23 Cohorts)
Entered as Bacc.-Seeking	Bacc. <sup>33</sup>	16%	15%	21%	18%	24%		
	Cert. & Assoc.	1%	1%	1%	3%	4%		
Benchmark		New Benchmark Methodology	22%	23%	24%	<del>23</del> 5%	<del>23</del> 6%	23%
Achievement			NOT MET	NOT MET	NOT MET	MET		

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

<sup>33</sup> Consistent with IPEDS Graduation Rates Survey definitions.



*Performances Measure 5: Retention rates*

Definitions:

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

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

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>26</sup> and achieve 1,050 total completions by AY 2035-36.<sup>27</sup>

Retention	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2021-22)	FY 27 (2026-27)
<b>First-Time, Full-Time, Baccalaureate-Seeking, Students</b>	57%	63%	60%	61%	63% <sup>22</sup>			
Benchmark: +2% annually <sup>34</sup>	New Measurement		61%	63%	65%	66%	67%	68%
Achievement			NOT MET	NOT MET	NOT MET			
<b>All Degree-Seeking Students</b>	73%	75%	75%	76%	74%			
Benchmark: +2% annually	New Measurement		77%	79%	81%	82%	83%	68%
Achievement			NOT MET	NOT MET	NOT MET			

<sup>34</sup> Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of first-time, full-time, degree-seeking retention (59%).

*Performance Measure 6: 30 to Finish<sup>35</sup>*

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

Benchmarks derived from financial modeling of institutional viability and expansion<sup>18</sup>. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY17 (2016- 17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021- 22)	FY 23 (2021- 22)	FY 27 (2026- 27)
%	25%	38%	31%	33%	29%			
Benchmark <sup>36</sup>	New Benchmarking Method		30%	32%	34%	35%	36%	40%
Achievement			MET	MET	NOT MET			

<sup>35</sup> State Board of Education postsecondary system wide measure.

*Performance Measure 7: Remediation<sup>35</sup>*

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

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>26</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025<sup>Error! Bookmark not defined.</sup>, necessitating a one percent increase annually<sup>Error! Bookmark not defined.</sup>.

Remediation	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 27 (2026-27)
%	21%	39%	51%	59%	66%			
Benchmark	New Benchmarking Method		20%	52%	60%	61%	62%	66%
Achievement			MET	MET	MET			

*Performance Measure 8: Math Pathways<sup>35</sup>*

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

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>26</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025<sup>Error! Bookmark not defined.</sup>, necessitating a one percent increase annually<sup>Error! Bookmark not defined.</sup>.

Math Pathways	FY17 (Fall 2016-Su 2018)	FY18 (Fall 2017-Su 2019)	FY 19 (Fall 2018-Su 2020)	FY 20 (Fall 2019-Su 2021)	FY 21 (Fall 2020-Su 2022)	FY 22 (Fall 2021-Su 2023)	FY 23 (Fall 2022-Su 2024)	FY 27 (Fall 2026-Su 2028)
%	48%	52%	49%	36%	44%			
Benchmark:	New Benchmarking Method		53%	54%	56%	57%	58%	62%
Achievement			NOT MET	NOT MET	NOT MET			

<sup>37</sup> Gateway math is defined institutionally as Math 123 and above.

*Performance Measure 9: Workforce training enrollment*

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

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

Workforce Training Enrollments	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Duplicated Headcount	3,345	3,563	3,699	2,893	2,513		
Benchmark:	New Benchmarking Method		3,600	3,650	3,700	3,750	3,800
Achievement			MET	NOT MET	NOT MET		

*Performance Measure 10: Workforce training completion*

Definition: Completions of LC State's Workforce Training courses<sup>38</sup>.

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

Workforce Training Completions	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Duplicated Completions	3,113	3,420	3,468	2,756	2,362		
Benchmark: Maintain	93%	96%	94%	94%	94%	94%	94%
Achievement			MET	MET	MET		

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

### Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming<sup>39</sup>

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

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LC State's Center for Teaching & Learning<sup>40</sup> and those coordinated by the President's Commission on College Diversity<sup>41</sup>.

Benchmark: Steady increase in faculty & staff participation.

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

<sup>40</sup> Center for Teaching & Learning, Inclusive Practice Certificate: <https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism/projects>

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

Faculty Staff Participation		FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Center for Teaching & Learning	Inclusive Practices Certificate	New Measure	Inventory inclusive programing	24	Program modified: Faculty certificate graduates now lead, volunteer, for IDEA (inclusion, diversity, equity, and anti-racism) programming on campus <sup>42</sup>	28	Re-establish baseline with new Center leadership transition.
	Diversity Programming <sup>43</sup>	New Measure	Inventory inclusive programing	167 <sup>44</sup>	223	158 <sup>45</sup>	
President's Diversity Commission	Events Programming	New Measure	<u>Inventory of programming:</u> <ul style="list-style-type: none"> <li>• Multicultural Week</li> <li>• Idaho Human Rights Day</li> <li>• Native American Awareness Week</li> <li>• Veterans Day Luncheon &amp; Recognition</li> <li>• 9-11 Moving Tribute</li> <li>• Constitution Day</li> <li>• Women's History Month</li> </ul>	186	185 <sup>46</sup>	237 <sup>47</sup>	Goal: 315

<sup>42</sup> IDEA has a brand-new website with new guides and resources: <https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism>

<sup>44</sup> Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

*Performance Measure 2: Number of participants in community enrichment activities*

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State's Center for Arts & History<sup>48</sup>.

Benchmark: Steady increase in community participation.

Community Participation	FY17-18 (2016-17; 2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
<b>Duplicated Headcount</b>	New Measure	Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming.		Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239 people engaged through on-site exhibitions, online exhibits, in-person events, and Zoom public programs.	Benchmark established once baseline inventory and tracking complete.

<sup>44</sup> Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

<sup>45</sup> Includes live attendance (remote or in-person) at six workshops (96 visits), later views of four recorded sessions (57 views), and IDEA Ambassadors meetings/conversations (5 people).

<sup>46</sup> Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

<sup>47</sup> Specific attendance per event as follows: Multicultural Month 80; Idaho Human Rights Day 17; Native American Awareness Week 42; Veterans Day Lunch/ Recognition 6; Black History Experience 40; Constitution Day 12; Women's History Month. 40. Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

<sup>48</sup> Center for Arts & History: <http://www.lcsc.edu/cah/>

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

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure<sup>49</sup>

*Performance Measure 1: New, ongoing revenue streams*

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes. A careful consideration of campus areas and auxiliaries is taking place in an attempt to monetize them to a more cost-neutral status.

<sup>49</sup> Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.



Revenue Projects		FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
LC State Foundation	Employee Giving Campaign <sup>50</sup>	New Measure	39%	41%	35%	34%	Impact Measured
	Benchmark: 5% annually	New Benchmarking Method				40%	45%
	Annual Day of Giving	New Measure /Event	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	Impact Measured
	Foundation Fee			Implemented Jan. 1 <sup>st</sup> , 2020		\$9,389	Goal/ estimate: \$11,000
Monetize Auxiliaries <sup>51</sup>		New Measure	Plan	Cost- neutral financial modeling: Fee-based units move toward increased self- sustain- ability	Implemented revenue sharing model in which revenue generating operations provide institution with 10-25% share of yearly net revenue.  Auxiliary operations reviewed for sustainability and increases in rental fees or services were adjusted to account for costs. <sup>52</sup>	Expand to include other auxiliaries & programs <sup>53</sup> (e.g., Res. Life & events/ conferences)  Continue proficient use of COVID-19 relief funds  Explore add'l grant funding for campus programs & auxiliaries	Impact Measured

<sup>50</sup> One-year lag from measurement to reporting, therefore FY22 depicts results for FY21.

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

Definition: Grant funding dollars.

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

Grants & Contract Funding	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Federal	\$895,530	\$1,221,834	\$1,506,459	\$1,600,805	\$ 841,935		Institutional Financial Diversification
State & Local <sup>54</sup>	\$2,534,164	\$2,671,345	\$2,825,307	\$3,218,872	\$ 3,175,967		
Private	\$133,075	\$41,565	\$44,800	\$298,885	\$ 185,950		
Gifts <sup>55</sup>	\$1,174,116	\$3,951,746	\$1,337,379	\$2,361,794	\$ 2,886,613		
Total	\$4,736,885	\$7,886,490	\$5,713,945	\$7,480,356	\$7,090,465		
Benchmark: +\$100,000 annually <sup>56</sup>	New Measure: No Prior Benchmarks		\$5,235,809	5,335,809	\$5,435,809		
Achievement			MET	MET	MET		

<sup>51</sup> Within the parameters of State Board of Education Policy I.J., available here:

<https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/>

<sup>52</sup> Revenue generating auxiliary units reviewed were Workforce Training, Testing Center, events and conferences.

<sup>53</sup> Additional auxiliaries like Housing & Residence Life and events & conferences identified but in some cases monetization was put on hold due to the disruptions in these areas' revenue streams caused by the pandemic.

<sup>54</sup> This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include \$223k in state scholarships and \$625k in opportunity scholarships.

<sup>55</sup> Including grants that do not have restrictions or reporting requirements.

<sup>56</sup> Benchmark reflects \$100,000 above the baseline, which is the historical four-year average of total grant funds (\$5,135,809).

Objective B: Bring all employee compensation up to policy/median benchmarks<sup>57</sup>

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

Definition: The percent of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.<sup>58</sup>

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

Benchmarks for employee compensation based upon the number of years at the institution and current position considerations:

- Employees for 6-10 years: All greater than or equal to 80% of policy/median.
- Employees for 11-15 years: All greater than or equal to 90% of policy/median.
- Employees for 16 years or more: All at 100% of policy/median.

<sup>57</sup> Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

<sup>58</sup> Employee compensation data captured June of every fiscal year.

<b>Compensation: % Staff not meeting benchmarks</b>	<b>FY17 (2016-17)</b>	<b>FY18 (2017-18)</b>	<b>FY 19 (2018-19)</b>	<b>FY 20 (2019-20)</b>	<b>FY 21 (2020-21)</b>	<b>FY 22 (2021-22)</b>	<b>FY 23-27 (2022-23 thru 2026-27)</b>
<b>% of Total Staff</b>	New Measure		58%	55%	64%	54%	Bring all employees to benchmarks based upon years of service
<b>Benchmark: -5% annually</b>	No Prior Benchmarks			53%	48%	43%	
<b>Achievement</b>				NOT MET	NOT MET	NOT MET	
<b>% of Staff 6-10 years' service</b>	New Measure		39%	35%	52%	41%	All at greater than or equal to 80% of policy/ median
<b>Benchmark: -5% annually</b>	No Prior Benchmarks			34%	29%	24%	
<b>Achievement</b>				NOT MET	NOT MET	NOT MET	
<b>% of Staff 11-15 years' service</b>	New Measure		58%	59%	62%	55%	All at greater than or equal to 90% of policy/ median
<b>Benchmark: -5% annually</b>	No Prior Benchmarks			53%	48%	43%	
<b>Achievement</b>				NOT MET	NOT MET	NOT MET	
<b>% of Staff &gt;16 years' service</b>	New Measure		73%	66%	76%	65%	All at 100% of policy/ median
<b>Benchmark: -5% annually</b>	No Prior Benchmarks			68%	63%	58%	
<b>Achievement</b>				MET	NOT MET	NOT MET	

### Key External and Internal Factors

A key external factor during last year has been the Coronavirus pandemic. Altered operations have impacted LC State's achievement of its strategic plan goals both positively and negatively. Successes in response to this pandemic include achievement of LC State's goals in relation to online enrollment, remediation and short-term workforce training credential goals. While enrollment in LC State's Workforce Training courses declined, the success rates of student completions maintained at 94%. Those goals that were likely negatively impacted by this external factor were the enrollments of those students coming directly from high school and directly from another institutional of higher education (i.e., direct transfer). LC State's employee compensation goals however have improved after being negatively impacted by pandemic initially.

The following assumptions about external and internal factors will continue to impact the institution as the FY 2023 Strategic Plan is implemented.

Lewis-Clark State College...

1. Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
3. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
5. Will continue to play an active role in fulfilling the recommendations derived from:
  - a. The Governor's 2017 Higher Education and Workforce Development taskforce.
  - b. Huron consulting report released in the fall of 2018.
6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
7. Will continue to recruit faculty, staff and students across a wide range of demographics.
8. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
9. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
10. Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
11. Will advocate for increased state funding in support of LC State's mission, core themes, and strategic goals.

### Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

### Red Tape Reduction Act

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

### Addendum: Cyber Security

#### National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

*All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.*

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LC State to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

### Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LC State's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LC State on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
  - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
  - Each agency would document its self-discovery in a data repository provided by the state.
  - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.

- At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
  - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017, 2018, and 2019.
  - Compliance discussions occurred in bi-weekly meetings 2017-2018, and the remediation requirement was replaced with a requirement to self-report the completion of the review of the first 5 controls.
  - In the April 18, 2018, agencies were informed that the State believed agencies had met all criteria for the Executive Order.
- Lewis-Clark State College attended the statewide higher education IT Security Symposium at Boise State on August 11, 2017. The goal of the meeting was to provide a consensus perspective for implementing security within the context of higher education.
- LC State has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:
  - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.
  - Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
  - Lewis-Clark State College was required to answer 4 items:
    - Policy Definition, e.g. Does LC State have a written policy.
    - Control Implemented, e.g. Does LC State have controls implemented.
    - Control enforcement: automated or technically manualized.
    - Control reported to State.
  - Two additional items were added to the self-audit
    - Compliance notes
    - Risk assessed justification
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize cyber-related risks revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.
- As of January, 2020, LC State has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15, 16, 19, and 20 were completed.
- Based on the statewide meeting on January 22, 2020, the State of Idaho will be assessing the following on a monthly basis
  - Phishing training progress

- Written policy breadth and depth
- Partnered with the University of Idaho CIO and CISO to independently review LC State cybersecurity processes in August of 2021
- Performed annual review of CIS 20 CSC in August of 2021
- Signed up for the weekly and monthly external CISA cybersecurity scans provided through Homeland Security to identify known and potential application, hardware, and software vulnerabilities
  - Vulnerability Analysis – First scan September 1, 2021
    - Continue to receive weekly scans
  - Web Application Scan – First scan September 7, 2021
    - Continue to receive monthly scans
- Internal vulnerability scans performed by Tenable Security Center Continuous View
  - Weekly internal scans performed on Network and Server Infrastructure
  - Identified and mitigated Log4j vulnerabilities present in a majority of our core systems
    - Setup Daily scans for Log4Shell vulnerability in December of 2021
    - Moved to weekly scans in February 2022

#### Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for *"All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities."*

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- In February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, which was completed by April 2019. Confirmation of training was required in order to be eligible for State of Idaho changes in compensation.
- In October 2019 DHR sent an additional mandatory training video called "Phishing Attacks on Companies."
- 2021 LCSC Cybersecurity Awareness Month Mandatory Training for all employees provided through KnowBe4 (October 2021).
- 2022 LCSC Cybersecurity Awareness Annual Mandatory Training for all employees provided through KnowBe4 (February 2022).

#### Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for *"The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for*



*mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees.”*

In December 2017, LC State’s Associate Director charged with cybersecurity completed SANS SEC566 “Implementing and Auditing the Critical Security Controls.”

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

Fall 2021, the Senior Network Manager completed the following Cisco trainings to renew CCNP:

- Securing Networks with Cisco Firepower Next Generation Firewall (SSNGFW) v1.0
- Implementing and Configuring Cisco Identity Services Engine (SISE) v3.0

Spring 2022, the Network Technician completed the following Cisco trainings to renew CCNA:

- Understanding Cisco Cybersecurity Operations Fundamentals (CBROPS) v1.0

Academic Year 2021-2022

- Network Systems employees complete online webinars to secure knowledge on various cybersecurity systems
- Spring 2022, the Director of IT completed 25 hours of CPE through ISACA to maintain his Certified Data Privacy Solutions Engineer (CDPSE).

# CIS Controls™

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

CIS Controls V7 separates the controls into three distinct categories:

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

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

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



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

<b>Institutional Goals &amp; Objectives</b>	<b>State Board of Education Goals</b>		
	<i>Goal 1: Educational System Alignment</i>	<i>Goal 2: Educational Attainment</i>	<i>Goal 3: Workforce Readiness</i>
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through <i>Connecting Learning to Life</i> initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster inclusion throughout campus and community culture			
Objective A: Expand inclusive practices programming			
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives			
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure		✓	
Objective B: Bring all employee compensation up to policy/median benchmarks			



College of Eastern Idaho  
Strategic Plan 2023-2027  
June 3, 2022



FY 2023-2027

Strategic Plan

**MISSION STATEMENT**

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

**VISION STATEMENT**

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

**State Metrics:**

**Timely Degree Completion**

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

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Percentage	8%	7%	6%	4%	>10%	>12%

- II. Percent of first-time, full-time, freshmen graduating within 150% of time<sup>1</sup>

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Grad Rate %150 IPEDS	54%	58%	50%	46%	>60%	>62%

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

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

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Certificates	120	165	112	119	>130	>200
Associate Degrees	93	90	166	229	>170	>195

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

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

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Completers of Certificates	120	160	112	119	>120	>134
Completers of Degrees	93	90	164	215	>160	>235

**Reform Remediation**

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

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Students	33%	28%	34%	45%	>39%	>47

**Math Pathways**

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

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Students	24%	15%	8%	16%	>20%	>25

**Guided Pathways**

VII. Percent of first-time, full-time freshmen graduating within 100% of time<sup>1</sup>

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
FTFT Completers 100%	46%	58%	49%	31%	>50%	>50%

**GOAL 1: A Well-Educated Citizenry**

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue education with articulation agreements with universities.

**Objective A: Access**

**Performance Measures:**

**I. Annual number of students who have a state funded or foundation funded scholarship:**

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
State Funded	44	84	86	81	>90	>120
Foundation Funded	246	298	278	194 <sup>4</sup>	>310	>310

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

					Benchmark	
FY	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Percentage of Annual Enrollment who entered CEI within 1 year of High School	21.5%	30.7%	27.4%	31.3%	>29%	>35%

**III. Total degree and certificate production and headcount:**

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Degrees/Certificates	213	255	278	348	>300	>450
Completers	211	245	272	330	>280	>380

**Objective B: Adult Learner Re-Integration**

**Performance Measures:**

**I. Number of students enrolled in GED who are Idaho residents (not including ESL)**

**II. Number of students who complete their GED**

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Enrolled	458	247	370	246	>300	>300
Completed	40	51	55	37	>30	>37



**GOAL 2: Innovation and Economic Development**

Objective A: Workforce Readiness

Performance Measures:

- I. Number of graduates who found employment in their area of training
- II. Number of graduates who are continuing their education
- III. Number of graduates who found employment in related fields

					Benchmark	
Grad by FY	FY 2018	FY 2019	FY 2020	FY 2021 <sup>2</sup>	2023	2027
I. Employed In training area	192	224	211	N/A	>230	>250
II. Continuing education	31	22	49	N/A	>50	>55
III. Employed in related field	147	187	170	N/A	>190	>210

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

					Benchmark	
Percentage By FY	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
TSA Pass Percentage	83%	95%	93%	94%	96%	96%

**GOAL 3: Data-Informed Decision Making**

Objective A: Number of industry recommendations incorporated into career technical curriculum.<sup>3</sup>

Performance measures:

- I. Number of workforce training courses created to meet industry needs.
- II. Number of Customized Training courses offered.
- III. WFT total Headcount:

					Benchmark	
	FY 2018	FY 2019	FY 2020 <sup>4</sup>	FY 2021 <sup>4</sup>	2023	2027
WFT Courses <sup>3</sup>	442	332	345	478	>440	>499
Customized Training Courses	3,444	2,926	466	561	>4,000	>605
Headcount	14,824	16,461	12,140	16,768	>16,000	>17,040

**GOAL 4: Effective and Efficient Educational System**

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

Performance Measures:

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

					Benchmark	
Fall Term of:	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
<del>Grad or still enrolled</del>	530	747	891	1,128	>900	n/a
Percent Grad or still enrolled	67%	63%	68%	69%	>67%	>69

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

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Percentage of Students entering within one year of HS and have ever taken a remedial course	18%	26%	19%	20%	20%	20%

III. Cost per credit hour<sup>5</sup>

					Benchmark	
FY	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Cost per Credit Hour	\$ 829	\$ 756	\$ 733	\$751	\$ <\$700	<\$690

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

					Benchmark	
FY	FY 2018	FY 2019	FY 2020	FY 2021 <sup>8</sup>	2023	2027
Number Continuing On	248	300	283	136	>350	>375

**GOAL 5: Student Centered**

Objective A: CEI faculty provides effective and student centered instruction.

Performance Measures:

- I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Results are the gap per Noel Levitz Annual Survey:

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
CEI	0.82	0.62	0.61	0.48	<0.50	<.50
PEERS	0.64	0.63	0.84	0.56	N/A	N/A

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

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
FTFT Fall-to-Fall Retention	73%	72%	67%	47%	>74%	>74%

- III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey.

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
CEI	0.76	0.71	0.56	0.53	<0.5	<0.5
PEERS	0.73	0.73	0.99	0.62	N/A	N/A

- IV. Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process<sup>6</sup>.

					Benchmark	
	FY 2018 <sup>6</sup>	FY 2019	FY 2020	FY 2021	2023	2027
Financial Aid	N/A	88%	87%	89%	98%	92%
Admissions	N/A	90%	91%	92%	98%	92%

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

Performance Measures:

- I. Tutoring center total students contact hours (in thousands).
- II. Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent<sup>7</sup>:

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Total Student Hours (in thousands)	6.4	7.7	8.7	5	>7.5	>8.25
% Rating Very Good to Excellent	N/A <sup>2</sup>	86.6%	87.3%	94.1%	>85%	>89%

Objective C: CEI library services meets the expectation of students.

Performance Measures:

- I. Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey.

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
CEI	0.09	0.19	0.37	0.11	< 0.15	<.4
PEERS	0.22	0.21	0.41	0.19	N/A	N/A

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

Performance Measures:

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

					Benchmark	
	FY 2018	FY 2019	FY 2020 <sup>4</sup>	FY 2021	2023	2027
Clients Served	301	318	294	318	>310	>350

## **Key External Factors**

### **1. Increased need for a more flexibly educated workforce**

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

### **2. Inflation and population growth pressure**

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

### **3. Greater need for nimble educational programming**

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

### **4. Careful conservation and growth of stakeholder investment**

As a new institution, we are informed by EITC's past, but our focus naturally on the future. Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our

future direction, and we determine the most effective measures to evaluate each developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

### **5. Greater proof of higher education's value to its stakeholders**

We have established our institutional student learning outcomes (ISLOs) through a faculty-led development process. They created comprehensive rubrics, and select instructors piloted their use in Fall 2021. We have mapped current evaluation of the ISLOs to find holes and misalignments in curriculum, and every faculty member was given opportunity to shape the evaluation requirements to better provide equitable application for their students.

Our next phase is to evaluate the ISLOs throughout the general education program in Fall 2022. Faculty will develop processes and documentation to embed the ISLOs into layers of assessment and development. Faculty are developing evaluation measures to ensure that our students perform the ISLOs before they are granted a CEI credential. Our CTE and workforce programs are equally committed to ensuring that every student leaves with those critical skills. Cross-disciplinary faculty are collaborating to provide consistent assessment measures with the least amount of added credit, time, and cost to our students.

We have clear, published course-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

### **6. Decreasing college enrollment and uneven completion rates**

CEI is determined to use its disaggregated data to find and eliminate educational obstacles. CEI has set its focus groups, peer comparisons, and gathered its data into cohorts so that its data can be easily compared, and we are participating in the Postsecondary Data Partnership. We created a user-friendly documentation that can be understood easily and published widely, as well as created a variety of internal dashboards so that data is readily available to answer key

questions. Our next steps will continue to use strategic data summits to examine the new data available through our software expansions, ensure consistent definitions, and seek key questions to sharpen our accuracy. We will also determine where data might be better employed and more deeply embedded in our reviews, discussions, and practices.

## **7. Funding:**

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college, which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the “go on” rate in Idaho and working with the local high schools to recruit students.

## **8. Futuring**

CEI has decided to use “futuring” techniques as our approach to creating a strategic plan. Given the complexities of COVID and the rapidly changing demands of our region, CEI has used a futuring tactic. Our approach is to first forecast what the demands of business and industry will be in the region 3 to 5 years in the future (environmental scan). We then select programming that would meet the needs of regional employers whether degrees, certifications or skills. Programming would need to compliment the mission of our 2 year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. We finally review the organization of our College to assess any needed structural changes of the College.

## **9. Evaluation Process:**

CEI is in the process of implementing a more thorough process for evaluating its performance measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment Process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. “Plan” is the section of determining how new initiatives can be implemented. “Do” is the implementation step for enacting the changes derived from the previous cycle. “Study” is one of the most intricate steps. Called the Mission Fulfillment Report (MFR) cycle, it encompasses the gathering and assessment of data from all institutional levels. Finally, the “Act” step, informed from the assessment process, allows for budget allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

## CEI IMPROVEMENT CYCLE

### Mission Fulfillment Process

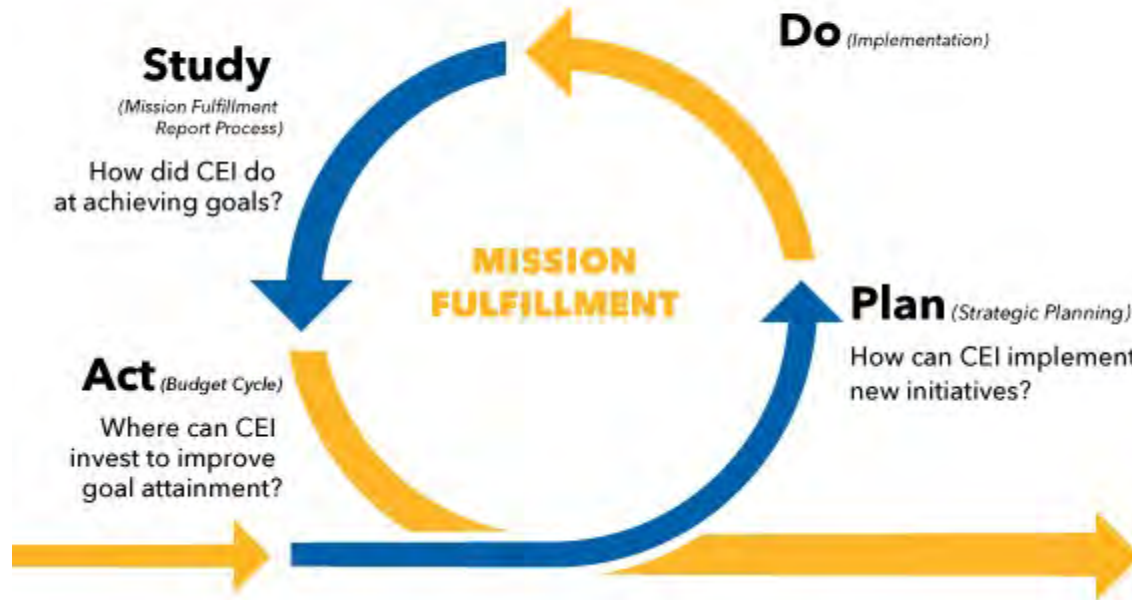


Figure 1: Mission Fulfillment Process

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle also identifies areas where improvements can be made to improve the measures through the allocation of resources.

<sup>1</sup>Years in which data are reported line up with a corresponding starting cohort. For example, FY2016 is a report of the Fall 2013 cohort, and FY2017 is a report of the Fall 2014 cohort and so forth for other reporting years.

<sup>2</sup>N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.

<sup>3</sup>CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.

<sup>4</sup>Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring, recruiting and other student services have significantly impacted these results.

<sup>5</sup>Calculated from IPEDS Financials Report sum of Costs (Instruction, Academic Support, Student Service and Institutional Support) divided by IPEDS 12 Month Enrollment Report sum of credits.

<sup>6</sup>New CEI students take a survey prior to completing the required orientation course that includes these topics. A transition in the timing of the survey resulted in the lapse in data for FY 2018.



*<sup>7</sup>We believe this number is artificially low due to our inability to update the National Clearinghouse student transfer data in our database this past year.*

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	Goal 4:	Goal 5:
<b>CEI Goals and Objectives</b>					
<b>GOAL 1: Cultivate Esteemed Graduates</b>					
Objective A: Expand and deepen community engagement.	X	X	X		
Objective B: Strengthen workforce and credit alignment	X	X	X		
<b>GOAL 2: Remove Educational Obstacles</b>					
Objective A: Automate student and staff processes	X	X	X		
Objective B: Expand data study and usage	X	X	X		
<b>GOAL 3: Ensure Institutional Sustainability</b>					
Objective A: Grow existing revenue bases and develop alternate revenue streams	X				
Objective B: Use futuring summits to shape college to community needs	X	X	X		
<b>GOAL 4: Enrich Employees' Potential</b>					

Objective A: Enhance the campus culture and increase professional development	X	X	X		
<b>GOAL 5: Student Centered</b>					
Objective A: CEI faculty provides effective and student-centered instruction.	X	X	X		
Objective B: Deepen assessment practice	X	X	X		
<del>GOAL 6: Cyber Awareness</del>	-	-	-	-	-
<del>Objective A: Regular Training</del>	X	-	-	-	-
<del>Objective B: Specific Training for Super Users</del>	X	-	-	-	-
<del>Objective C: Monthly Awareness Emails</del>	-	-	-	-	-
<del>Objective D: Policy Statement to be Signed by all Employees</del>	X	-	X	-	-



# COLLEGE OF SOUTHERN IDAHO

2022-2026 (FY2023-2027)  
STRATEGIC PLAN

## MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

## VISION STATEMENT

To improve the quality of life of those impacted by our services.

## INSTITUTIONAL VALUES

Equity, Quality, Innovation

**OUR STRATEGIC PLAN—THE CSI C-O-D-E**

**CODE** (noun): a system of principles

Guided by the values of equity, quality, and innovation, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

**STRATEGIC GOAL 1: CULTIVATE COMMUNITY ENGAGEMENT**

*Strategy #1: Enhance and expand community involvement and engagement.*

**Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.**

Performance Measures:

- 1.1 Students who respond that they “Would recommend this college to a friend or family member.” (Source: Community College Survey of Student Engagement [CCSSE])

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
96%	95%	NA*	NA*	96%	96%*

\*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 or 2021

Benchmark: 96% <sup>1</sup> (by 2023)

**Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.**

Performance Measures:

- 1.2 The number of lives impacted by the services provided by the college (Source: CSI)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
19,929	19,652	18,148	17,782	20,000	TBD**

Benchmark: 20,000 <sup>2</sup> (by 2023)

**Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.**

Performance Measures:

- 1.3.1 Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY 2023	FY 2027
Headcount	6,360	6,613	7,648	7,472	7,577	TBD**
Credits	32,814	36,904	42,805	42,793	43,392	TBD**

Benchmark: > or = 1.4% increase in headcount and credits <sup>3</sup> (by 2023)

- 1.3.2 Region IV High School Immediate “Go On” Rate (Source: OSBE and CSI)

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY 2025	FY 2027
Overall	50.0%	43.5%	39.4%	40.7%	46.9%	TBD**
Subset attending CSI	45.5%	57.0%	59.1%	61.7%	65.0%	TBD**

Benchmark: 46.9% overall and 65% attending CSI <sup>4</sup> (by 2025)

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
96%	98%	98%	99%	98%	TBD**

Benchmark: Maintain placement at or above the average for the previous four years (98%) <sub>5</sub> (by 2023)

**STRATEGIC GOAL 2: OPTIMIZE STUDENT ACCESS**

*Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.*

**Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.**

Performance Measures:

2.1.1 Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source: PSR 1 Fall Snapshot Report)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2027
4,023	3,765	3,987	3,883	5,000	TBD**

Benchmark: 5,000 <sub>6</sub> (by 2025)

2.1.2 Institutional Full Time Equivalency (FTE) Enrollment for Credit-Bearing Students (Source: PSR 1 Fall Snapshot Report)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2027
3,378	3,433	3,476	3,590	3,750	TBD**

Benchmark: 3,750 <sub>7</sub> (by 2025)

2.1.3 Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
58% (366/629) Fall 2017 Cohort	58% (355/607) Fall 2018 Cohort	61% (358/591) Fall 2018 Cohort	66% (445/678) Fall 2018 Cohort	67%	TBD**

Benchmark: 67% <sub>8</sub> (by 2023)

**Objective 2.2: Engage in a college-wide, systematic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.**

Performance Measures:

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2025	FY 2027
154 Certificates 800 Degrees	146 Certificates 839 Degrees	129 Certificates 947 Degrees	147 Certificates 947 Degrees	195 Certificates 1067 Degrees	207 Certificates 1132 Degrees

Benchmark: 195 Certificates/1067 Degrees <sub>9</sub> (by 2025) (SBOE)

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2025	FY 2027
152 Certificates 736 Degrees	146 Certificates 795 Degrees	129 Certificates 861 Degrees	147 Certificates 876 Degrees	NA	NA

Benchmark: NA<sup>9</sup> (See 2.2.1)

- 2.2.3 Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
93%	90%	NA*	NA*	90%	TBD**

\*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 and 2021

Benchmark: 90%<sup>10</sup> (by 2023)

### STRATEGIC GOAL 3: **DRIVE** STUDENT SUCCESS

**Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.**

**Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.**

#### Performance Measures:

- 3.1.1 Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
48% (386/805)	48% (435/914)	43% (339/785)	48% (484/1,012)	50%	TBD**

Benchmark: 50%<sup>11</sup> (by 2023)

- 3.1.2 Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
72% (198/276)	78% (203/261)	73% (185/255)	71% (155/214)	75%	TBD**

Benchmark: 75%<sup>11</sup> (by 2023)

- 3.1.3 Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
34% (430/1,268)	41% (485/1,187)	48% (499/1,044)	50% (517/1,030)	52%	TBD**

Benchmark: 52%<sup>11</sup> (by 2023)

**Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.**

**Performance Measures:**

**3.2.1 Percentage of students completing 30 or more credits per academic year (Source: CSI) *Statewide Performance Measure***

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
12% (473/4,094)	12% (456/3,947)	11% (478/4,321)	11% (467/4,416)	15%	20%*

Benchmark: 15% <sup>12</sup> (by 2023)

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2025	FY 2027
27% (162/606) Fall 2015 Cohort	31% (193/629) Fall 2016 Cohort	35% (213/605) Fall 2017 Cohort	36% (210/591) Fall 2017 Cohort	42%	TBD**

Benchmark: 42% <sup>13</sup> (by 2025)

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
15% (97/629) Fall 2016 Cohort	20% (123/605) Fall 2017 Cohort	22% (128/591) Fall 2017 Cohort	31% (208/677) Fall 2018 Cohort	NA	NA

Benchmark: NA (See 3.2.2)

**3.2.4 Median credits earned at graduation (Source: CSI) *Statewide Performance Measure***

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2025	FY 2027
77	75	74	74	69	TBD**

Benchmark: 69 <sup>14</sup> (by 2025)

**3.2.5 Non-CTE Transfer Rates (Source: CSI)**

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2025	FY 2027
53% (2014-2015 Graduates)	57% (2015-2016 Graduates)	63% (2016-2017 Graduates)	62% (2017-2018 Graduates)	65%	TBD**

Benchmark: 65% <sup>15</sup> (by 2025)

**Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.**

**Performance Measures:**

**3.3.1 Retention and Graduation Rates of Entering Students with High School GPAs of 3.0 or Lower (Source: College of Southern Idaho)**

Metric	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY 2025	FY 2027
Fall-to-Fall Retention	NA	NA	NA	44.6% (798/1,788) (2012-13 through 2019-20 Cohorts)	55%	TBD**



150% of Time Graduation	NA	NA	NA	16.3% (195/1,194) (2013-14 through 2018-19 Cohorts)	25%	TBD**
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Benchmark: Fall-to-Fall Retention 55% by 2025; Graduation Rate 25% by 2025 <sup>16</sup>

#### STRATEGIC GOAL 4: **ENSURE** INSTITUTIONAL STABILITY

*Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.*

**Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.**

##### Performance Measures:

4.1.1 Employee Satisfaction Survey Score (Source: Great Colleges to Work For Survey)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
NA	64%	59%	NA	FY 2025	FY 2027
				TBD	TBD**

Benchmark: TBD <sup>17</sup>

**Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.**

##### Performance Measures:

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
3.66	4.39	4.41	4.39	FY 2023	FY 2027
				3.0 or above	3.0 or above

Benchmark: 3.0 or above <sup>18</sup> (by 2023)

\*These FY 2027 benchmarks are preliminary and have not yet been approved by the CSI community or by the CSI Board of Trustees.

\*\* FY 2027 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.

##### KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment
- Changes in local, state, and/or federal funding levels
- Changes to accreditation requirements
- Circumstances of and strategies employed by our partners (e.g., K-12, higher education institutions, local industry)
- Emergencies (pandemics, natural disasters, etc.)
- Legal and regulatory changes

##### EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

**NOTES:**

<sup>1</sup> CSI has consistently received scores averaging 96% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. In the survey, students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

*Source Note: The Community College Survey of Student Engagement (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI regularly participates in the survey during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the most recent assessment period. The college was unable to participate in the CCSSE during 2020 and 2021 due to the pandemic. The college will next administer this survey in the spring of 2023.*

<sup>2</sup> In an attempt to measure lives impacted, the college tracks the number of individuals the college has served across all areas of the college including adult basic education, enrichment activities, credit-bearing coursework, and workforce development.

<sup>3</sup> The college has set a benchmark of an Early College growth rate that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho. This measure supports the Idaho State Board of Education's Goals II.A.VI (>80% of HS grads have participated in one or more advanced opportunity) and II.A.VII (>3% of HS grads simultaneously earn an associate degree).

<sup>4</sup> The college is working to increase the immediate Region IV "go on" rate directly to CSI to 65% by 2023 and the go on rate to 46.9% for all colleges by 2025. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goal II.A.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

<sup>5</sup> This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

<sup>6</sup> The college has established a goal of enrolling 5000 non-dual credit students per semester by 2025. This measure supports the Idaho State Board of Education's Goal II.A.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

<sup>7</sup> The college has established a goal of increasing FTE to 3,750 in the fall of 2025. This measure supports the Idaho State Board of Education's Goal II.A.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

<sup>8</sup> The 67% benchmark for first-time, full-time, degree seeking students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in line with Amarillo College (TX), one of CSI's established peer comparator institutions that is exemplary in this area. This measure supports the Idaho State Board of Education's Goal III.A.III (>75% retention for 2-year institutions). The most recent data reflects an entry cohort one year prior to FY date. For example, FY21 data reflects Fall 2020 entry cohort.

<sup>9</sup> Benchmarks are set in cooperation with the Idaho State Board of Education. Benchmarks have been set for the numbers of certificates and degrees completed each year, rather than for the number individual graduates. These measures support the Idaho State Board of Education's Goal III.A.II.

<sup>10</sup> Ninety percent has been chosen as a target considering that comparison schools have averaged 86% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent"). For more information on the CCSSE please see Note #1 above.

<sup>11</sup> These benchmarks have been established as stretch benchmarks in light of the college's work to move students initially placed into remediation into successful college level coursework as quickly as possible. These metrics support the Idaho State Board of Education's Goal III, Objective B, and in particular, Goal III.B.II (>60% within two years).

<sup>12</sup> In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal III.B.I (>50% per year).

<sup>13</sup> This benchmark has been established considering recent positive trends in this area and several initiatives the college has undertaken to increase completion rates and aligns with the success rates shown at Hutchinson Community College (KS), one of CSI's established benchmark institutions. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year). The college has chosen to set a benchmark for the 150% of time completion rate, but not for the 100% of time completion rate due to the availability of comparison data from peer institutions.

<sup>14</sup> The college has worked to reduce the number of credits earned at graduation by students through orientation, advising, and the use of guided pathways. This target reflects ongoing work in this area. This measure supports and aligns with the Idaho State Board of Education's Goal III.B.III (<69 credits).

<sup>15</sup> The college is working to better support students who intend to transfer after graduation. This is a new metric, and a benchmark is still being established. (Most recent data reflects an entry cohort five years prior to FY date. For example, FY21 data reflects fall 2017 entry cohort.)

<sup>16</sup> Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. Further, data show that males, and students who self-identify as Hispanic, tend to arrive at CSI with lower high school grade point averages than other populations. With the goal of addressing equity issues with college completion, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them.

<sup>17</sup> The college has participated in the Great Colleges to Work For survey in the past to assess employee satisfaction and issues of campus climate. Participation is expected to take place again in the spring of 2023, after which benchmarks will be established.

<sup>18</sup> This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index. A range above 3.0 indicates a level of fiscal health that allows for transformative actions.

Alignment with Idaho State Board of Education 2023-2028 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
<b>College of Southern Idaho Goals and Objectives</b>				
<b>GOAL #1: CULTIVATE COMMUNITY ENGAGEMENT</b>				
<b>Strategy #1: Enhance and expand community involvement and engagement.</b>				
Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.				
Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.				
Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.	✓	✓		✓
<b>GOAL #2: OPTIMIZE STUDENT ACCESS</b>				
<b>Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.</b>				
Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.	✓	✓	✓	
Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.		✓	✓	✓
<b>GOAL #3: DRIVE STUDENT SUCCESS</b>				
<b>Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.</b>				
Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.	✓		✓	✓
Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.	✓		✓	
Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.		✓	✓	
<b>GOAL #4: ENSURE INSTITUTIONAL STABILITY</b>				
<b>Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.</b>				
Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.				
Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.	✓			

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/28/2022

Updated March 2022

# College of Western Idaho Strategic Plan 2023 – 2027

## STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

## MISSION STATEMENT

*College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce. The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.*

## VISION STATEMENT

*By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.*

## GOAL 1: Advance Student Success

*CWI values its students and is committed to supporting their success in reaching their educational and career goals.*

**Objective A:** Improving Student Retention, Persistence, and Completion

### Performance Measures:

#### I. Increase percent of credit students who persist from ~~Fall to Spring~~ term to term

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
72%	70%	71%	76%	70%	<del>&gt;=72%</del> 7%	<del>&gt;=76%</del>

**Benchmark:** ~~Term to term~~ Fall to Spring persistence rates for all Fall first-time and transfer-in credit students will meet or exceed ~~76%~~ 76% by 2027. The benchmark was established based on past years'

performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
Degrees						
979	962	906	956	951	<u>&gt;=1,000</u>	<u>&gt;=1,049</u>
Certificates of at least 1 year						
219 (290 w/Gen. Ed awards)	295 (434 w/Gen. Ed awards)	324 (538 w/Gen. Ed awards)	347 (1,286 w/Gen. Ed awards)	332 (1,164 w/Gen. Ed awards)	<u>&gt;=330</u>	<u>&gt;=402</u>

**Benchmark (state-wide performance measure):** Number of degrees produced annually (IPEDS completions) will meet or exceed 1,049,100 degrees by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**Benchmark (state-wide performance measure):** Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 402,330 certificates by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

## III. Number of unduplicated graduates (IPEDS Completions)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
Degrees						
890	898	880	924	920	>=975	>=996
Certificates of at least 1 year						
188 (259 w/Gen. Ed awards)	227 (366 w/Gen. Ed awards)	268 (481 w/Gen. Ed awards)	287 (1,218 w/Gen. Ed awards)	261 (1,090 w/Gen. Ed awards)	>=275	>=337

**Benchmark (state-wide performance measure):** Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 996,975 by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**Benchmark (state-wide performance measure):** Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 337,275 by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
3%	4%	5%	4%	4%	>=58%	>=7%

**Benchmark (state-wide performance measure):** Percentage of students completing 30 or more credits per academic year will meet or exceed ~~the FY19 Idaho 2-year Community College Average of 78%~~ by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
Fall Cohort 2014 12%	Fall Cohort 2015 21%	Fall Cohort 2016 22%	Fall Cohort 2017 23%	Fall Cohort 2018 25%	>=26%	>=30%

**Benchmark (state-wide performance measure):** Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed ~~3026%~~ by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**VI. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)**

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
Fall Cohort 2015 9%	Fall Cohort 2016 12%	Fall Cohort 2017 13%	Fall Cohort 2018 14%	Fall Cohort 2019 16%	>=19%	>=23%

**Benchmark (state-wide performance measure):** Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed ~~2319%~~ by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**Objective B:** Developing Effective Educational Pathways**Performance Measures:****I. Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.**

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
13%	10%	11%	10%	Not Yet Available	<del>13%</del> 1% annual increase	<u>17%</u>

**Benchmark:** ~~Increase the number~~Percentage of Dual Credit students who transition to CWI programs within one year of graduation ~~by 1% annually will meet or exceed 17% by 2027.~~ The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**II. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment**

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
English: 70% Math: 17%	English: 71% Math: 17%	English: 70% Math: 23%	English: 74% Math: 27%	English: 70% Math: 25%	English: 72% Math: <del>&gt;=27%</del> 25%	English: <u>76%</u> Math: <u>&gt;=31%</u>

**Benchmark (state-wide performance measure):** Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be ~~76%~~72% for English and will meet or exceed ~~31%~~25% for Math by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
17%	18%	24%	27%	31%	<del>&gt;=33%</del> 25%	<u>&gt;=37%</u>

**Benchmark (state-wide performance measure):** Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed ~~37%~~25% by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).



**Objective C:** Developing Effective Educational and Career Pathways and Transfer Opportunities**I. Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion**

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
53%	52%	56%	56%	Not Yet Available	<del>&gt;=5860%</del>	<del>&gt;=62%</del>

**Benchmark:** Increase transfer of Academic Certificate (excluding General Education Academic Certificate (GEAC)), AA, and AS completers to four-year institutions to meet or exceed ~~6260%~~ by 2027 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**GOAL 2: Promote and Invest in the Development of Quality Instruction**

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

**Objective A:** Advancing Innovative Programming and Strategies.**Performance Measures:****I. Increase success rates for students who enter CWI underprepared**

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY23	FY27
English						
Fall: 69% Spring: 75% Summer: 77%	Fall: 69% Spring: 74% Summer: 88%	Fall: 74% Spring: 74% Summer: 83%	Fall: 68% Spring: 72% Summer: 71%	Fall: 62%	>= <u>7280</u> %	>= <u>76%</u>

**Benchmark (English):** By 2027, ~~7680%~~ or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**Key External Factors**

*There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:*

- *Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*
  - o *CWI's enrollment has been ~~adversely~~ affected by long-term economic and social impacts of COVID-19. ~~The long-term impacts of COVID-19 on CWI's enrollment are currently unknown.~~*
- *Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education. Current trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.*

**Evaluation Process**

*The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2018-2022 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.*

*When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.*



## 2023 - 2027 Strategic Plan

### MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

### VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

### GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

#### *Performance Measures*

- I. Percentage of entering degree/certificate-seeking students who were awarded a degree or certificate, transferred, or are still enrolled at eight years after entry. *Source: IPEDS Outcome Measures Survey. [CCM 257]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
54.9%	48.6%	51.2%	51.6%			
2010-2011	2011-2012	2012-2013	2013-2014			
cohort	cohort	cohort	cohort	Available	52%	54%
followed	followed	followed	followed	July 2022		
through	through	through	through			
8/31/2018	8/31/2019	8/31/2020	8/31/2021			

Benchmark: 54% <sup>1</sup> (by 2027)

- II. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation.

*Source: NIC Trends. [CCM 227]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
28.6% (278/971) 2017 High School Graduate Cohort	32.0% (349/1089) 2018 High School Graduate Cohort	27.1% (329/1216) 2019 High School Graduate Cohort	26.2% (322/1228) 2020 High School Graduate Cohort	Available July 2022	26%	27%

Benchmark: 27%<sup>2</sup> (by 2027)

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

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
50.8% (493/971) 2017 High School Graduate Cohort	51.8% (564/1089) 2018 High School Graduate Cohort	50.4% (613/1216) 2019 High School Graduate Cohort	47.1% (578/1228) 2020 High School Graduate Cohort	Available July 2022	47%	49%

Benchmark: 49%<sup>3</sup> (by 2027)

- IV. Total number of degrees/certificates produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure.*

*Source: NIC Trends. [CCM 238]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
a) 98 b) 556 c) 690 Total Awards: 1344	a) 74 b) 604 c) 681 Total Awards: 1359	a) 121 b) 620 c) 659 Total Awards: 1400	a) 96 b) 639 c) 734 Total Awards: 1469	Available July 2022	a) 97 b) 645 c) 741 Total Awards: 1483	a) 98 b) 652 c) 749 Total Awards: 1499

Benchmark: a) 98 b) 652 c) 749<sup>4</sup> (by 2027)

- V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure.*

*Source: NIC Trends. [CCM 239]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
a) 77 b) 534 c) 659 Total overall unduplicated count: 913	a) 65 b) 583 c) 650 Total overall unduplicated count: 872	a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 85 b) 629 c) 676 Total overall unduplicated count: 921	Available July 2022	a) 86 b) 635 c) 683 Total overall unduplicated count: 930	a) 87 b) 642 c) 690 Total overall unduplicated count: 939

Benchmark: a) 87 b) 642 c) 690<sup>5</sup> (by 2027)

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

*Performance Measures*

- I. Percentage of CTE Graduates that responded to a follow-up survey who achieved positive placement after leaving postsecondary education. *Source: NIC Trends. [CCM 177]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
89.1%	87.9%	83.8%	85.1%	Available July 2023	85%	87%
2017-18 Graduates	2018-19 Graduates	2019-20 Graduates	2020-21 Graduates			

Benchmark: 87% <sup>6</sup> (by 2027)

- II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends. [CCM 108]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
79.2% (13,022/ 16,452) Fall 2017	81.0% (13,459/ 16,614) Fall 2018	81.0% (12,854/ 15,873) Fall 2019	80.3% (11,777/ 14,666) Fall 2020	Available July 2022	80%	82%

Benchmark: 82% <sup>7</sup> (by 2027)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

*Performance Measures*

- I. Persistence Rate: Full-time, first-time and new transfer-in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends. [CCM 155]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
79.9% (658/824) Fall 17 to Spr 18	80.7% (671/832) Fall 18 to Spr 19	79.8% (604/757) Fall 19 to Spr 20	79.2% (568/717) Fall 20 to Spr 21	Available July 2022	79%	80%

Benchmark: 80% <sup>8</sup> (by 2027)

- II. Retention Rate: Full-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 025]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
53.3% (356/668) Fall 2017 cohort	55.0% (377/686) Fall 2018 cohort	56.1% (361/644) Fall 2019 cohort	61.7% (366/593) Fall 2020 cohort (Preliminary)	Available July 2022	61%	63%

Benchmark: 63% <sup>9</sup> (by 2027)

III. Retention Rate: Part-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 026]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
35.9% (85/237) Fall 2017 cohort	32.6% (78/239) Fall 2018 cohort	35.4% (86/243) Fall 2019 cohort	38.5% (101/262) Fall 2020 cohort (Preliminary)	Available July 2022	36%	37%

Benchmark: 37% <sup>10</sup> (by 2027)

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

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
8.2% (345/4198)	8.5% (332/3889)	7.8% (288/3685)	8.1% (283/3512)	Available July 2022	9%	10%

Benchmark: 10% <sup>11</sup> (by 2027)

V. Percent of first-time, full-time, degree/certificate-seeking students graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 196]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
27.0% (169/625) Fall 2015 Cohort	25.4% (174/685) Fall 2016 Cohort	28.1% (188/668) Fall 2017 Cohort	28.3% (194/686) Fall 2018 Cohort	Available July 2022	28%	30%

Benchmark: 30% <sup>12</sup> (by 2027)

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

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
16.4% (112/685) Fall 2016 Cohort	20.2% (135/668) Fall 2017 Cohort	18.7% (128/686) Fall 2018 Cohort	17.4% (112/644) Fall 2019 Cohort (preliminary)	Available July 2022	17%	20%

Benchmark: 20% <sup>13</sup> (by 2027)

## GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

*Performance Measures*

- I. Market Penetration: Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends. [CCM 037]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
3.1% (7,235/ 234,845)	2.9% (6,900/ 240,202)	2.7% (6,586/ 245,861)	2.4% (6,098/ 253,227)	Available July 2022	2.3%	2.0%

Benchmark: 2.0%<sup>14</sup> (by 2027)

- II. Market Penetration: Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends. [CCM 038]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
2.1% (4,883/ 234,845)	2.3% (5,419/ 240,202)	1.8% (4,471/ 245,861)	1.9% (4,794/ 253,227)	Available July 2022	1.8%	1.7%

Benchmark: 1.7%<sup>15</sup> (by 2027)

- III. Percent of undergraduate, degree/certificate-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. *Statewide Performance Measure. Source: NIC Trends. [CCM 203/204]*

**Math**

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
25.2% (245/971) 16-17 cohort	22.6% (171/757) 17-18 cohort	24.5% (135/551) 18-19 cohort	26.1% (109/418) 19-20 cohort	Available July 2022	26%	25%

**English**

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
30.2% (116/384) 16-17 cohort	23.0% (90/392) 17-18 cohort	28.9% (81/280) 18-19 cohort	20.2% (54/268) 19-20 cohort	Available July 2022	20%	25%

Benchmark: Math 25%; English 25%<sup>16</sup> (by 2027)

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

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
27.4% (433/1578) 15-16 cohort	29.1% (493/1695) 16-17 cohort	33.6% (575/1713) 17-18 cohort	33.9% (573/1689) 18-19 cohort	Available July 2022	30%	31%

Benchmark: 31%<sup>17</sup> (by 2027)

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

*Performance Measures*

- I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
52.2 Spring 2015 *	52.2 Spring 2017 *	50.9 Spring 2019 *	47.3 Spring 2021	Available July 2023	N/A	50
Top Schools 58.9	Top Schools 58.5	Top Schools 60.1	Top Schools 60.7			

Benchmark: Standardized Benchmark Mean of 50<sup>18</sup> (by 2027)

\* Survey administered every other year so data points do not line up with FY headers for these three years.

- II. Student perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
46.4 Spring 2015 *	44.2 Spring 2017 *	48.6 Spring 2019 *	42.2 Spring 2021	Available July 2023	N/A	50
Top Schools 59.8	Top Schools 58.4	Top Schools 60.9	Top Schools 60.5			

Benchmark: Standardized Benchmark Mean of 50<sup>19</sup> (by 2027)

\* Survey administered every other year so data points do not line up with FY headers for these three years.

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

*Performance Measures*

- I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
89%	89%	81%	90%	Available July 2022	90%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met<sup>20</sup> (by 2027)

- II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
0.8:1.0 160FT & 208PT	0.8:1.0 161FT & 210PT	0.7:1.0 150FT & 213PT	0.8:1.0 144FT & 173PT	Available July 2022	0.8:1.0	0.8:1.0

Benchmark: No less than 0.8:1.0<sup>21</sup> (by 2027)



Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

*Performance Measures*

- I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends. [CCM 115]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
\$175,618	\$180,950	\$89,267	\$59,345	Available July 2022	Maintain or increase funding levels	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels <sup>22</sup> (by 2027)

*Note: FY20 and FY21 decline due to COVID-related travel restrictions.*

**GOAL 3: COMMUNITY ENGAGEMENT**

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

*Performance Measures*

- I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends. [CCM 054]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
98% (322/330)	96% (348/363)	98% (281/286)	96% (303/317)	Available July 2022	96%	96%

Benchmark: 96% <sup>23</sup> (by 2027)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

*Performance Measures:*

- I. Licensure Pass Rates. *Source: NIC Trends. [CCM 091]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
97%	99%	92%	98%	Available July 2022	90%	90%

Benchmark: 90% <sup>24</sup> (by 2027)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

*Performance Measures*

- I. Dual Credit annual credit hours taught in the high schools as percentage of total dual credit hours taught. *Source: Idaho State Board of Education Dual Credit Report. [CCM 020]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
7,093 (40.1% of total)	8,111 (41.4% of total)	7,721 credits (39.3% of total)	6,218 credits (33.5% of total)	Available July 2022	34%	35%

Benchmark: 35% (by 2027) <sup>25</sup>

II. Dual Credit annual credit hours as percentage of total credits. *Source: Idaho State Board of Education Dual Credit Report. [CCM 019]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
17,672 credits (18% of total)	19,594 credits (20% of total)	19,658 credits (21% of total)	18,534 credits (21% of total)	Available July 2022	20%	21%

Benchmark: 21%<sup>26</sup> (by 2027)

III. Dual Credit unduplicated annual headcount and percentage of total. *Source: Idaho State Board of Education Dual Credit Report. [CCM 017]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
2,036 (28% of total)	1,983 (29% of total)	1,970 (30% of total)	1,670 (27% of total)	Available July 2022	27%	28%

Benchmark: 28%<sup>27</sup> (by 2027)

Goal 3, Objective D: Enhance community access to college.

*Performance Measures*

I. Distance Learning proportion of credit hours. *Source: National Community College Benchmarking Project (NCCBP). [CCM 258]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
23.1% 11,252/48,751 Fall 2017	23.4% 11,250/47,979 Fall 2018	24.5% 11,099/45,355 Fall 2019	43.9% 18,828/42,874 Fall 2020	Available July 2022	30%	30%

Benchmark: 30% of total student credit hours is achieved<sup>28</sup> (by 2027)

#### GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

Goal 4, Objective A: Foster a culture of inclusion.

*Performance Measures*

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends. [CCM 105]*

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
76.4% White 12.2% Other 11.4% Unknown	78.3% White 13.2% Other 8.5% Unknown	77.8% White 14.5% Other 7.7% Unknown	77.9% White 14.9% Other 7.2% Unknown	Available July 2022	Maintain a diverse, or more diverse population than the population within NIC's service region	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region<sup>29</sup> (by 2027)

Goal 4, Objective B: Promote a safe and respectful environment.

*Performance Measures*

- I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
42.7% Spring 2015 *	38.4% Spring 2017 *	50.1% Spring 2019*	40.9% Spring 2021	Available July 2023	N/A	45%
National Average 53.5%	National Average 55.1%	National Average 56.2%	National Average 57.3%			

Benchmark: 45% <sup>30</sup> (by 2027)

\* Survey administered every other year so data points do not line up with FY headers for these three years.

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

*Performance Measures*

- I. Number of degree/certificate-seeking students who met the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
No Data Collected	86%	88%	87%	Available July 2022	87%	90%

Benchmark: 90% of degree/certificate-seeking students <sup>31</sup> (by 2027)

**GOAL 5: STEWARDSHIP**

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources.

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

*Performance Measures*

- I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.* [CCM 172]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
24.5%	23.9%	23.1%	21.3%	Available July 2022	21%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue <sup>32</sup> (by 2027)

- II. Tuition and Fees for full-time, first-time, in-district students, full academic year. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 130]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
\$3,360	\$3,396	\$3,396	\$3,396	Available July 2022	73%	75%
NIC Percentile Score 68%	NIC Percentile Score 73%	NIC Percentile Score 73%	NIC Percentile Score 73%			

Benchmark: 75th percentile <sup>33</sup> (by 2027)

*Note: Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.*

- III. Auxiliary Services generates sufficient revenue (net income) to cover direct costs of operations.

Source: NIC Trends. [CCM 170]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
(\$41,047)	\$22,927	(\$130,011)	(\$90,281)	Available July 2022	Annual direct costs maintained	Annual direct costs maintained

Benchmark: Annual direct costs maintained <sup>34</sup> (by 2027)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.

*Performance Measures*

- I. NIC will utilize the Postsecondary Data Partnership (PDP) Dashboards

Benchmark: By 2024

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

*Performance Measures*

- II. Energy consumption per gross square foot as determined by gas/electric costs. Source: NIC Trends. [CCM 192]

					Benchmark	
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
\$0.99 per gross square foot \$720,212/ 727,863 square feet	\$0.94 per gross square foot \$684,137/ 727,863 square feet	\$0.86 per gross square foot \$653,996/ 756,863 square feet	\$0.90 per gross square foot \$683,073/ 756,863 square feet	Available July 2022	\$0.90 per gross square foot	\$0.90 per gross square foot

Benchmark: \$0.90 per gross square foot <sup>35</sup> (by 2027)

**KEY EXTERNAL FACTORS**

- Changes in the economic environment, including the COVID-19 pandemic
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

**EVALUATION PROCESS**

- Details of implementation
  - The Executive Accreditation and Planning Team leads the President's Cabinet in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together, the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
  - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
    - Is the data we are collecting providing information related to goal attainment?
    - Is additional data needed to better understand goal attainment?
    - Do the objectives need revision to reach goal attainment?
  - There were no substantial changes made to the goals and objectives in the past academic year.

**Footnotes**

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<sup>1</sup> Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges the desired level of achievement. Numbers for those comparator institutions range between 57.6% and 61.2%. Cohort includes first-time degree/certificate-seeking and new transfer degree/certificate-seeking students for the fiscal year. Includes students who received a degree/certificate, transferred, or are still enrolled after eight years.

<sup>2</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 03/02/2022. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented.

<sup>3</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 03/02/2022. Data refreshes nightly so prior year trends may have changed slightly. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented.

<sup>4</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Total awards by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS.

<sup>5</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts are unduplicated by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS.

<sup>6</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. This measure is currently under review due in part to methodology differences that exist between data collection processes. Positive placement includes employed and/or employed related to training. Percentages are calculated on respondents only.

<sup>7</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits.

<sup>8</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

<sup>9</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY21 numbers are pre-IPEDS submission.

<sup>10</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY21 numbers are pre-IPEDS submission.

<sup>11</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Based on a cohort of students that excludes non-degree/certificate-seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests, Summer/Fall/Spring. Refreshed nightly so numbers may change slightly, i.e., incomplete grade changes. Impacted by COVID. Aspire to get back to pre-COVID levels in 2023 and 2027 will improve due to FYE program.

<sup>12</sup> Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges and the desired level of achievement.

<sup>13</sup> Benchmark is set based on IPEDS data from comparator combined with current institutional challenges and the desired level of achievement. FY21 numbers (Fall 2019 cohort) are pre-IPEDS submission and should be considered preliminary at this point.

<sup>14</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark also factors in potential decrease in enrollment and increase in population. Service Area population numbers are based on United States Census Bureau estimates.

<sup>15</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark also factors in potential decrease in enrollment and increase in population. Service Area population numbers are based on United States Census Bureau estimates.

<sup>16</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

<sup>17</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Full year cohort, first-time degree/certificate-seeking, full- and part-time (IPEDS). Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253.

<sup>18</sup> Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

<sup>19</sup> Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

<sup>20</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually.

<sup>21</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts include all active employees.

<sup>22</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees. FY20 and FY21 substantially lower than prior years due to COVID-related travel restrictions.

<sup>23</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

<sup>24</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY21 includes Radiography Technology, Medical Laboratory Technology, Medical Assistant, Physical Therapist Assistant, Registered Nursing, Practical Nursing, and Surgical Technology. In the evaluation of NIC's strategic plan, there is an additional benchmark that is considered aspirational and is extra-ordinary compared with similar institutions (peer groups). This component acknowledges that NIC has achieved a level of excellence on a particular measure and has little room for improvement, but should be encouraged to sustain this high level over time. Performance in the top third of the relevant comparator group is the threshold for sustained excellence for most measures. However, for any measure involving the performance of students on professional and occupational licensure tests, sustained excellence is considered to have been met with a passage rate of 90 percent or above.

<sup>25</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

<sup>26</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

<sup>27</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

<sup>28</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance- student credit hours, end-of-term. Includes courses and programs in which ALL instructional portions can be completed remotely. Non-instructional, in-person requirements (e.g., orientation and testing) does not exclude a course or program from being classified as exclusively distance learning. This includes credit distance learning courses that are web-based, computer mediated, asynchronously AND synchronously via zoom, etc. in which the learner and learning resources can be generally separated by time and/or space. Does not include hybrid or other courses that require a portion to be done in person.

<sup>29</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. NIC Service Region comparison for prior year = 90% White, 8.2% Other, and 1.8% Unknown. (Source: U.S. Census Bureau Quick Facts, July 2019). The Census Bureau has delayed the release of 2020 data, originally targeted for December 2021, as they are continuing to refine their methodology so that they can minimize the impact of non-response bias due to the COVID-19 pandemic.

<sup>30</sup> Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered “quite a bit” or “very much” to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

<sup>31</sup> Proficiency outcomes were defined in the spring of 2021. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes. Percentages represent the weighted average of GEM 5 and GEM 6.

<sup>32</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY21 decline due in part to CARES federal funding received.

<sup>33</sup> Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.

<sup>34</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Financial Services, and the Student Wellness & Recreation Center. These Operating Units provide students and the North Idaho College campuses services that are not covered by tuition dollars and/or state fees. Cardinal Card Office, Parking Services, and Conference & Events were transferred to Campus Service Units in FY 20 and FY 21 and are not reported in this summary. FY21 reflects the continued financial impact of the COVID-19 pandemic. The associated enrollment decline resulted in lower student fee generation, the primary source of funding for Student Union Operations and the Student Wellness & Recreation Center. FY21 Revenues from Sales and Operational Expenses are markedly greater than FY20 due the accounting treatment caused by a switch to a Cost of Operations agreement with North Idaho College’s food service provider, Sodexo America LLC. Debt-service attaches to the Residence Hall (to be retired in FY22) and the Student Wellness & Recreation Center. Stewardship is displayed by leveraging resources to contribute to the economic viability of North Idaho College.

<sup>35</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.





We prepare Idaho's youth and adults for high-skill, in-demand careers.

## Strategic Plan

FY2023-FY2027

## STRATEGIC PLAN

## MISSION STATEMENT

The mission of the ~~C~~areer ~~T~~echnical ~~E~~ducation (CTE) system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

## VISION STATEMENT

The vision of Idaho Division of Career Technical Education (IDCTE) is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

## GOAL 1

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

***Below objective moved from Educational Attainment Goal to Educational System Alignment Goal***

**Objective A:** Support State Board Policy III.Y by aligning ~~similar first semester~~ CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Performance Measures:

- I. *Number of postsecondary programs that have achieved statewide alignment ~~of courses in their first semester.~~*

*Baseline data/Actuals:* Baseline FY16 – 0

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<del>FY22 (2021-2022)</del>	Benchmark FY23	Benchmark FY27
26 of 52 = 50%	35 of 54 = 65%	<del>35 of 54 = 65%</del>		100%	100%

Benchmark: Align 100 percent of programs by FY2025.<sup>1</sup>

**Objective A:** Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

Performance Measures:

- I. *The overall satisfaction levels of ~~administrators and instructors respondents~~ with the support and assistance provided by CTE.*

*Baseline data/Actuals:* Initial Survey 2016

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<del>FY22 (2021-2022)</del>	Benchmark FY23	Benchmark FY27
Survey not administered.	3.78	<del>3.47</del>		Improvement	Improvement

Benchmark: Annual improvement in satisfaction levels.<sup>2</sup>

**Objective B:** Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

**Performance Measures:**

- I. ~~Full implementation of~~ Design and develop a Career-career tTechnical Eeducation dData mManagement sSystem to encompass program and educator data.

Baseline data/Actuals: ~~2009-2022~~ development began

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
	<del>New team formed to identify system output needs</del>			<del>Analyze System DataComplete gap analysis</del>	Data system fully implemented

Benchmark: By ~~FY2022~~FY2024, ~~begin development of~~define required outputs of new data system.<sup>3</sup>

- II. ~~Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.~~

Secondary programs are visited for quality, performance and technical assistance.

Baseline data/Actuals: FY20~~22~~17 Actual — ~~Test data collected for each data element~~Resume program quality visits-resume.

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
<del>100%</del>	<del>Unable to complete—no assessment data due to COVID-19</del>			<del>100% over five years</del>	<del>100% over five years</del>

Benchmark: All ~~pathway-secondary~~ programs are subject to ~~an annual desk audit~~a visit on a 5 year5-year rotation.<sup>4</sup>

**Objective C:** Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

**Performance Measures:**

- I. A secondary program assessment model that clearly identifies the elements of a quality program.

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
Expanded the number of performance measures and	Measures expanded and defined	<u>Used stakeholder feedback to develop</u>		<del>Pilot model in FY2022 and</del>	Fully implemented

identified strategies to collect the data		<u>Program Quality Measures.</u> <u>Piloted model.</u>		<u>Implement in</u> FY2023	
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Benchmark: Identify schedule to comprehensively assess high quality secondary CTE programs with qualitative and quantitative review. This Program Quality Initiative is a subset of the Division's overall secondary program review process. ~~Pilot model in FY2022 and implement in~~ FY2023.<sup>5</sup>

**Objective D:** Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

**Performance Measures:**

**I. Secondary student pass rate for Technical Skills Assessment (TSA).**

**Baseline data/Actuals:** Baseline FY15-FY17 – ~~71.7~~56

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
67.2	No assessment data due to COVID-19	<del>65.6</del>		<del>67.6</del> 68.0	TBD

Benchmark: ~~68.0~~7.6 pass rate by FY2023<sup>6</sup>

**II. Positive placement rate of secondary concentrators.**

**Baseline data/Actuals:** Baseline FY15 – 94.1

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
95.0	97.0	<del>87.9</del>		95	95

Benchmark: Maintain placement rate at or above 95 percent.<sup>7</sup>

**III. Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.**

**Baseline data/Actuals:** Baseline FY16 – 0

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
26 of 52 = 50%	35 of 54 = 65%	<del>54 of 54 = 100%</del>		100%	100%

Benchmark: By FY2025, implement SkillStack® for 100 percent of programs<sup>8</sup>

**IV. Number of programs that align with industry standards and outcomes.**

**Baseline data/Actuals:** FY2017 Actual - 37

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
52 of 52 = 100%	52 of 54 = 96%	<del>54 of 54 = 100%</del>		100%	100%

Benchmark: Align 100 percent of programs by FY2023<sup>9</sup>

**GOAL 32**

**WORKFORCE EDUCATIONAL READINESS-** ~~The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.~~

**Objective A:** *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.*

**Performance Measures:**

- I. *The percent of Workforce Training students who complete their short-term training.*

*Baseline data/Actuals:* FY2018 – Identify Baseline

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
89	92	<u>90</u>		90	90

Benchmark: 90 percent average completion<sup>10</sup>

**Objective B:** *Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

**Performance Measures:**

- I. *The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).*

*Baseline data/Actuals:* FY2016 – ~~33~~23

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
35	29	<u>22</u>		<u>4731</u>	TBD

Benchmark: By FY20223, 4743% of AE students make measurable progress.<sup>11</sup>

**Objective C:** *Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.*

- I. *Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.*

*Baseline data/Actuals:* FY 2016 – 89

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
64	66	<u>58</u>		67	69

Benchmark: 67% positive outcome rate annually.<sup>12</sup>

- ~~II. Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.~~

~~*Baseline data/Actuals:* Average 5,000 hours annually~~

<u>FY19 (2018-2019)</u>	<u>FY20 (2019-2020)</u>	<u>FY21 (2020-2021)</u>		<u>Benchmark</u>
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44,629	36,453			25,000
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**Benchmark: Maintain an average of 25,000 contact hours annually.**

### GOAL 23

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

**Objective B:** *Talent Pipelines/Career Pathways – CTE students will successfully transition from ~~high school and~~ postsecondary education to the workplace through a statewide career pathways model.*

#### Performance Measures:

##### I. Placement rate of postsecondary program completers in jobs related to their training.

**Baseline data/Actuals:** Baseline FY15 – 68

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
62.3	69.7	<u>79.1</u>		65	67

**Benchmark: 65 placement rate by FY2024<sup>13</sup>**

##### II. Positive placement rate of postsecondary program completers.

**Baseline data/Actuals:** Baseline FY15 – 84.7

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
94.7	94.9	<u>93.0</u>		95	95

**Benchmark: Maintain placement rate at or above 95 percent<sup>14</sup>**

##### III. The percent of secondary CTE concentrators who transition to postsecondary education.

**Baseline data/Actuals:** Baseline FY17 – 35.5

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-2022)</u>	Benchmark FY23	Benchmark FY27
41.0	44.4	<u>49.0</u>		60	60

**Benchmark: 60 percent by FY2024<sup>15</sup>**

#### Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to IDCTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.

#### Evaluation Process

*Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objectives.*

<sup>1</sup> Based on current rate of program alignment. Delays in program alignment efforts due to COVID-19.

<sup>2</sup> Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.

<sup>3</sup> Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

<sup>4</sup> Based on IDCTE goal to improve program assessment process ~~and 2018 legislative request for incentive funding.~~

<sup>5</sup> Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

<sup>6</sup> Federally negotiated benchmark.

<sup>7</sup> Based on IDCTE goal to ensure high placement rates for CTE programs.

<sup>8</sup> IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

<sup>9</sup> Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

<sup>10</sup> Based on goal to ~~ensure positive placement~~ high completion rate for short-term training ~~at the postsecondary level~~ and to better meet workforce needs by increasing the talent pipeline.

<sup>11</sup> Federally negotiated benchmark. FY23 targets are negotiated and approved after Strategic Plan deadline. Results lower due to COVID-19.

<sup>12</sup> Based on goal of continuing current outcome rates. Results lower due to COVID-19. Statewide totals (FY18) are missing NIC data due to staff vacancies.

<sup>13</sup> Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. NIC data was not included in FY21 due to new reporting system.

<sup>14</sup> Based on IDCTE goal to ensure high placement rates for CTE programs. CSI provided updated numbers for FY19, this number is reflected on our Performance Measurement Report.

<sup>15</sup> Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. In the past, IDCTE used self-reported survey data for students that responded to a follow-up survey. Historical and current data includes (FY17 – FY19) students identified through National Clearinghouse data. This matches OSBE methodology.

### Cybersecurity Plans

~~The Division continues to comply with the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls, as required in June of 2018.~~

### Red Tape Reduction Act

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







## Idaho State Department of Education

### Strategic Plan

FY2023 – 2026

### MISSION STATEMENT

The Idaho State Department of Education provides the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

### VISION STATEMENT

Supporting Schools and Students to Achieve.

### GOALS

1. Ensure all Idaho children are reading at grade level by the third grade.
2. All Idaho students persevere in life and are ready for college and careers.
3. Collaborate with all Idaho education stakeholders to support student progress and achievement.
4. Idaho attracts and retains great teachers and leaders.

### GOAL 1

Ensure all Idaho children are reading at grade level by the third grade.

Objective A: Implement a Kindergarten screener to assess readiness

As students begin their education, it is critical to identify their readiness for school and remediate potential obstacles. A comprehensive screener can provide actionable data on a student's educational, soft skills, and emotional development. Tailored instruction and support based on the screener results can ameliorate obstacles to learning and support long-term educational success.

Specific projects associated with this strategy include:

- Conduct background research and benchmark analysis on existing screener options.
- Summarize costs, benefits, and logistical implications for potential Kindergarten screener options, including the expansion of existing programs and the acquisition of new tools.
- Institute new contract (whether amendment to existing vendor agreement, sole source, or

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- RFP) for most appropriate screening option.
- Develop training and implementation plan for chosen Kindergarten screener.
- Implement new Kindergarten screener.

**Performance Measures:**

- I. Percentage of students placing as proficient/At Grade Level on the spring Idaho Reading Indicator (IRI) K-3.

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
<b>Goal 1</b>						
Ensure all Idaho children are reading at grade level by the third grade.						
I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3.  *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2021/22 School Year data is available.		<b>2017-18 School Yr.</b>	<b>2018-19 School Yr.</b>	<b>2019-20 School Yr.</b>	<b>2020-21 School Yr.</b>	
	Actual	72.4%	70.4%	NA	65.9%	
	Benchmark	NA	NA*	TBD	TBD	

**GOAL 2**

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

**Objective A:** Provide ongoing support for implementation of the Idaho Content Standards

Idaho Content Standards “represent the expectations for what students should know and be able to do by the end of each grade.” (IDAPA 08.02.03.007 14 Definitions A-G)

Implementation support begins with a regular standard review process to confirm that Idaho has the best standards for teaching and learning followed by professional development for stakeholders to ensure appropriate implementation and curricular review to provide guidance to schools and districts in choosing appropriate materials. In addition, formative and summative assessment tools should be built to support and assess student learning outlined in the standards.

These activities support teachers and districts, driving teaching, learning, and assessment through the expectations of the standards as set into IDAPA.

Specific projects associated with this strategy include:

- Standards Review - Every 6 years teams of teachers, administrators, parents, and community members review standards in each content area and suggest appropriate changes to the to the State Board of Education to be presented to the legislature for administrative rules.
- Classroom Capacity Builders in ELA, Science, and Math work with teachers, schools, and districts to ensure appropriate implementation of the standards and assessment tools. Regional Learning Centers Pilot Program with Content Specific

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- Assessment support to teachers and districts showing alignment of standards and assessments as well as the use of assessment tools as learning tools.
- Capacity Builders support schools to improve teaching and learning through school-wide implementation of best practices as measured through state assessments.

**Performance Measures:**

II. Fully Implement the Idaho Content Standards

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
II. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2 years of data is available.		<b>2017-18 School Yr.</b>	<b>2018-19 School Yr.</b>	<b>2019-20 School Yr.</b>	<b>2020-21 School Yr.</b>	
	Actual	72.4%	70.4%	NA	65.9%	
	Benchmark	NA	NA*	TBD	TBD	

II. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test		<b>2017-18 School Yr.</b>	<b>2018-19 School Yr.</b>	<b>2019-20 School Yr.</b>	<b>2020-21 School Yr.</b>	
	3 <sup>rd</sup> Grade ELA <sup>15</sup> Actual	50.5%	50.7%	NA	47.9%	
	3 <sup>rd</sup> Grade ELA <sup>16</sup> Benchmark	58.2%	60.8%	63.4%	66.1%	
	3 <sup>rd</sup> Grade Math <sup>15</sup> Actual	52.9%	53.3%	NA	48.1%	
	3 <sup>rd</sup> Grade Math <sup>16</sup> Benchmark	48.1%	51.3%	54.6%	57.8%	
	8 <sup>th</sup> Grade ELA Actual	54.7%	54.4%	NA	56.4%	
	8 <sup>th</sup> Grade ELA Benchmark	58.2%	60.8%	63.4%	66.1%	
	8 <sup>th</sup> Grade Math Actual	42.1%	41.5%	NA	36.8%	
	8 <sup>th</sup> Grade Math Benchmark	48.1%	51.3%	54.6%	57.8%	
	High School ELA Actual	60.6%	60.4%	NA	61.0%	
	High School ELA Benchmark	58.2%	60.8%	63.4%	66.1%	
	High School Math Actual	34.2%	34.7%	NA	33.6%	
	High School Math Benchmark	48.1%	51.3%	54.6%	57.8%	

Objective B: Ensure funding is strategically aligned to benefit students

The Public School appropriation and statutory language determines how funding is distributed and utilized in Idaho's public schools. The State Department appropriation

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determines the resources available to provide services to support Idaho's public schools. The appropriation process begins with the Public School budget request and a State Department budget request. The steps outlined below will help ensure the needs of public schools are made known.

Specific projects associated with this strategy include:

- Work with the executive team to facilitate the inclusion of student-focused priorities in both the Public School and State Department of Education budget requests submitted annually.
- Ensure the budget facilitation process with each program includes discussions about measuring the return on investment for their requests.

**Performance Measures:**

**III. Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2018<sup>1</sup></b>	<b>FY 2019<sup>2</sup></b>	<b>FY 2020<sup>3</sup></b>	<b>FY 2021<sup>4</sup></b>
General Fund	1,685,262,200	1,785,265,900	1,879,414,900	1,886,178,500
Federal Grant	230,722,600	224,890,900	225,794,800	432,478,700
Dedicated Fund	91,638,500	91,901,500	104,924,600	105,608,400
<b>Total</b>	<b>2,007,513,300</b>	<b>2,101,058,300</b>	<b>2,210,124,300</b>	<b>2,424,265,600</b>
<b>Expenditure</b>	<b>FY 2018<sup>5</sup></b>	<b>FY 2019<sup>6</sup></b>	<b>FY 2020<sup>7</sup></b>	<b>FY 2021<sup>8</sup></b>
Personnel Costs	0	0	0	0
Operating Expenditures	12,725,900	12,777,300	10,834,200	10,378,800
Capital Outlay	1,200	0	0	0
Trustee/Benefit Payments	2,016,453,300	2,103,946,400	2,231,638,500	2,444,121,200
<b>Total</b>	<b>2,028,979,700</b>	<b>2,116,723,700</b>	<b>2,242,472,700</b>	<b>2,454,500,000</b>

**GOAL 3**

Collaborate with all Idaho education stakeholders to support progress and achievement

Objective A: Provide targeted support for identified districts to accelerate growth

The Idaho Consolidated State Plan describes Idaho's accountability system for identifying schools in improvement based on the requirements under the Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (2015). Although the Idaho Department of Education has many systems, processes, and supports in place for Idaho's underperforming schools across departments, this strategy will improve support to schools through a collaboration between the Federal Programs and the Content and Curriculum departments. Currently, the Idaho Building Capacity project capacity builders and the content coaches work in isolation of one another. Through strategic planning to unite the work of the capacity builders and content coaches, this strategy will significantly strengthen targeted support in improving achievement for identified schools.

Public Schools

Performance Report

Specific projects associated with this strategy include:

- Co-draft a proposal to unite the content coaches (classroom capacity builders) into the IdahoCapacity Building (IBC) project.
- Obtain approval to move forward with the proposal plan.
- Involve the university IBC regional coordinators, school improvement coordinator, math coordinator, ELA coordinator and the directors of Federal Programs, Content and Curriculum, and Assessment & Accountability to implement the Plan Components of the proposal.
- Develop a communication plan to 1) notify the IBC university partners and the current ELA and math coaches/specialists of the SDE's shift in supporting schools, and 2) to roll out the new support system.
- Strengthen the Idaho Mastery Education Network

Idaho Mastery-Based Education defines a learning environment where students are empowered, competencies are demonstrated, learning is personalized, and mastery is recognized. Through our work on school culture, curriculum and assessment, instruction, and policy, we create practices and systems of Mastery-Based Education that support all students in meeting rigorous outcomes, defined by competencies, standards, and goals for our learners.

Specific projects associated with this strategy include:

- Develop a communication plan to “provide ongoing statewide outreach and communication to increase awareness and understanding of and promote interest in mastery-based education for teachers, administrators, parents, students, business leaders, and policymakers;”
- Enhance the efforts of the Idaho Mastery Education Network (IMEN) through the creation of Mastery Advisory Groups (MAGS) with the specific purpose of fulfilling the specific goals outlined in statute.
- Develop an evaluation plan to measure student progress and implementation of mastery efforts throughout the state.
- Create a plan that promotes the awareness and use of the Idaho College and Career Readiness Competencies at all levels of implementation.

**Performance Measures:**

IV. Expand participation in the Idaho Mastery Education Network (IMEN).

		2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	

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IV. Percentage of students in IMEN that meet their 3-year growth target in ELA and Math^	<b>IMEN Cohort 1 ELA Actual</b>	<b>62.0%</b>	<b>62.1%</b>	NA	NA	
	<b>ELA Benchmark</b>	64.4%	65.4%	NA	>State Average	
	<b>IMEN Math Cohort 1 Actual</b>	<b>45.5%</b>	<b>46.4%</b>	NA	NA	
	<b>Math Benchmark</b>	53.8%	54.2%	NA	NA	

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

**GOAL 4**

Idaho attracts and retains great teachers and leaders

Objective A: Align programs within the department to support educators

Provide ongoing, relevant, and actionable professional development that aligns, supports, and provides guidance for all Idaho Content Standards. Provide curriculum reviews that support the standards and help schools and districts in choosing appropriate materials. Classroom Capacity Builders in ELA, Science, and Math work with teachers, schools, and districts to ensure appropriate implementation of the standards and assessment tools to ensure appropriate implementation and help support and guide teaching and learning.

Specific projects associated with this strategy include:

- Classroom Capacity Builders in ELA, Science, and Math will work with teachers, schools, and districts to provide professional development to help ensure appropriate implementation of the standards and assessment tools. Regional Learning Centers Pilot Program with Content Specific Coaches to extend to all content areas. Regional Learning Centers could also lead and facilitate a statewide mentorship program for first - third year teachers.
- Curriculum coordinators in partnership with educators to continue to provide content specific professional development that helps support the Idaho Content Standards.
- Curriculum Review and Implementation facilitated by the Content and Curriculum Team to provide guidance to schools and districts in choosing appropriate materials that help support the Idaho Content Standards.
- MTSS Support Team: Members from SDE departments who help give guidance and support for MTSS plans in districts.

**Performance Measures:**

- V. Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service

		2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	

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V. Teacher Retention Rate	<b>Actual</b>	89.02%	88.23%	89.29%	90.8%	
	<b>Benchmark</b>	92.%	92.%	92.%	92%	

**Key External Factors**

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

**Evaluation Process**

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

<sup>1</sup> Revenues and expenditures, FY2017 Actual by Fund Source,  
<https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2018>,

<sup>1</sup> Revenues and expenditures, FY2018 Actual by Fund Source,  
<https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2019>,

<sup>1</sup> Revenues and expenditures, FY2019 Actual by Fund Source,  
<https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2020>,

<sup>1</sup> Revenues and expenditures, FY2020 Actual by Fund Source,  
<https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2021>,

<sup>1</sup> Revenues and expenditures, FY2017 Actual by Expenditure Classification,  
<https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2018>,

<sup>1</sup> Revenues and expenditures, FY2018 Actual by Expenditure Classification,  
<https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2019>,

<sup>1</sup> Revenues and expenditures, FY2019 Actual by Expenditure Classification,  
<https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2020>,

<sup>1</sup> Revenues and expenditures, FY2020 Actual by Expenditure Classification,  
<https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2021>,

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- <sup>1</sup>Historical Fall Enrollment of Charter Schools by Grade by Year  
<http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls>,
- <sup>1</sup> Historical Fall Enrollment/Membership by Grade for Idaho Public Schools  
<http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>,
- <sup>1</sup>2017-2018 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx>,
- <sup>1</sup>2018-2019 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx>,
- <sup>14</sup> 2019-2020 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-Statewide-Certificated-Staff-Salary-Report.xlsx>,
- <sup>15</sup> Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at <https://idahoschools.org/>.
- <sup>16</sup> Goals are not set at specific grades but derived using the same methodology  
<https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx>.
- <sup>17</sup> 2017 Idaho College Board SAT Suite of Assessments Annual Report  
<https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>,
- <sup>18</sup> 2018 Idaho College Board SAT Suite of Assessments Annual Report  
<https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>,
- <sup>19</sup> 2019 Idaho College Board SAT Suite of Assessments Annual Report  
<https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf>
- <sup>20</sup> The ACT Profile Report – State, Graduating Class 2019 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four. Figures may change slightly over time due to updated data.
- <sup>21</sup> Four-Year Graduation Rate <https://idahoschools.org/state/ID/graduation>,
- <sup>22</sup> Accountability Results – Graduation Rate  
<https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2019-4-Year-Grad-Rate-Master.xlsx>
- <sup>23</sup>: 2020-2021 Statewide Certificated Staff Salary Public School Finance Report [Public School Finance / Departments / SDE \(idaho.gov\)](#)





# Idaho Division of Vocational Rehabilitation

FY2023 - 2027



## Content and Format

The Strategic Plan (Plan) is divided into four sections. The first ~~two~~<sup>three</sup> sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs, ~~described,~~ Vocational Rehabilitation, ~~Extended Employment Services,~~ and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting IDVR.

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR programmatically operates under a Program Year instead of a Federal Fiscal Year. The Program Year (PY) aligns with Idaho's State Fiscal Year time period (July 1-June 30). ~~All three programs under the Division adhere to state fiscal year reporting for this Plan.~~ This Plan covers fiscal years 202~~3~~<sup>2</sup> through 202~~7~~<sup>6</sup>.

This is the ~~fifth~~<sup>fourth</sup> year of IDVR's Plan as a result of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's latest Comprehensive Statewide Needs Assessment (CSNA), both of which impacted the goals and objectives for the Vocational Rehabilitation program. The ~~changes resulting from WIOA also lead the Division to modify both the~~ mission ~~and vision~~ statements to ~~better~~ reflects the focus on the dual ~~customer;~~<sup>customer,</sup> individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance ~~indicators~~<sup>measures</sup> for the VR program to align with the other core WIOA programs. Rehabilitation Services Administration (RSA) ~~has allowed VR programs time to collect the performance data necessary to establish baselines which will be used to establish levels of performance before negotiating~~ targets for the ~~all new~~ Primary ~~P~~performance ~~Indicators (PPIs)~~<sup>measures</sup> April 2022. The Strategic Plan was updated to ~~reflect the new negotiated targets. State Year 2021 (PY2020) was the first year for negotiations for one of the primary indicators; Measure Skill Gains. Negotiations for all other performance indicators will take place for State Year 2023 (PY2022).~~ The majority of the ~~Primary Performance Indicators (PPIs),~~ (except Measure Skill Gains,) are lagging indicators, ~~and not available (N/A) for reporting this Plan.~~ The Division is aligning all PPI data for SY2021 and forward with RSA's defined cohort periods for the respective state years, which allows the Division to report complete data. ~~This Plan reflects updated, complete PPI data for SY2019.~~

Senate Bill No. 1399 transferred the administration of the Extended Employment Services (EES) program from the Idaho Division of Vocational Rehabilitation to the Department of Health and Welfare effective July 1, 2022. This action warrants the removal of the EES program from the Division's Strategic Plan.



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## **Vocational Rehabilitation**

### **Vision**

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

### **Mission**

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.



## Vocational Rehabilitation

**Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.**

**Objective 1:** Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

**Performance Measure 1.1:** Number of students receiving Pre-employment Transition Services (Pre-ETS)

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<u>Benchmark</u>	
					<u>SY 2023</u>	<u>SY 2027</u>
<u>1180</u>	<u>885</u>	<u>1012</u>	<u>1210</u>	<u>Available</u> <u>July 2022</u>	<u>1210</u>	<u>1307</u>

**Benchmark:** Greater than or equal to 1210 for SY23<sup>1</sup>

**Performance Measure 1.2:** Number of youth applications for program participants under the age of 25.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<u>Benchmark</u>	
					<u>SY 2023</u>	<u>SY 2027</u>
<u>856</u>	<u>738</u>	<u>586</u>	<u>496</u>	<u>Available</u> <u>July 2022</u>	<u>496</u>	<u>536</u>

**Benchmark:** Greater than or equal to 496 for SY23<sup>2</sup>

**Note:** The reduction in youth applications ~~is likely~~ maybe be attributed to the impact of COVID. This reduction is similar to the reduction with all VR applications during this time period.

**Objective 2:** Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

**Performance Measure 2.1:** For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<u>Benchmark</u>	
					<u>SY 2023</u>	<u>SY 2027</u>
<u>81%</u>	<u>81.67%</u>	<u>81.67%</u>	<u>77.77%</u>	<u>Available</u> <u>July 2022</u>	<u>75%</u>	<u>80%</u>

**Benchmark:** Greater than or equal to 75% for SY23<sup>3</sup>

**Note:** Data for SY2021 ~~is similar to reflects~~ RSA's cohort period 7/1/2019 - 6/30/2020.



**Performance Measure 2.2:** For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<b>Benchmark</b>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>70.9%</u>	<u>74.2%</u>	<u>76.13%</u>	<u>67.56%</u>	<u>Available</u> <u>July 2022</u>	<u>65%</u>	<u>70%</u>

**Benchmark:** Greater than or equal to 65% for SY23<sup>4</sup>

**Note:** Data for SY2021 is similar to reflects RSA's cohort period 1/1/2019 – 12/31/2019. The Division is considering updating the benchmark for SY2024 strategic plan.

**Performance Measure 2.3:** Number of Regions where Customized Employment is available.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<b>Benchmark</b>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>3</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>8</u> <u>Regions</u> <u>(100%)</u>

**Benchmark:** Present in 4 (50%) of All 8 Regions<sup>5</sup> (by SY24<sup>3</sup>)

**Note:** Customized Employment stalled in SY20. COVID has impacted efforts to successfully launch a new pilot in SY22 and will also likely have a similar impact in SY23.

**Objective 3:** Hire and retain qualified staff to deliver quality vocational rehabilitation services.

**Performance Measure 1:** Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<b>Benchmark</b>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>74%</u>	<u>68%</u>	<u>70.5%</u>	<u>70.8%</u>	<u>Available</u> <u>July 2022</u>	<u>85%</u>	<u>85%</u>

**Benchmark:** Greater than 85% for SY23<sup>6</sup>

. This continues to be a stretch goal for the Division.



**Goal 2 – Improve VR program efficiency through continuous quality improvement activities.**

**Objective 1:** Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

**Performance Measure 2.1:** Meet or exceed negotiated targets on the following five Primary Performance Indicators (PPIs)-measures.

Performance Measure	SY2018	SY2019	SY2020	SY2021	SY2022	Benchmark	
						SY2023	SY2027
1. <i>Employment Rate – 2<sup>nd</sup> Qtr after Exit</i>	55.0%	60.4%	60.4%	60.2%	<u>Avail July 2022</u>	<u>59.5%</u>	<u>61.5%</u>
2. <i>Employment Rate – 4<sup>th</sup> Qtr after Exit</i>	53.1%	58.2%	57.4%	58.2%	<u>Avail July 2022</u>	<u>57.8%</u>	<u>59.8%</u>
3. <i>Median Earnings – 2<sup>nd</sup> Qtr after Exit (per quarter)</i>	\$3,888	\$4,075	\$4,025	\$4,125	<u>Avail July 2022</u>	<u>\$4,400</u>	<u>\$4,800</u>
4. <i>Credential Attainment</i>	26.0%	33.1%	30.4%	41.9%	<u>Avail July 2022</u>	<u>42.8%</u>	<u>47.6%</u>
5. <i>Measurable Skill Gains</i>	25.9%	35.3%	51.2%	55.7%	<u>Avail July 2022</u>	<u>55.1%</u>	<u>65.1%</u>

**Benchmarks:** All benchmarks were negotiated with RSA April 2022 and reflected in this plan. Previous benchmarks for PPI's 1- 4 were proxies used by the Division until formal negotiations occurred. [Greater than or equal to 59.565%<sup>7</sup>, greater than or equal to 57.85%<sup>8</sup>, greater than or equal to \$4,400<sup>9</sup> per quarter<sup>9</sup>, greater than or equal to 42.822%<sup>10</sup>.]  
PPI 5 benchmark was and will be adjusted based upon federal negotiations April 2022, on actual performance and applying a statistical adjustment model<sup>11</sup>.  
**Note:** Data for SY2021 for PPI's 1 & 3 above reflects RSA's cohort period 7/1/2019-6/30/2020 & data for -PPI's 2 and 4 above reflects RSA's cohort period 1/1/2019–12/31/2019.

**Objective 2.2:** Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

**Performance Measure 2.2:** Customer satisfaction rate.

<u>SY 2018</u>	<u>SY 2019</u>	<u>SY 2020</u>	<u>SY 2021</u>	<u>SY 2022</u>	Benchmark	
					<u>SY 2023</u>	<u>SY 2027</u>
<u>87.1%</u>	<u>80.1%</u>	<u>80.3%</u>	<u>80.7%</u>	<u>Available</u>	<u>90%</u>	<u>90%</u>



				<u>July 2022</u>		
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**Benchmark:** Greater than or equal to 90% for SY23<sup>12</sup>—This continues to be a stretch goal for the Division.

**Objective 2.4:** Collaborate with Community Rehabilitation Program partners to improve the quality of services.

**Performance Measure 2.4:** Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<b>Benchmark</b>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>43%</u>	<u>42.5%</u>	<u>43.13%</u>	<u>44.35%</u>	<u>Available</u> <u>July 2022</u>	<u>44%</u>	<u>49%</u>

**Benchmark:** Greater than or equal to previous year in SY23<sup>13</sup>.

### Goal 3 – Meet the needs of Idaho businesses

**Objective 3.1:** IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

**Performance Measure 3.1.1:** Retention Rate with the Same Employer the 4<sup>th</sup> quarter after exit.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<b>Benchmark</b>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>37.2%</u>	<u>42.9%</u>	<u>42.20%</u>	<u>43%</u>	<u>Available</u> <u>July 2022</u>	<u>50%</u>	<u>50%</u>

**Benchmark:** Greater than or equal to 50% for SY23<sup>14</sup>

**Note:** Data for SY2021 reflects RSA's cohort period 1/1/2019 – 12/31/2019. This Primary Performance Measure continues to be a 'pilot' measure and has not been formally negotiated with RSA. The current benchmark is proxy until formal negotiation occur sometime in the future.





## Extended Employment Services

### Mission

~~Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides individuals with the most significant disabilities employment opportunities either in a community supported or workshop setting.~~

### Vision

~~Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train for, and realize real work success.~~

~~**Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.**~~

~~**Objective:** To provide relevant and necessary long-term supports to assist individuals with the most significant disabilities to maintain employment.~~

~~**Performance Measure 1.1:** Number of individuals served.~~

SY2018	SY2019	SY2020	SY2021	Benchmark
819	764	703	616	≥ previous year performance

~~**Benchmark:** Greater than or equal to previous year in SY23<sup>15</sup>~~

~~**Note:** The reduction in the number of individuals served is likely attributed to the impact of COVID.~~

~~**Performance Measure 1.1:** Number of individuals on the EES waitlist.~~

SY2018	SY2019	SY2020	SY2021	Benchmark
0	0	0	0	≤ on waitlist than previous year

~~**Benchmark:** Less than or equal to previous year in SY23<sup>16</sup>~~



## Council for the Deaf and Hard of Hearing (CDHH)

### Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

### Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

### Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

### Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. **Objective:** Continue to provide information and resources.

**Performance Measure 1.1:** Track when information and resources are given to consumers.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<u>Benchmark</u>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>2 addt'l</u> <u>brochures</u> <u>136 FB</u> <u>posts</u>	<u>20 Library</u> <u>loans</u> <u>24</u> <u>packages</u> <u>of</u> <u>information</u> <u>112 FB</u> <u>posts</u>	<u>43 Library</u> <u>loans</u> <u>90 pkgs of</u> <u>info</u> <u>108 FB</u> <u>posts</u> <u>667 clear</u> <u>masks &amp;</u> <u>11,340</u> <u>paper masks</u> <u>distributed</u>	<u>59 Library</u> <u>loans</u> <u>40 pkgs of</u> <u>info</u> <u>166 FB posts</u> <u>clear masks</u> <u>&amp; 11,340</u> <u>paper masks</u> <u>distributed</u>	<u>Available</u> <u>July 2022</u>	<u>61</u> <u>Library</u> <u>loans</u> <u>42</u> <u>pkgs of</u> <u>info</u> <u>168 FB</u> <u>posts</u>	<u>75</u> <u>Library</u> <u>loans</u> <u>50</u> <u>pkgs of</u> <u>info</u> <u>175 FB</u> <u>posts</u>

**Benchmark:** 2 or more new brochures or information packets created in SY23 <sup>175</sup>



**Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.**

1. **Objective:** Continue to increase the awareness.

**Performance Measure 2.1:** Deliver presentations and trainings to various groups through education and social media.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<b>Benchmark</b>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>89</u>	<u>89</u>	<u>89</u>	<u>51</u>	<u>Available</u> <u>July 2022</u>	<u>51</u>	<u>60</u>

**Benchmark:** 51 or more presentation delivered in SY23 <sup>168</sup>

**Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.**

1. **Objective:** Continue encouraging consultation and cooperation.

**Performance Measure 3.1:** Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<b>Benchmark</b>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>14</u>	<u>64</u>	<u>48</u>	<u>48</u>	<u>Available</u> <u>July 2022</u>	<u>41</u>	<u>50</u>

**Benchmark:** Present at 48 or more local, state and federal agencies in SY23 <sup>179</sup>

**Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.**

1. **Objective:** The Council's office will provide the network.

**Performance Measure 4.1:** Track when information is provided.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<b>Benchmark</b>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>1,160</u> <u>calls</u>	<u>2,456</u> <u>calls</u>	<u>5,777</u> <u>calls</u>	<u>7,173</u> <u>calls</u>	<u>Available</u> <u>July 2022</u>	<u>Track</u> <u>calls</u>	<u>Track</u> <u>calls</u>

**Benchmark:** Track all calls in SY23 <sup>2018</sup>

**Note:** Increased call volume due to COVID.



**Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.**

1. **Objective:** The Council will determine the availability of services available.

**Performance Measure 5.1:** The Council will administer assessments and facilitate meetings to determine the needs.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<u>Benchmark</u>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Available</u> <u>July 2022</u>	<u>Meet</u> <u>goal</u>	<u>Meet</u> <u>goal</u>

**Benchmark:** Meet goal in SY23 <sup>1924</sup>

**Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.**

1. **Objective:** The Council will make available copies of policies concerning deaf and hard of hearing issues.

**Performance Measure 6.1:** Materials that are distributed about public policies.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<u>Benchmark</u>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Available</u> <u>July 2022</u>	<u>Meet</u> <u>goal</u>	<u>Meet</u> <u>goal</u>

**Benchmark:** Meet goal in SY23 <sup>202</sup>

**Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.**

1. **Objective:** The Council will be the “go to” agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

**Performance Measure 7.1:** Track how many complaints are received regarding the ADA.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<u>Benchmark</u>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>150 ADA</u> <u>Issues</u>	<u>168 ADA</u> <u>Issues</u>	<u>172 ADA</u> <u>Issues</u>	<u>160 ADA</u> <u>Issues</u>	<u>Available</u> <u>July 2022</u>	<u>Track</u> <u>Issues</u>	<u>Track</u> <u>Issues</u>

**Benchmark:** Track all complaints in SY23 <sup>213</sup>



**Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.**

**1. Objective:** The Council will submit reports.

**Performance Measure 8.1:** Reports will be accurate and detailed.

<u>SY</u> <u>2018</u>	<u>SY</u> <u>2019</u>	<u>SY</u> <u>2020</u>	<u>SY</u> <u>2021</u>	<u>SY</u> <u>2022</u>	<u>Benchmark</u>	
					<u>SY</u> <u>2023</u>	<u>SY</u> <u>2027</u>
<u>Completed</u>	<u>Completed</u>	<u>Completed</u>	<u>Completed</u>	<u>Available</u> <u>July 2022</u>	<u>Pending</u>	<u>Pending</u>

**Benchmark:** Complete for SY23 <sup>224</sup>



## External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

### Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served by the organization. Challenges in recruitment continue to be problematic and persistent over the past several years. Recruiting efforts have been stifled by lower wages as compared to other Idaho state agencies as well as neighboring states and employers are all competing for the same human talent. The Division continues to evaluate and implement new strategies in an effort to improve the recruitment and retention rates of qualified personnel, e.g., providing tuition assistance, offering recruitment and retention bonuses. IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligibility for the Certified Rehabilitation Counselor (CRC).

### State and Federal Economic and Political Climate

While Idaho has seen continuous and sustained improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities have continue to historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, brings substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs and improve engagement with employers to address skilled workforce needs.

WIOA has requireds IDVR to implement substantial programmatic changes. These changes have had will an impact on policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes continue to be the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing prior to WIOA. This change continueswill result in an agency which is to shifting not only the



population ~~it serves~~ but also is serving that population in different and innovative ways. The Division's performance measures have also shifted significantly under WIOA. As a result, the current benchmarks for the federal Primary Performance Indicators (PPI's) ~~performance measures~~ identified in this strategic plan continue to improve ~~present a high degree of error that will diminish~~ as IDVR completes its transition to business as usual under WIOA, and as data matures ~~new baselines are realized~~. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs continue to be ~~transitioning to the~~ new primary performance measures and recently negotiated ~~one performance measure with~~ benchmarks with Rehabilitation Services Administration in April 2022 for all of the PPIs ~~Measurable Skill Gains~~. Additionally, all but one of the ~~almost all of the new PPI's~~ performance measures are lagging indicators, several lag by more than one full year.

## EVALUATION PROCESS

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The State Board of Education Planning, Policy, and Governmental Affairs Committee reviews the Idaho Division of Vocational Rehabilitation strategic plan on an annual basis. Changes may be brought forward to the Board for consideration in future meetings. This review and re-approval takes into consideration performance measure progress reported to the Board in the October meeting.



**Footnotes:**

<sup>1</sup> Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

<sup>2</sup> Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

<sup>3</sup> Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

<sup>4</sup> Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

<sup>5</sup> Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

<sup>6</sup> Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

<sup>7</sup> Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024). ~~The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (RSA-TAC-18-01, January 19, 2018)~~

<sup>8</sup> Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024). ~~The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (RSA-TAC-18-01, January 19, 2018)~~

<sup>9</sup> Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024). ~~The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (RSA-TAC-18-01, January 19, 2018)~~

<sup>10</sup> Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024). ~~The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (RSA-TAC-18-01, January 19, 2018)~~

<sup>11</sup> Benchmarks are set based on federally negotiated targets. ~~The Vocational Rehabilitation program will negotiate targets for this indicator in SY2021, negotiations are currently TBD. (RSA-TAC-18-01, January 19, 2018) for a two-year period (SY 2023 & 2024).~~

<sup>12</sup> Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however, it is typically utilized as a threshold for quality performance.

<sup>13</sup> Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

<sup>14</sup> Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2023. (RSA-TAC-18-01, January 19, 2018) This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

<sup>15</sup> ~~Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.~~

<sup>16</sup> ~~Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.~~

<sup>157</sup> Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>168</sup> Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and





Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>179</sup> Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>1820</sup> The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>1924</sup> Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>202</sup> Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>213</sup> Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

<sup>224</sup> Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.



## FY 2023-2027 STRATEGIC PLAN

### MISSION STATEMENT

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

### VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

### SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT

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

#### IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

#### Performance Measures:

I. Number of DTV translators.<sup>1</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
47	47	46	46		46	46

II. Percentage of Idaho's population within our signal coverage area.<sup>2</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
98.8%	98.8%	98.8%	98.8%		98.9%	98.9%

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

#### Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.<sup>3</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
40	49	41	55		45	55

Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.<sup>4</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
1,584,947	2,263,398	1,635,238	1,979,811		1,200,000	1,200,000

II. Number of visitors to IdahoPTV/PBS video player.<sup>5</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
128,877	230,522	504,332	915,331		1,200,000	1,400,000

III. Number of alternative delivery platforms and applications on which our content is delivered.<sup>6</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
11	11	12	13		14	16

Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.<sup>7</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
35,095	25,480	24,853	24,918		25,000	25,000

Objective E: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.<sup>8</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
12,624	11,755	11,947	12,329		13,000	13,000

Objective F: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.<sup>9</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
1,509	1,986	1,393	2,431		2,000	2,000

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.<sup>10</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
56	57	68	81		60	60

Objective H: Operate an effective and efficient organization.

Performance Measures:

I. Total FTE in content delivery and distribution.<sup>11</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
22	21	18	18		<24	<24

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.<sup>12</sup>

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes	Yes/Yes/Yes

## SBoE GOAL 2: EDUCATIONAL READINESS

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

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:

I. Number of educational outreach and training events for teachers, students and parents.<sup>13</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
*	*	101	58		100	140

\*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.<sup>14</sup>

FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	Benchmark	
					FY23	FY27
*	*	7,137	9,997		8,200	9,000

\*New performance measure beginning FY20

## KEY EXTERNAL FACTORS

**Funding** – Idaho Public Television’s funding depends upon a combination of State General Funds; an annual grant from the Corporation for Public Broadcasting that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. The largest portion of funding for Idaho Public Television comes from voluntary private contributions. Idaho Public Television ranks in the top one-third of PBS stations nationwide for overall donor revenue and donor retention. Average contribution per donor is \$183.00 per year. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets.

**Regulatory Changes** – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy has the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

**Broadband/New Media Devices** – As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers’ needs and to make sure our content and services are available when and where viewers want to access them. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

**ATSC 3.0** – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this

new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. Unlike the change from analog to digital, there are currently no Federal grant programs available to fund this transition.

Aging Equipment – Much of the equipment in our statewide broadcast network has been depreciated and the expected lifespan has been surpassed. A long-range plan and funding strategy must be developed in order to continue serving the citizens of Idaho with content they expect, coverage of state government with Idaho in Session, and statewide emergency alerts.

## EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 28 directors and 12 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS analytics) and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Idaho Public Television has been successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants, we conducted research on the impact these education initiatives have had on the populations served.

Recently, IdahoPTV has begun to do qualitative and quantitative research on new and existing programs. Surveys have been conducted and research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We see this as a way to better understand and serve all Idahoans on all platforms.

- 
1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
  2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
  3. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  4. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
  5. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
  6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
  7. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  8. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  10. Benchmark is based on industry standard combined with desired level of achievement.
  11. Benchmark is based on industry standard combined with analysis of workforce needs.
  12. Benchmark is based on industry standard of best practices.
  13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  14. Benchmark is based on an analysis of historical trends combined with desired level of achievement.



Strategic Plan FY 2023-2027

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Alan Reed, Chairman Jenn Thompson, Director



**Part I. Agency Overview**

**1. Agency overview**

The Idaho Public Charter School Commission (IPCSC) is Idaho's state-level charter school authorizing entity. The IPCSC is made up of 7 appointed commissioners who serve as the governing body and 5 employees who execute the day-to-day work. The IPCSC maintains a chair and vice chair as well as three standing committees: finance, new petitions, and renewals. IPCSC currently occupies 1095 square feet in the Borah Building, Suite 241.

Because charter schools are not managed by a district office, the authorizer's role is to ensure that the operations, financial health, and academic outcomes of a charter school justify the school's use of public funds. At its core, the IPCSC is a risk-management team that serves a variety of stakeholders, including students, taxpayers, policy makers, school boards, and school administrators.

Mission: The IPCSC's mission is to cultivate exemplary public charter schools. Vision - The IPCSC envisions that living our mission will result in:

- Quality - Idaho families have exemplary charter school options.
- Autonomy - Charter schools design and implement unique educational programs.
- Accountability - Charter schools meet standards defined in the performance framework.
- Compliance - Charter schools operate in compliance with laws, rules, and regulations.
- Advocacy - The IPCSC advocates for student and public interests.

Values – The IPCSC values the following approach to executing our work:

- Professionalism – The IPCSC acts with respect and decorum.
- Efficiency – The IPCSC provides service with efficiency.
- Credibility – The IPCSC is a source of accurate information.
- Integrity – The IPCSC makes data-driven decisions that serve its mission and vision.
- Communication – the IPCSC communicates with and listens to stakeholders.

**2. Core functions**

The IPCSC is established by Idaho Code 33-5213 for the purpose of administering and enforcing the provisions of Chapter 52, Idaho Code. More specifically, the IPCSC is tasked with making approval and renewal decisions for the schools in its portfolio. In between those decision points, the IPCSC staff is tasked with day-to-day oversight of charter schools, including compliance and performance monitoring.

When a new charter school petition is determined likely to be successful and the IPCSC approves the school to operate, a performance certificate that outlines the terms and conditions under which the school is allowed to operate for the next five years is executed. At the end of the five (5) year term, the school applies for a renewal of that contract, and the IPCSC reviews the school's performance outcomes to determine whether a next five (5) year term is warranted.

The oversight work across each school's operational term is reported in a performance report each year. These reports inform IPCSC renewal decisions.

**3. Fiscal Year Review**

The IPCSC began operating as an independent state agency on July 1, 2021. Only one year of financial data is available for the FY22 progress report.

Approximately 28% of the IPCSC's FY22 budget was appropriated through the general fund. The remaining 72% was appropriated through the agency's dedicated fund. The dedicated fund, or

Authorizer's Fund, is established in Idaho Code, 33-5214. Each school authorized by the IPCSC pays an authorizer fee as defined in Idaho Code, 33-5208(8). Fees are collected in March for the purpose of funding the next fiscal year's dedicated fund appropriation.

Unexpended and unencumbered dollars in the authorizer's fund are re-appropriated to the agency each year to provide for unexpected costs such as appeals of Commission decisions or school closures.

#### **4. Profile of cases managed/ services provided**

The IPCSC's portfolio currently consists of 63 Charter School LEA's, running 69 unique academic programs. In FY21, these schools served approximately 29,000 students. As Idaho's charter school law allows for rolling applications, the number of schools served by the agency continues to grow.

The following services are among those provided by the IPCSC:

- 12-week cycle of research, interviews, and reports for each new charter school petition received;
- In-depth analysis/report for each academic program based on statewide assessment data each year;
- Board meeting observations and feedback for each school at least once per term;
- Enrollment lottery observations and feedback for each school at least once per term;
- Site visits to determine fidelity of key design element implementation as necessary;
- Quarterly review of financial data for each school;
- Annual compliance desk audit of school operations, including policies, expert reports, etc.;
- Evaluation of complaints/concerns and management of any resulting investigations or interventions;
- A 16-week cycle for renewal application processing once every five years for each school;
- A series of meetings with each school during its pre-opening timeline to ensure sufficient progress;
- A pre-opening site visit and walk-through to ensure readiness to serve students;
- Annual consideration to issue or lift "notifications of fiscal concern";
- Investigation of complaints and concerns as necessary; and
- Issuance of courtesy letters as necessary.

#### **5. Key External Factors**

- Lack of public awareness of charter schools;
- The autonomy of independent charter school governing boards;
- Legislation;
- Corporate influence on entities external to the IPCSC; and
- The impact on assessment of student mobility in a school choice setting.

#### **6. Evaluation**

The IPCSC will evaluate the successes and challenges of progress toward objectives at each regular meeting and will engage in long-term goal setting through annual strategic planning work.

**Part II. Performance Measures**

Summary

**Goal 1:** The IPCSC will cultivate a portfolio of exemplary charter schools.

**Objective A:** The IPCSC will make data-driven decisions.

**Objective B:** The IPCSC will provide effective oversight.

**Goal 2:** The IPCSC will advocate for student, taxpayer, and charter sector interests.

**Objective A:** The IPCSC will contribute to effective charter school law.

**Objective B:** The IPCSC will execute a communication plan.

**Objective C:** The IPCSC will provide technical assistance

**Performance Measures** – The following tools will be used to measure the IPCSC’s progress toward its goals.

**Data-Driven Decision Making**

1.A.i - Petition Evaluation Report/ Meeting Minutes

1.A.ii - Annual School Performance Reports/ Final Orders

1.A.iii – Meeting Minutes

**Effective Oversight**

1.B.i - Performance Framework

1.B.ii - Complaint and Concern Log

1.B.iii - Courtesy Letters

**Contribution to Effective Law**

2.A.i – Maintenance of Effort Records

**Communication**

2.B.i - Communication Data

2.B.ii - School Survey Results

2.B.iii – Annual Performance Reports

**Technical Assistance**

2.C.i – Outreach Log

2.C.ii – Network Event Attendance Rosters

**Goal 1:** The IPCSC will cultivate a portfolio of exemplary charter schools.

**Objective A:** The IPCSC will make data-driven decisions.

**Alignment:** SBE 1A - Data Access and Transparency

**Performance Measure 1:** Petition Evaluation Reports/ Meeting Minutes

**Benchmark 1:** 100% of new charter school petitions approved without conditions will meet all of the established standards of quality.

**Result:** 100% of new charter school petitions approved without conditions met all established standards of quality.

	FY22	FY23	FY24	FY25	FY26
# of Petitions Approved Without Conditions	1				
# of approved petitions meeting all established standards of quality	1				
Benchmark:	100%	100%	100%	100%	100%
Achievement:	Met				

**Benchmark 2:** All approved amendment requests meet the applicable standards of quality.

**Task 1:** IPCSC staff will develop a guidance document specific to amendments by October 30, 2022.

**Result:** Task is incomplete as of 4/14/22. The IPCSC processed 13 amendments in FY22. Most were “housekeeping” changes to a school’s charter. This target was prioritized behind the annual report re-formatting work and behind the revisions to the renewal process. As these tasks are complete, work on the amendment process can begin in FY23.

	FY22	FY23	FY24	FY25	FY26
# of requested amendments	13				
# of approved amendments	13				
# of Approved amendments meeting all established standards of quality for the amendment type (major/minor, see policy).	NA				
Benchmark:	Baseline	100%	100%	100%	100%
Achievement:	NA				

**Performance Measure 2:** Annual School Performance Reports/ Final Orders

**Benchmark 1:** All schools whose renewal applications are approved without conditions meet all standards on the school’s most recent annual performance report.

**Result:** All schools (4/4) renewed without conditions in FY22 met the minimum standard on all measures of the on the school’s most recent annual performance report.

	FY22	FY23	FY24	FY25	FY26
# Charters Meeting All Standards	4/12	n/17			
# Charters Renewed Without Conditions	4/12	n/17			
Benchmark:	100%	100%	100%	100%	100%
Achievement:	Met				

**Benchmark 2:** All schools whose renewal applications are approved with conditions include conditions specific to the unmet measures noted in the school's most recent annual performance report.

**Result:** All schools renewed with conditions in FY22 included conditions specific to each measure on which the school did not meet standard as reported in the school's most recent annual performance report. Conditions are due in 2024 and revocation will be considered if conditions are not met at that time.

	FY22	FY23	FY24	FY25	FY26
# Charters with Unmet Standards in FY22	8				
# of Conditional Renewals w/ Conditions for Each Unmet Standard	7				
# of Non-Renewed Charters	1				
Benchmark:	100%				
Achievement:	Met				

**Performance Measure 3: Meeting Minutes**

**Benchmark 1:** The IPCSC will engage in at least five (5) professional development mini-sessions to be conducted at regular commission meetings each year.

**Result:** The IPCSC engaged in five trainings in FY22.

**FY22 Topics:**

1. Commission/Executive Relationships a.Reading/Discussion: Brian Carpenter – August 2021
2. Renewal Procedures
  - a. Training: IPCSC Staff – October 2021
3. 7 Strategies of Leadership
  - a. Video: Mark Brown ISBA 2021 Annual Convention Presentation – Dec. 2021
4. Executive Director Eval Process a.Reading: DHR – February 2022
5. Working with ESPs – Readings/Discussion – April 2022
  - a. Brian Carpenter – “A Short Course on Contracting with ESPs”
  - b. NAPCS “Charting a Clear Course”

	FY22	FY23	FY24	FY25	FY26
# of training opportunities engaged	5				
Benchmark:	5				
Achievement:	Met				

**Goal 1:** The IPCSC will cultivate a portfolio of exemplary charter schools.

**Objective B:** The IPCSC will provide effective oversight.

**Alignment:** Idaho Code §33-5209A and §33-5210, regarding accountability

**Performance Measure 1: Performance Framework**

**Benchmark 1:** 95% of IPCSC schools will meet or exceed standard on each operational measure each year.

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 15, 2022

ATTACHMENT 15

## Result:

	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Data Transparency	Facility Services	Ops. Compliance
2020-21 Result	94%	96%	92%	96%	86%	100%	90%
2021-22 Result							
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	95%	95%	95%	95%	95%	95%	95%
Achievement:	Not Met	Met	Not Met	Met	Not Met	Met	Not Met
Next Steps:	Resource: expectations		Training: roles/responsibilities		Resource: expectations		Training: admin eval

**Benchmark 2:** 90% of IPCSC schools will meet or exceed standard on each financial measure each year.

## Result:

	Current Ratio (assets to liabilities)	Min. 60 Days Cash	Positive 3-Yr Aggregate Total Margin	Positive Multi-Yr Cash Flow	Debt Service Coverage at least 1.1	Debt/Asset Ratio less than .9	Meeting Enrollment Projections
2020-21 Result	84%	80%	88%	84%	69%	78%	72%
2021-22 Result							
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	90%	90%	90%	90%	90%	90%	90%
Achievement:	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Next Steps:	Resource: expectations	Pandemic impacted measures. No IPCSC action is necessary as these should bounce back.			Resource: expectations	Resource: expectation	Training: Now ADM based calc.

**Benchmark 3:** 75% of IPCSC schools will meet or exceed standard on all academic measures by 6/30/2025.

## Result:

General Education	Math Proficiency	ELA Proficiency	Literacy Proficiency	Alt. Math	Alt ELA	Progress Grad	Additional Grad
2020-21 Result	38%	71%	72%	50%	67%	Baseline	baseline
2021-22 Result							
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	75%	75%	75%	Baseline	Baseline	Baseline	Baseline
Achievement:	Not Met	Not Met	Not Met	NA	NA	NA	NA

**Performance Measure 2:** Complaint and Concern Log

**Benchmark 1:** 95% of identified concerns will be resolved within 30 days or on-track for resolution within 30 days.

Proactive communication with schools when concerns arise will help prevent more costly interventions down the road and improve the overall quality of charter school operations. **Result:**

	FY22	FY23	FY24	FY25	FY26
# of Complaints Received	43				
# of Complaints Resolved w/in 30 days or on track to resolution w/in 30 Days	41				
% of Complaints Resolves promptly	95%				
Benchmark:	95%	95%	95%	95%	95%
Achievement:	Met				

**Performance Measure 3:** Courtesy Letters

**Benchmark 2:** 95% of the concerns that cannot be resolved within 30 days are engaged as a formal investigation and documented via courtesy letters.

**Result:**

	FY22	FY23	FY24	FY25	FY26
# of concerns not resolved within 30 days	2				
# of concerns addressed via courtesy letter	2				
Benchmark:	95%	95%	95%	95%	95%
Achievement:	Met				

**Financial Note:** The work of achieving targets in this Objective will be largely achieved through communication, training, and outreach to schools. The staffing plan at the end of this report seeks to provide the human resources necessary to meet these standards by the end of FY26.

**Goal 2:** The IPCSC will advocate for student, taxpayer, and charter sector interests.

**Objective A:** Contribute to effective charter school law.

**Alignment:** Idaho Code §33-5213, regarding duty to administer and enforce chapter

**Performance Measure 1:** Maintenance of Effort Records

**Benchmark 1:** The IPCSC Director will dedicate at least 10% of his/her time to activities that directly contribute to continuous improvement of charter schools.

**Result:**

	FY22	FY23	FY24	FY25	FY26
Actual Hours (4/1/22)	4%				
Benchmark:	Baseline	6%	8%	9%	10%
Achievement:	NA				

**Financial Note:** Additional staffing will be necessary to provide the Director time to focus on this important work. See the staffing plan section of this report.

**Goal 2:** The IPCSC will advocate for student, taxpayer, and charter sector interests.

**Objective B:** Communicate effectively with Stakeholders

**Performance Measure 1:** Newsletter and Social Media Data

**Benchmark 1:** The IPCSC will achieve a 75% open rate on quarterly newsletters sent to all IPCSC school administrators and board chairs by June 30, 2025.

**Result:**

<b>Newsletter</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>
# of Recipients	355				
Open Rate	60%				
Benchmark:	Baseline	70%	73%	75%	75%
Achievement:	NA				

**Performance Measure 2:** School Survey Participation Rate

**Benchmark 1:** 95% of IPCSC schools will provide feedback via an annual feedback survey.

**Result:**

<b>Stakeholder Survey</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>
# of Recipients	136				
Response Rate	29%				
Benchmark:	45%	55%	75%	85%	95%
Achievement:	Not Met				

**Goal 2:** The IPCSC will advocate for student, taxpayer, and charter sector interests.

**Objective C:** Facilitate access to meaningful resources for charter schools.

**Alignment:** Idaho Code §33-5209, regarding enforcement

**Performance Measure 1:** Network Event Attendance Rosters

**Benchmark 1:** The IPCSC will engage at least 100 unique stakeholders each year through networking events by June 30, 2025.

**Task 1:** The IPCSC will host quarterly webinar events

**Task 2:** The IPCSC will host annual in-person events

<b>Events</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>
# of Participants	TBD				
# of Events	Mid-June				
Benchmark:	Baseline	4	5	5	5
Achievement:	NA				

**Task 3:** The IPCSC will increase presence at local and Idaho events that celebrate the charter sector and/or promote the work of charter schools.



**Result:** Events attended in FY22 include:

- Idaho School Board Association Annual Convention (3 presentations)
- Charter Start 101 Workshop – SDE (fall and spring)
- Charter School Boot Camp – SDE
- Idaho Superintendent’s Network Meeting (discussion facilitator)
- Idaho Association of School Business Officials (presentation)
- Idaho Prevention and Support Conference
- Family and Community Engagement Conference

**Performance Measure 2:** Annual Performance Reports

**Benchmark 1:** Provide outreach to every school that does not meet standard on one or more measure as reported on the school’s annual performance report by February 15<sup>th</sup>.

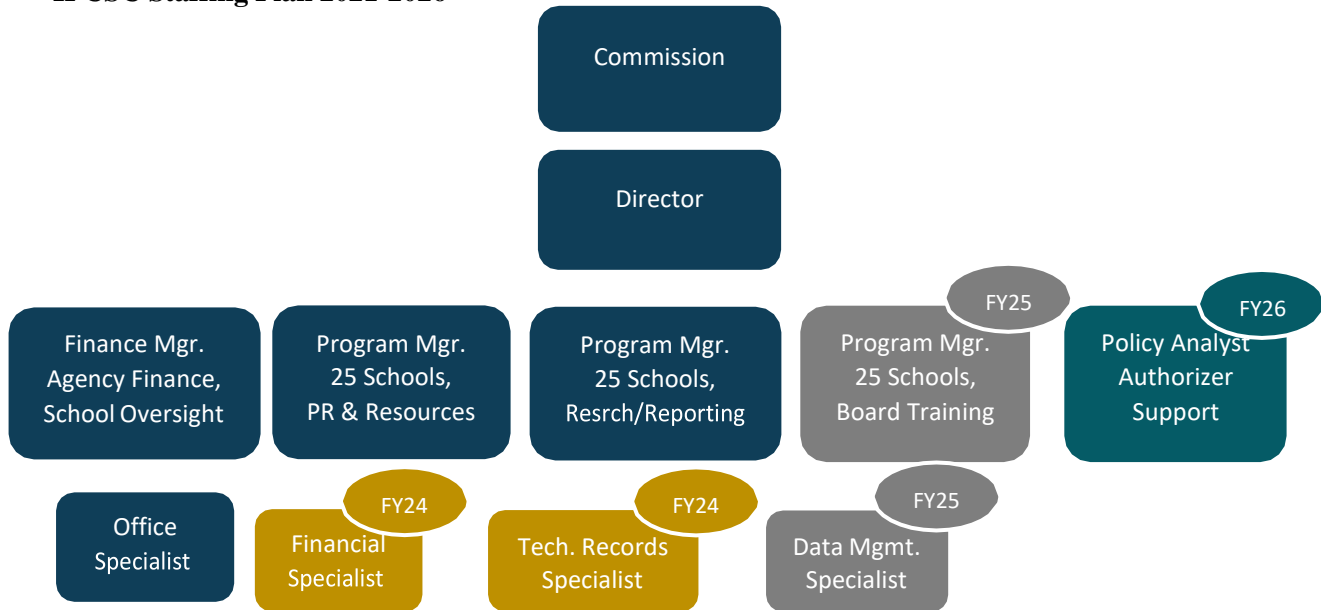
**Task 1:** Program Managers will engage in outreach with all schools whose annual reports indicates a rating of “approaches” or “does not meet” standard on any measure by February 15<sup>th</sup> each year.

**Result:**

	FY22	FY23	FY24	FY25	FY26
% of schools not meeting one or more standard that were provided direct outreach by 2/15/22	65%				
Benchmark:	65%	75%	85%	95%	100%
Achievement:	Met				

**Financial Note:** While it has become clear that stakeholders want and need access to training, quality resources, and networking opportunities that the IPCSC is uniquely qualified to provide and facilitate, additional staffing will be necessary in order to fully realize this goal. See the staffing plan section of this report.

IPCSC Staffing Plan 2021-2026



**For FY24 the IPCSC requests two additional FTE.**

1. A finance specialist (estimated salary \$55,000) will provide support to the current finance manager by completing day-to-day financial tasks for the agency and for school oversight.
2. A technical records specialist (estimated salary \$45,000) will take on management of contracts and oversight files. This will free-up program managers to more fully engage with school training, support, and charter sector advocacy.

**In FY25, the IPCSC intends to request two additional FTE.**

1. An additional program manager (estimated salary \$65,000) will be necessary to accommodate the steep growth in the number of charter schools in Idaho.
2. A data management position (estimated salary \$45,000) will be necessary to take on management of academic, financial, and operational data points that are not collected or managed by any other agency.

**In FY26, the IPCSC anticipates a need to request one additional FTE.**

1. A policy analyst (estimated salary \$73,000) that would also provide support and training to district and higher-ed entities that serve as charter school authorizers will be necessary. This position may be needed sooner should Rule or Statute

**Notes on continued growth**

As a program manager's case load of schools is ideal at 25 schools, and the IPCSC will begin FY23 with 63 schools, it is likely that a third program manager will quickly be at capacity. Future requests for additional program managers will be based on the number of schools served.

**Notes on facilities growth**

The IPCSC currently occupies 1075 square feet. The Idaho Division of Administration's facility needs worksheet indicates that 1095 is the minimum necessary for the agency's FY22 staffing size and 2,500 at the end of FY26.

FY24 budget anticipates a need for 3,000 square feet of office space in order to accommodate the anticipated growth.



Photo courtesy of Idaho State University

# HIGHER EDUCATION RESEARCH STRATEGIC PLAN

**2023-2027**

Submitted by the Higher Education Research Council  
to the Idaho State Board of Education

June 2022

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## I. INTRODUCTION

Industry, government, and education organizations recognize and value research as a key factor in student success and the future economic vitality of Idaho. Research conducted at Boise State University, Idaho State University, and University of Idaho, and Lewis-Clark State College, (hereafter “institutions”), both creates the foundation for major advances in areas such as energy, health and medicine, agriculture, communications, and national security, and helps educate Idaho’s future leaders and innovators. Creating greater research productivity and collaboration within Idaho will further our state’s ability to compete in today’s global environment.

Research is foundational to the mission of Idaho’s institutions. Knowledge discovery, experiential student learning, addressing community problems, growing student skills, and technology commercialization via patents, copyrights, licenses, and startup companies all contribute to a vibrant teaching and research ecosystem. Furthermore, Idaho’s institutions serve as a point of connection between fundamental research that improves scientific theories, translational research which moves ideas beyond basic discovery through proof-of-concept, and applied research which seeks to solve practical problems. The institutions also foster collaboration among public and private entities and serve as anchors for talent attraction and retention.

## II. PURPOSE

The purpose of this plan is to provide strategic direction to Idaho’s institutions and inform the general public, especially industry, in order to further the shared research agenda for the state. This agenda includes promoting student success, driving economic and workforce development, and addressing the needs and challenges of the state and beyond. This strategic plan is a tool for identifying and attaining quantifiable goals for research and economic growth and success. The plan outlines the scope and the manner in which the research and development goals will be met through actionable and measurable oversight. The plan will be reviewed annually and updated as needed amid the fast-changing pace of research discovery.

## III. VISION

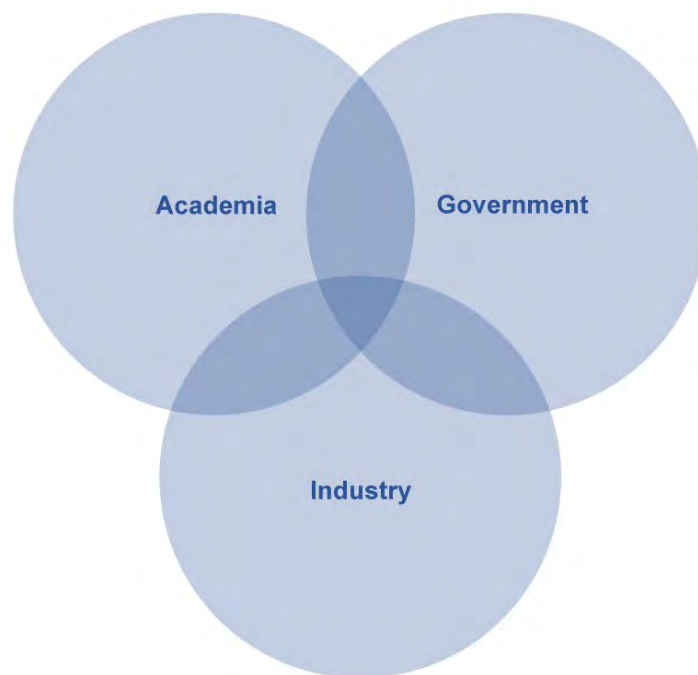
Through this strategic plan, Idaho’s institutions will continue to build a vibrant higher education research ecosystem in Idaho that catalyzes the creation of knowledge, technologies, products, and industries. This will lead to increased student success, advances and opportunities for economic growth, and enhanced quality of life in Idaho and beyond.

## IV. MISSION

This strategic plan supports the Idaho State Board of Education’s mission to “drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.” The plan will support this mission by providing direction to Idaho’s institutions in their development of enduring and robust research programs that contribute to student learning, knowledge generation, and economic development.

## V. BACKGROUND

Recognizing the need to emphasize existing strengths and advance new areas of expertise to provide opportunities for Idaho’s research community, this strategic plan aims to ensure the greatest potential for achieving a vital and sustainable research base for Idaho. The plan identifies the key research areas (fundamental, translational, and applied) that will become the focal points for research and economic development through partnerships among academia, industry and government in science, technology, and creative activity.




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Partnerships between academia, government, and industry are critical to effective research and economic development in Idaho.

## Today's Research

Research at Idaho's institutions is the foundation for innovation and application that provides wider benefits across the state, a state that has an incredible opportunity to expand the impacts of research. Research performed at Idaho's institutions is funded through a number of federal agencies, including the National Science Foundation (NSF), National Institutes of Health (NIH), Department of Energy (DOE), Department of Defense (DOD), US Department of Agriculture (USDA), National Aeronautics and Space Association (NASA), and the Environmental Protection Agency (EPA), among others. Research opportunities span these agencies. For example, NSF, an independent federal agency created by Congress in 1950 "to promote the progress of science; to advance national health, prosperity, and welfare; to secure the national defense..." funds about 25% of all federally supported basic research conducted by colleges and universities in the U.S. However, collectively, Idaho institutions have a 5-year average level of total funding that is just 0.27% of the total NSF budget, which ranks 41st among the 50 states. By comparison, public institutions in New Mexico have a 5-year average level of funding that is 0.64% of the total NSF budget, with Montana and South Dakota receiving 0.37% and 0.14%, respectively.<sup>1</sup>

Research also enhances the national reputation of Idaho's institutions and researchers. Through novel and thought-provoking programs and labs that provide unique cutting-edge learning experiences in research laboratories, studios, field sites and classrooms, Idaho can attract top graduate and undergraduate students with research excellence. As a result, these students become well trained through research experiences and enter the Idaho workforce with the skills needed by industry, business, and development. On a basic level, and bolstered through collaborative, interdisciplinary and interprofessional research, such activities strengthen an institutions' primary product: Innovative, well-educated students ready to enter a competitive workforce. Moreover, research is a highly effective retention tool<sup>2</sup>, and students who engage in research are more likely to graduate.<sup>3</sup>

Research is the foundation of Idaho institutions' responsibility for economic development, both on campus and within the larger community. The influx of research dollars from external grants and contracts creates new jobs and student funding at the institution, along with the attendant purchases of supplies, services, materials and equipment, driving local private-sector economic activity that would otherwise not exist. Industry collaborates with individuals and teams of faculty to develop lines of inquiry into problems impossible to solve in the vacuum of either realm. The resulting knowledge, ideas, and processes have led to patents, startup companies, more efficient businesses, as well as a highly trained workforce prepared to tackle current and future challenges. Furthermore, applied research and the associated industry engagement is a key driver of economic growth and productivity, contributing through commercialization of research, and adding value to existing businesses and vitality to new businesses.

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1. [HTTPS://WWW.NSF.GOV/OD/OIA/PROGRAMS/EPSCOR/ELIGIBILITY\\_TABLES/FY2022\\_ELIGIBILITY.PDF](https://www.nsf.gov/od/oia/programs/epscor/eligibility_tables/fy2022_eligibility.pdf)

2. NAGDA, B., GREGERMAN, S., JONIDES, J., VON HIPPEL, W., & LERNER, JS. (1998). UNDERGRADUATE STUDENT-FACULTY RESEARCH PARTNERSHIPS AFFECT STUDENT RETENTION. REVIEW OF HIGHER EDUCATION, 22, 55-72

3. RODENBUSCH, S. E., HERNANDEZ, P. R., SIMMONS, S. L., & DOLAN, E. L. (2016). EARLY ENGAGEMENT IN COURSE-BASED RESEARCH INCREASES GRADUATION RATES AND COMPLETION OF SCIENCE, ENGINEERING, AND MATHEMATICS DEGREES. CBE LIFE SCIENCES EDUCATION, 15(2), AR20. [HTTPS://DOI.ORG/10.1187/CBE.16-03-0117](https://doi.org/10.1187/cbe.16-03-0117)



## The Future of Research

To align and emphasize existing strengths and opportunities in Idaho's research community, be competitive at a regional level, attract industry, and address the need to build capacity in new and emerging areas of importance to the state, Idaho must expand investment to build a stronger research base. Enhancing the research base will aid the institutions in increasing the number of federal competitive grants received, help provide the best experiences and impacts for students, and help strengthen the economy. These actions are necessary for both direct and indirect economic inputs for the state, to provide top-notch experiential learning for our students, and support a platform to recruit the highest caliber faculty, researchers, and industries to Idaho.

Idaho's public research institutions have emerging strengths and opportunities for development in five key areas:

1. Energy, Sustainability, and Resilience
2. Natural Resource and Agricultural Utilization and Conservation
3. Biomedical and Healthcare Sciences
4. Novel Materials
5. Data Science, Computer Science, and Cybersecurity

By collaborating on these research areas of strength, Idaho's institutions will broaden their success by:

- Strengthening collective expertise across Idaho's public institutions and creating opportunity for collaboration with the nation's top institutions;
- Providing opportunities that bring private and institutional teams together to build productive relationships;
- Providing opportunities that will contribute to the economic development of the state;
- Providing opportunities that enhance education and professional development through interdisciplinary and inter-professional research and scholarly activity;
- Providing resources that build and improve the research infrastructure of Idaho's public institutions to meet current and future research needs;
- Producing highly trained students who will use their skills to strengthen Idaho and its economy; and
- Increase the likelihood of student retention and graduation of those who participate in research experiences.

## VI. GOALS, OBJECTIVES, AND MEASURES

**Goal 1: Increase research at, and collaboration among, Idaho's institutions.**

*Objective 1.A: Increase expenditures for research efforts at the institutions.*



Performance Measure 1.A.1: Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.

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*Benchmark: 5% average increase across the previous five years*

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*Objective 1.B: Expand joint research ventures among Idaho's institutions.*

Performance Measure 1.B.1: Number of new sponsored project proposals submitted by an institution that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).

---

*Benchmark: 5% increase per year*

---

Performance Measure 1.B.2: Number of new sponsored project awards to an institution that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).

---

*Benchmark: 3% increase per year*

---

Performance Measure 1.B.3: Number of competitive research projects per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in this strategic plan and that involve at least two Idaho public postsecondary institutions.

---

*Benchmark: 1 per year*

---

*Objective 1.C: Ensure the growth and sustainability of collaborative research between the institutions and the Idaho National Laboratory.*

Performance Measure 1.C.1: Statewide amount of awards with the Idaho National Laboratory by the institutions as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.

---

*Benchmark: 5% average increase across the previous five years*

---

Goal 2: Strengthen the research relationship between Idaho's institutions and the private sector.

*Objective 2.A: Create research and development opportunities between the institutions and the private sector*

Performance Measure 2.A.1: Number of new sponsored project proposals with private sector contribution (funds, in-kind, etc.).

---

*Benchmark: 5% average increase across the previous five years*

---

Goal 3: Contribute to the economic development of the State of Idaho through research at the institutions.

*Objective 3.A: Increase the amount of institution-generated intellectual property introduced into the marketplace.*

Performance Measure 3.A.1: Number of technology transfer agreements, as defined by the Association of University Technology Managers, resulting from research at the institutions.

---

*Benchmark: 5% average increase across the combined institutions from the previous five years*

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Performance Measure 3.A.2: Number of invention disclosures resulting from research at the institutions.

---

*Benchmark: 5% average increase across the previous five years*

---

Performance Measure: 3.A.3: Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.

---

*Benchmark: 2 per year per institution*

---

Goal 4: Enhance learning and professional development through research and scholarly activity at the institutions.

*Objective 4.A: Increase the number of university and college students, faculty and staff involved in research project activities.*

Performance Measure 4.A.1: Number of undergraduate and graduate students at the institutions paid from sponsored projects.

---

*Benchmark: 3% average increase across the previous five years.*

---

Performance Measure 4.A.2: Percentage of degree-seeking undergraduate students at the institutions who had a research experience.

---

*Benchmark: 10% average increase across the previous five years.*

---

Performance Measure 4.A.3: Number of faculty and staff (combined metric) at the institutions paid from sponsored projects.

---

*Benchmark: 3% average increase across the previous five years.*

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 15, 2022**

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**SUBJECT**

Educator Shortage

**REFERENCE**

August 2016	The Board discussed the creation of a workgroup to provide feedback and recommendations regarding educator pipeline challenges and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	The Board reviewed 2016-2017 Teacher Pipeline Report
December 2018	The Board reviewed 2017-2018 Teacher Pipeline Report
February 2020	The Board received the 2019 task force subcommittee reports, which included the 2018-2019 Teacher Pipeline Report update along with additional retention data as part of the educator pipeline subcommittee report.
April 2022	The Board received the 2021 (FY 2022) Educator Pipeline Report.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**BACKGROUND/DISCUSSION**

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

On June 6, 2017, and then again on October 12, 2017, the full committee convened to form recommendations identified as critical to developing Idaho's Educator Pipeline. These recommendations included:

1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho

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2. Begin developing a coherent policy dialogue
3. Define recommendations in the areas outlined below:
  - a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages
  - b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
  - c. Retain: Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action. The recommendation from the Educator Pipeline Workgroup built on the 2013 recommendations from the K-12 Education Task Force that resulted in the current career ladder used for calculating salary based apportionment for instructional staff and pupil service staff. In addition to the career ladder, the Board has been responsible for an amendment to administrative code, IDAPA 08.02.02 and creating additional routes to educator certification and the approval of non-traditional or alternative educator preparation programs that maintain a balance between maintaining a minimum standard knowledge base while creating more flexibility for individuals wanting to enter the teaching profession through non-traditional routes. During the 2022 legislative session, the Legislature enacted legislation creating a rural teacher incentive program as well as additional funding to help school districts with the cost of moving to the state health insurance program. Both of these ongoing efforts were aimed at helping to address the educator shortage. Significant one-time funding was also provided to help school districts and charter schools with their efforts in teacher recruitment and retention.

**IMPACT**

This update is intended to provide an opportunity for Board members to discuss

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the more immediate needs facing school districts and charter schools going into the 2022-2023 school year as a result of educator shortage.

**ATTACHMENTS**

Attachment 1 – Open Positions IASA Survey Results – As of 06/01/22

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Association of School Administrators conducted a short school district survey requesting feedback on open positions during the month of May. Preliminary results of the survey received during the last week of May showed large fluctuations in open positions as individuals notified school districts at the same time districts were actively filling positions that they already knew would be vacant in the coming school year. Attachment 1 provides the final survey results as of the first week in June. It is expected these numbers will continue to fluctuate through the start of the new school year in the fall. Between the preliminary results received the week earlier, the responses increased from 78 to 92 school districts and the total number of open teaching positions declined while the make up between open elementary and secondary positions became more balanced.

The final survey results:

- Total School District Responses 89
  - Region 1 8
  - Region 2 8
  - Region 3 26
  - Region 4 23
  - Region 5 9
  - Region 6 14
  - Unknown 1
- Current Open Positions 702
  - Elementary 332
  - Secondary 370
- Retirements 452

Across the board, school districts reported fewer candidates overall and in many cases no candidates with an existing teaching certificate. It was noted that the alternative authorizations to certification have been helpful when they have candidates that do not have a certificate yet, but in many cases, there are no applicants at all.

Special education positions were reported as the hardest positions to fill by the majority of the respondents, closely followed by mathematics and then science.

**BOARD ACTION**

This item is for informational purposes only.

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**ATTACHMENT 1**

In which region are you located?	What athletic classification is your high school(s)? If you have more than one high school or don't have high school, pick the classification most representative of your community.	How many current teaching positions do you have open in your district?	Of your open positions, how many are at the elementary level?	Of your open positions, how many are at the secondary level?	Are you concerned about the number of viable applicants you have applying?	Please tell us about your applicant pool compared to recent years.	What are the hardest positions for you to fill?								How many retirements do you have this year?	General comments:
Response	Response	Open-Ended Response	Open-Ended Response	Open-Ended Response	Response	Open-Ended Response	Elementary	Math	Science	Social Studies	English	Special Education	Electives	Other (please specify)	Open-Ended Response	Open-Ended Response
1	3A	4	1	3	Yes	Very limited	Elementary	Math	Science	Social Studies	English	Special Education	Electives		2	There are not enough qualified applicants to go around.
1	4A	54	34	20	Yes	Our pool is more shallow than we have had in years past. We are in direct competition with our neighboring school districts.			Science			Special Education		Music, CTE courses	6	We are wondering if the state would be willing to help offset the cost of teachers relocating to Idaho? Maybe some sort of stipend for moving expenses. Part of our issue because of our close proximity to Washington is that our salary schedule has to be much higher than what the state gives us in SBA. This causes us to not be able to accept all years of experience for incoming teachers. Help here, would be greatly appreciated.
1	1A	0	N/A	N/A	Yes	N/A						Special Education			1	
1	4A	10	5	5	Yes	There are about 1/3 less applicants for positions for most positions. Special Education and music have a single applicant for positions.		Math				Special Education		Elementary Music	5	
1	5A	13	8	5	Yes	The applicant pool has gone down from 50-80 candidates approximately 5-6 years ago to 30-40 candidates.		Math	Science			Special Education		Right now we are really struggling with Special Education Teachers	39	The market for classified is even worse. We cannot find custodians, paraprofessionals (special and general education), before and after school child care, playground and crossing guards and nutrition services assistants. We can't compete with what our local fast food establishments and most employers are paying as a starting wage and they offer sign on bonuses.
1	5A	14	4	10	Yes	We used to have 120 applicants for elementary positions. Now we are lucky to have 45. Secondary positions used to have 10-15 viable applicants. Now we are lucky if we have 3.		Math	Science			Special Education			14	The number of people leaving the profession is concerning (both teachers and administrators). Special Education has no applicant pool. Our Special Education director is reaching out to contract services because we will not be able to fill the open positions. Our proximity to WA is another issue.
1	3A	3	0	3	Yes	We currently only have three openings, but I am anticipating 3-6 more. We do not have a pool in most cases. Lately, we have to depend on alternate certifications or leave vacancies open. We left a special education and school psych position open all last year.		Math	Science			Special Education		Our special education specialists - Behavior, Speech/Language, Psychologist	1	I want to thank the legislature for their increased funding and the support from the State Board. As a rural school district in the north, I am extremely concerned about the number of vacancies in Lakeland, Coeur d'Alene, and Post Falls. As the larger and higher paying districts lose positions to Washington, our rural districts are finding it almost impossible to recruit and retain. Our districts become training districts and we suffer from continuous turnover. With increased housing and renting prices, I do not know how any beginning or middle of the salary schedule teacher can live here. Thank you for listening.
1	2A	5	2	3	Yes	Each year we get fewer applicants. For some positions we have not received any applications.						Special Education		Student Support Staff - Speech and Language	2	
2	1A	4	3	1	Yes	Much smaller		Math				Special Education			0	
2	5A	35	15	20	Yes	The quantity of our applicant pools are diminishing. The quality is mixed. We have multiple openings at the secondary levels, and not enough candidates to fill the positions (we need more and better). We have been unable to fill some of our specials and are currently contracting to fill the need.		Math	Science	Social Studies	English	Special Education			12	We would like to see more teacher and pupil service candidates in the pipeline to help fill our future needs. What programs, opportunities or incentives could we offer our high school graduates to help enhance the higher education pipeline? Are there certain demographics that could be cultivated to help increase the pipeline? For example, are there incentives that could be offered to people looking for a second career or a different career that may offer more stability?

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2	1A	3	1	2	Yes	We have a music position that has been open for 2 months and zero applicants. This is the 3rd time in 5 years this position has been open. Both candidates we hired in 2017 and 2019 were straight out of college and hadn't even student taught yet. We hired them on the spot. We have an Ag position that has been posted for 1 month and 2 inquiries, but they didn't apply.							Electives		1	Living in rural Idaho and being a smaller district, it is tough to find people to fill certain position. If people aren't connected to the community, some people may be leary to move into the area. Housing is also a struggle, there are not a lot of houses for sale or rent. I want more flexibility for our Ag option of an Alternative Authorization of someone working in the field, but not certified. I think we are going to have to think outside the box to fill this spot. Our Music program numbers have lowered over the past 3 years due to other elective options. Though I don't want to eliminate music, trying to justify a full time music teacher for our numbers may not be economically smart!	
2	1A	0			No			Math	Science							0	
2	1A	3	2	1	Yes	We have had no applicants for our Special Ed position. Our other position is K-12 music - we have had no qualified applicants apply - we have one applicant who is K-8 certified.					Special Education	Electives					
2	2A	11	8	3	Yes	generally no experience or no certification		Math	Science			Special Education				6	We have many more leaving the district due to failed levies over the past 3 years.
2	1A	2	0	2	Yes	We have received 1 music applicant after several weeks of the job opening. We have received 0 applicants for our Ag/Shop program. 4 years ago we had 8 applicants for the Ag/Shop position.		Math				Special Education	Electives	Small schools struggle due to the need for a variety of endorsements at the secondary level.		1	
2	1A	1	1	0	Yes	Shallow to say the least.										1	
3	4A	10	3	7	No	Some harder to fill positions are still difficult to find. However, we are getting good applicant pools for other positions.		Math				Special Education				2	
3	3A	2	0	2	Yes	We have zero applicants for one of the open positions. We have fewer applicants overall.		Math	Science			Special Education		ELD		1	We anticipate four retirements in a year from now and are very concerned about filling those positions as the number of qualified applicants goes down each year.
3	4A	75	36	39	Yes	Low and of poor quality	Elementary	Math	Science	Social Studies	English	Special Education				33	Strong and/or qualified candidates are few and far between. The increased numbers of students qualified for special ed is causing a need for more teachers who are virtually non-existent.
3	2A	4	2	2	Yes	The number of teachers we get applying varies every year.						Special Education		Bus Drivers		0	We have two teachers leaving this year because they can make more money in neighboring districts. Both teachers are nearing retirement and want to increase the last years of their salary prior to retirement. We pay according to the career ladder as we run solely on the money we receive via state funding. We do not run any supplemental levies.
3	1A	2	1	1	Yes	Very limited.							Electives	Counselor		2	Tough year. Housing is very limited - expensive. Not fun this year!!
3	1A	2	1	1	Yes	Zero applicants at this time. Never had this experience before.								Counselor & CTE		2	Very concerned that we will not attract qualified applicants. There is no housing available in our community or surrounding areas.
3	1A	1	1	0	Yes		Elementary										
3	4A	47	22	25	Yes	We began recruiting early in the year - starting in February. We attended several recruiting fairs. We were able to hire some very good candidates. However, now that it is May, and teachers are resigning or finding other positions or leaving education, the applicant pool has become shallow. We have had a large turnover in special education staff. Some special education teachers chose to leave and we have had to let several special education teachers go or coached them out due to performance issues.		Math	Science			Special Education				14	In the last two - three years, we have hired several individuals going through an ABCTE program or Teach for America that are unprepared to teach. It has become a major investment on the part of the district to train these individuals to manage a classroom let alone instruct at a high level. The majority of these alternatively authorized individuals leave within two years.
3	2A	2	1	1	Yes	We always have very limited applicants for every open position.	Elementary	Math	Science	Social Studies	English	Special Education				1	
3	1A	6	4	2	Yes	So far we have only had 3 applicants for the 8 positions.		Math	Science			Special Education		Middle School		0	In addition to the 8 open teacher positions, our one K-12 Principal is leaving and that is open and our school counselor is leaving and that is open.
3	5A	12	3	9	Yes	We have seen a substantial decrease in the number of applicants we have received compared to past years. This decrease is across the board in all grade levels and subject areas, including elementary.		Math	Science			Special Education		Career Technical Education (Family Consumer Sciences, Construction Trades, Health Professions)		91	
3	4A	26	10	16	Yes	Applicants do not have the experience as in the past. Some content areas Science, Special Education and Counseling there are not viable candidates without alternate authorizations.			Science			Special Education		Counselors		20	Out of state applicants and placement on the career ladder without the student data and evaluation requirements is difficult to recruit from out of state. A number of staff have left because of lack of public support from legislatures, CRT and just feeling attacked and exhausted from COVID.
3	1A	1	0	1	Yes	The pool has always been limited, but more so now		Math	Science				Electives			1	Finding quality teachers for rural schools is always difficult, but this year things are even more of a struggle.



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3	1A	2	0	2	Yes	For the two positions, I only have 4 total applicants. 3 of them are not certified teachers and the 4th is a certified teacher I interviewed last year that I do not feel comfortable hiring.		Math		English	Special Education		0	
3	3A	10	5	5	No	Very shallow. We have been able to hire some great candidates but simply had way too many teachers leaving because of the school board decisions.	Elementary		Science		Special Education		4	
3	4A	4	3	1	Yes	The number of applicants has drastically reduced.	Elementary	Math				K-8 Music	1	I have 5 teachers that are moving out of the state of Idaho which is the reason for the higher number of openings I have this year. In most cases, the teacher's spouse got a higher paying job in another state.
3	1A	10	1	9	Yes	Other than TFA applicants we would have no applicants for most positions.		Math	Science				10	
3	1A	6	4	2	Yes	no applicants	Elementary						0	
3	5A	13	2	11	Yes	Our overall pool is pretty strong in elementary but not strong in special education and CTE. We also are desperate for School Psychologists and SLPs.					Special Education	CTE, School Psychologist, SLP	8	We continue to struggle with classified staff hiring. too. Bus drivers, custodians, child nutrition staff, paraprofessional -- the backbone of what allows us to focus on student learning.
3	2A	3	2	1	Yes	similar to most recent years, numbers are few					Special Education	special education preschool	2	
3	1A	2	0	2	Yes	It's about the same. We are very rural and either grow our own to fill positions, or get applicants who won't stay long.					Special Education	Electives	1	
3	1A	5	1	4	Yes	We have three applicants so far this year, compared to about the same last year.	Elementary		Social Studies		Special Education		1	It is extremely difficult to find applicants, and then narrow the search down by those who can afford to find a house to buy or rent. We need to find some funding for affordable housing.
3	3A	3	1	2	Yes	3 months posting for 2 secondary positions with zero certificated applicants		Math	Science				2	The crisis that we have been talking about for the last 10 years, is here. I have 40 staff members in the bottom right corner of my salary scale. Not sure how we can accommodate a year in which 8-10 teachers retire all once.
3	1A	0	0	0	Yes	very slim		Math	Science			SLP is impossible	1	We have to pay Eluma \$55,000 per year for limited online services because we can't get a SLP in Council.
3	1A	1	1	NA	Yes	We have one applicant for our opening. That isn't a pool.	Elementary						1	
3	4A	24	18	6	Yes	There are way fewer applicants than ever.	Elementary	Math	Science		Special Education		4	It is going to be impossible to fill all of these positions. We need help!!!!
4	2A	1	1	0	Yes	Lowest ever		Math	Science	English	Special Education		2	
4	1A	1	0	1	Yes	I started this process three months ago. It has been daunting. I've only been able to fill positions based on alternative authorizations.		Math	Science		Special Education		1	The application pool is slim, especially when reviewing certified or credentialed applicants.
4	1A	0	0	0	Yes	We filled our positions, but only because we grew one of our own, and because we had people with connections who got people to apply. We only had the people we hired who applied for our open positions. We had three teachers and one para and that was the amount of applicants we had apply.		Math	Science		Special Education	Janitors, coaches, paraprofessionals	1	I am extremely worried about the number of open positions just in our region. This year, we were lucky. I know next year I will have our transportation director, clerk, food service director and possibly a teacher retire and I'm worried about not being able to fill those positions that are vital to running a school district.
4	1A	4	2	2	Yes	minimal applications.... those applying are nearing certification or will need to get ABCTE or other					Special Education		0	
4	3A	6	2	4	Yes	This year we had a math and english teaching position that we didn't get any applicants for and went unfilled. Right now we have very few or no applications for our open positions. The pool is very small. We also had two counselor positions we didn't get filled for this year.		Math		English	Special Education		2	The teaching pool in the Magic Valley is very small and is only getting worse.
4		7	0	7	Yes	We have not had any applications for our open positions. Our English position has been open for over a month.		Math	Science	Social Studies	English	Special Education	5	
4	4A	5.5	5.5	0	Yes	The pool is half to a fourth of what it's been in the past.		Math			Special Education		18	Paraprofessional positions are very hard to fill this year too.
4	5A	3	2	1	Yes	Limited to none for SpEd. Cost of living is biggest obstacle once we offer a contract.					Special Education		3	This is a problem that we all saw coming - very low wages compared to other states. Now the cost of living has outpaced annual raises and there no available affordable housing. Perfect storm.
4	2A	4	2	2	Yes	Diminishing			Science		Special Education		1	Went to Missoula, Montana job fair in March 6....approx. 62 school districts and 20 applicants.
4	3A	7		7	Yes	It seems to be a little smaller than in past years.				English	Special Education		4	
4	2A	27	13	14	Yes	Last year we were able to find teachers. This year has been more difficult.						All of them.	15	Tough situation for education.
4	3A	6	1	5	Yes	The last 2-3 years have been fairly good. This year is as bad or worse than it was 5-7 years ago. In fact, probably the worst it's been.	Elementary	Math	Science		Special Education		2	
4	1A	3	0	3	Yes	I have zero applicants for my two positions.		Math	Science		Special Education		1	
4	4A	20	8	12	Yes	The pool has been getting more shallow each year		Math	Science		Special Education		6	

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4	3A	8	7	1	Yes	Each year there are fewer and fewer applicants for each opening. We have to recruit people and convince them to teach for us as they work on obtaining their certificate. It is extremely difficult at all levels.	Elementary	Math	Science		English	Special Education		Music	2	People are leaving education. We need help.
4	1A	1	1	0	Yes	Most applicants do not have teacher training. If we are lucky enough to have an application, they are likely alternative authorization. This is a crisis. It devalues the profession.	Elementary	Math							4	I believe we are seeing more alternative certification routes because in our region, we have put an emphasis on that. We need to get more students going right to college after graduation to major in teaching.
4	1A	2	1	1	Yes	There is no pool - only non certified applicants							All positions have been difficult to fill, but 6-8 is the most difficult.		6	6 retirees is significant in our district. It is equal to 21% of our certified staff. None of these retirees are interested in the "hire the retired" option. They will not be returning to education.
4	1A				Yes	We had 6 open positions, we have only had one certified elementary applicant and one with preK-3 for Special Ed.										We only have 17 certified teachers, in the past two years. We had to replace our PE teacher in January, and 5 openings this spring, we added the music/art position. To replace a third of your staff is hard.
4	4A	69	38.5	30.5	Yes	The majority of applicants right now are from other schools in our Region. We are not seeing the out-of-area applicants like we have in the past. It is not even June and the number of out-of-area applicants is very small.	Elementary	Math	Science			Special Education		School Psychologist, SLP	22	I am very concerned about being fully staffed in the fall. We need 5 Math and 6 Science teachers along with a number of Special Ed teachers. Also, we have never had a hard time filling the necessary elementary positions, and this year it is going to be a challenge.
4	3A	2	1	1	Yes	We did have applicants this year, but not the quality of recent years.	Elementary	Math	Science			Special Education			0	We have been nervous, we currently believe we can fill the positions.
4	1A	2	0	2	Yes	We had a science position filled earlier this year. Out of three applicants, only one was certified. We currently have two language arts positions. We have one certified applicant.							All position are hard to fill.		1	It would be great if the state would help develop a "grow your own" program. Perhaps loan forgiveness once students have taught a specified number of years in Idaho.
4	2A	3	2	1	Yes	The pool is very low, this has been an ongoing problem for the past several years.									1	
4	1A	1	1	0	Yes	It's been good but this year I have a 3rd grade opening and no applications.									1	Schools are in trouble. We have done almost anything legal to have a teacher for our students and there are very few left with any interest of joining our ranks.
5	2A	3	2	1	Yes	Somewhat similar to a little less.	Elementary								0	
5	2A	1	0	1	Yes	We had 5 openings. Two of the five have been filled by qualified applicants. One is not filled and the other two are alternative authorization applicants.	Elementary				English	Special Education	Electives	All our positions have been difficult to fill!	4	Every year we are forced to hire alternative authorization candidates.
5	1A	1	0	1	Yes	I've only received 1 application for this open social studies position so far. We only received 6 total applicants for our high school principal position of a school that regularly scores within the top 20% of the state.		Math	Science			Special Education			2	
5	4A	4	2	2	Yes	Very few applicants compared to past years. We've had about 2 applicants for each position.								SLPs	1	Idaho State should consider increasing the number of students they let into the master's of speech-language pathology program (especially since so many out-of-state students can now attend at ISU remotely in their online SLP graduate program--and then never set foot in Idaho to provide therapy to Idaho K-12 students.) Also, some other university, besides ISU who is the sole provider in Idaho for an ASHA-accredited Speech-Language Pathology program, should step up and offer a master's program for SLPs.
5	1A	0	0	0	Yes			Math	Science			Special Education			0	
5	3A	2	0	2	Yes								Electives		2	
5	2A	3	1	2	Yes	We have been fortunate to be able to hire from a pool of Paraprofessionals. We have not been able to fill a Speech Pathology position as well as Math position. Our applicant pool otherwise is pretty slim.	Elementary	Math	Science		English	Special Education			2	
5	3A	3	1	2	Yes	It has been pretty similar		Math				Special Education			6	
5	2A	5	3	2	Yes	All ABCTE applicant only one certified application for all positions		Math	Science			Special Education			4	
6	1A	4	3	1	Yes	We have not been able to fill the secondary position for the past three years.							Electives		0	
6	3A	6	3	3	Yes	The pool is very shallow. Many candidates are coming to us with no experience or are coming via alternative certification.		Math	Science			Special Education			4	Finding quality candidates for teaching and administration positions is difficult. We are spending considerably more time mentoring than we have in previous years.
6	2A	5	3	2	Yes	Secondary math teachers are almost impossible to find, especially if they teacher upper level math. Many of our applicants do not have a teaching credential. Alternate authorizations are becoming more common. Our elementary applicants have been better this year because we are encouraging our better paraprofessionals to get their teaching endorsement. We are hoping to hire two former paraprofessionals this year.		Math	Science			Special Education			2	

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6	2A	0	0	0	No	About the same, with the exception that we had 3 out of our 5 openings come from employees who were paraprofessionals who returned to school to become teachers. The overall number of applicants from out of the area is very low, we were just fortunate to have quality applicants to fill the openings.		Math						1	This year is unique and does not follow the norm. Generally, we have a difficult time attracting teachers as our district is approximately 40 miles from larger cities. We have 75% of our staff that commutes to work. Our saving grace has been a Supplemental Levy which allows our district to pay teachers more to compensate for their travel. Additionally, we have been fortunate to have some local teacher candidates return to school and we have filled 4 out of our 5 openings with these individuals. I attribute this more to the favorable circumstance than anything else. Without these individuals, we would be in a difficult situation.
6	5A	5	2	3	Yes	Average		Math	Science			Special Education		6	
6	1A	0	0	0	Yes	All of my certified staff have pursued alternate authorizations. We typically can't recruit fully certified staff to a small rural community.	Elementary					Special Education		0	Small rural community. We've had consistency for past 4-5 years but if we get turn over again, it will be hard to fill for us.
6	1A	2	1	1	Yes	What pool?							Any/all	2	We are hoping for a new CTE program. I don't see it happening. We do with what we have and make it work.
6	1A	1.5	1	0.5	Yes	Our applicant pool has been extremely limited the past several years. Last year we had one applicant only for social studies. She is on an alternate route. We begged a new community member with a lapsed certificate to teach science 2 periods a day and used IDLA for the remainder.		Math	Science		English			1	
6	5A	8	5	3	Yes		Elementary	Math						4	
6	3A	8	4	4	Yes	Fewer candidates, very few at regional university teacher job fairs (Idaho, Utah), and more candidates needing alternative routes towards certification, which has been very helpful.		Math	Science			Special Education	CTE	4	Thanks for asking, getting the Legislature to improve salaries & benefits would be the biggest help. This year's funding is better, but for example, Wyoming starts teachers around \$62,000, where many Idaho teachers end after 30 yrs. Not asking for that amount of increase, but know we lose many teachers and staff to Wyoming, for that reason (Teton County).
6	4A	3	2	1	No	Shelley recently moved to a 4-day week. This seems to have had a positive effect on our applicant pool.		Math	Science			Special Education		0	Thanks for seeking input!
6	1A	3	2	1	Yes	Last year was my first year here. The district was employing paras in a certified position, which required me to find a certified replacement. In addition, based on student enrollment for 2nd grade, I had to find a second 2nd grade teacher and could have used another 1st grade teacher. This year I have two teachers retiring in the elementary. I need a secondary teacher for elective opportunities. I replaced those two retirees, but still need two elementary positions based on expected class size.	Elementary					Special Education		3	Two elementary teachers are retiring and the MS/HS principal is retiring.
6	3A	3	1	2	Yes	We have very few applicants.		Math	Science			Special Education	Electives	1	We are actually struggling more to find classified positions, bus drivers and custodial help. Our High School has no custodians at the moment. We are short 3 bus drivers. We have no prospects on the horizon for either of these, as we have exhausted our last, last, last chance ideas over the course of the past two years. Our existing staff for these two categories must have a median age that is over 65.
6	2A	2	0	2	Yes	very thin		Math	Science		English	Special Education		3	This is the most positions I have had to fill in the last seven years.
6	4A	10	1	9	Yes	We are lucky when we get more than one applicant for positions. The pool is very weak, even in the most desirable of positions.		Math				Special Education		8	Special education positions are getting more and more difficult to fill. We are desperate for individuals to fill these positions. These are our most vulnerable students and we have and filling that need is VITAL
	2A	2	1	1	Yes	Less candidates.		Math				Special Education		1	Lack of candidates is resulting in less quality in the classrooms.
Total		702	332	370			21	54	44	6	14	62	11	27	452

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**SUBJECT**

Legislative Ideas – 2023 Legislative Session

**REFERENCE**

June 2016	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2017	The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2018	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process.

**BACKGROUND/ DISCUSSION**

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2023 legislative session. Legislative ideas submitted to DFM are forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the legislature.

In accordance with the Board's Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines. No legislative ideas were received from the institutions or agencies this year. The following legislative ideas are a result of recommendations from the Governor's Our Kid's Idaho's Future Task Force recommendations adopted by the Board, work with the Governor's Office, and Board staff work with feedback from education stakeholders.

Proposed Legislative Ideas

1. Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation)
2. Instructional Staff Apprenticeship Program
3. Career Technical School Added Cost Funding Eligibility
4. Regional Career Technical Charter School
5. Charter School Appeals Process
6. Educator Certification Standards
7. Professional Standards Commission
8. Statewide Confidential Tip Line – School Safety and Security Program
9. Education Data
10. Continuous Improvement Plans

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- 11. Agency Strategic Planning
- 12. Extended Learner
- 13. Retirement Options
- 14. School District Boundaries
- 15. Education Opportunity Resource Act
- 16. Rural School Definition

**IMPACT**

Staff will submit Board-approved legislative ideas through the executive agency legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted through the executive agency legislative process and will not be sponsored by the Board for introduction to the legislature.

**ATTACHMENTS**

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact

**STAFF COMMENTS AND RECOMMENDATIONS**

Legislative ideas are required to be submitted to DFM in July each year with final legislation required to be submitted in early to mid-August of each year. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the executive director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board prior to the DFM August deadline for final Board approval.

Each legislative idea submitted to the Governor's Office must include a Statement of Purpose and a Fiscal Note. The Statement of Purpose and Fiscal Note become part of the proposed legislation and summarize the purpose and impact of the legislation. Pursuant to the requirements for submitting legislation through the Executive Agency Legislative system, "A Fiscal Note is a statement estimating the amount of revenue or expenditure from all funds that will occur if the bill passes. It must be written exactly as it will appear on the attachment to the actual bill. A Fiscal Note must be precise and include impacts for all funds. Use of such terms as "minimal" or "undetermined" are inadequate and will be returned to the agency for editing. If the Fiscal Note states there is no projected fiscal impact, then the Fiscal Note must contain a statement of the reasons why per Idaho Joint [Senate and House] Rule 18."

Idaho Joint Rule 18 is a rule of the State Legislature requiring, "Fiscal Notes. — (b) The fiscal note applies only to a bill as introduced and does not necessarily reflect any amendment to the bill that may be adopted. The fiscal note shall reasonably contain the proponent's full fiscal year projected increase or decrease in existing or future appropriations, and/or the increase or decrease in revenues by the state or unit(s) of local government. The bill's proponent bears the responsibility to provide a reasonably accurate fiscal note. If the fiscal note states there is no projected fiscal impact, then the fiscal note must contain a statement of

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the reasons that no fiscal impact is projected. All fiscal notes shall be reviewed for compliance with this rule by the committee to which the bill is assigned, excepting that any compliance review is subject to Joint Rule 18(e). A member of the committee may challenge the sufficiency of a fiscal note at any time prior to the committee's final action on the bill."

The legislative ideas provided in Attachment 1 are listed by number, allowing the Board to approve all of the legislative ideas as a whole or choose, by number, which legislative ideas they would like to move forward to the next step in the process. Proposed Board action would authorize the executive director to submit additional legislative ideas that may be identified between the Board meeting and the deadline for submitting legislative ideas. In addition to the legislative ideas being considered by the Board, Board staff have been in preliminary discussion with the Governor's Office around an additional legislative idea that would impact salary based apportionment in the public schools budget for classified staff and pupil service staff positions. The amount of funds distributed to school districts for personnel costs (salary based apportionment) is based on three main factors; the staff of allowance for the category of employee and the base or average salary amount (depending on the staff category). When adjusting the amount of funding allocated there are several levers that may be adjusted, the most common one being to adjust the base/average salary amount. In addition to this mechanism the K-12 Task Force also recommended exploring options for increasing the staff allowance and/or break out the classified staff category into two options, one for the average classified position and one for classified positions at the administrative level that typically garner high wages.

**BOARD ACTION**

I move to approve the legislative ideas \_\_\_\_\_ in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board meeting and July submittal deadline as necessary through the Governor's legislative process.

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

## 2023 LEGISLATIVE IDEAS

### 1. Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation)

#### Statement of Purpose

The current calculation for determining support units in public school funding is driven by the number of students determined to be in average daily attendance. Average daily attendance is calculated based on the number of students reported in full or half-day attendance each day the school is in session. How students are reported is established in Administrative Code, IDAPA 08.02.01. For FY 24 this calculation will be based temporarily on FTE student enrollment. This legislation would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students attend the course(s) they are enrolled in and requires students who have not attended for 11 or more days to be excluded from the FTE enrollment calculations.

#### Fiscal Impact

FTE enrollment calculations have been used to calculate support units in FY 22 and FY 23. Using this methodology for calculating support units on an ongoing basis will result in no fiscal impact other than the year over year increase experienced in the student population. Using the enrollment methodology for funding purposes results in the state funding 100% of the students that schools are educating during the school year. This methodology includes safeguards that exclude students that have more than 11 or more unexcused absences. The previous methodology of using average daily attendance to calculate support units results in approximately 95% of the students that are educated by Idaho Public Schools being funded. A move back to this methodology could result in a reduction in the FY 24 Public Schools budget. By adjusting the support unit value to a value equivalent to approximately 95% of students equivalent to a rate calculated using daily attendance could make an ongoing move to public school funding based on FTE enrollment budget neutral.

### 2. Instructional Staff Apprenticeship Program

#### Statement of Purpose

The purpose of this legislation would be to make a few administrative changes in the current certification requirements to allow for individuals who complete an approved registered apprenticeship program to be eligible for certification. Proposed amendments to Section 33-1201, Idaho Code, to allow for a student serving in a practicum, internship or student teaching position under the supervision of a certificated staff person to be paid. Proposed amendments to section 33-1203, Idaho Code, would allow for successful completers of an approved registered apprenticeship program to be eligible for standard certification without four years of accredited college training. This added flexibility would allow for schools to implement apprenticeship programs that met minimum standards at completion but could be completed in less time than a four year degree program. This

flexibility would create a pathway for school districts and charter schools to create “grow your own” programs for their paraprofessionals who do not have a baccalaureate degree or other individuals who are interested in becoming instructional staff through a more hands on environment.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state. Salary based apportionment is limited based on a calculated staff allowance. The staff allowance is determined based on students in average daily attendance. Additional positions do not necessarily create a liability to the state general fund. Individuals participating in an approved apprenticeship program could be paid, at the discretion of the school district or charter school, based on a locally set amount for participants of the apprenticeship program. Participating apprentice students would be able to serve as the teacher of record, but would not be considered certificated staff. Additionally, various grants are available through the US Department of Labor to help develop or expand registered apprenticeship programs at the state level. School districts could apply for the grants or could use local funding sources to pay participants in an apprenticeship program.

**3. Career Technical School Added Cost Funding Eligibility**

Statement of Purpose

Currently, Section 33-1002G, Idaho Code, only authorizes school districts and public charter schools to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of high quality career technical schools. To be eligible for this added funding, at least 15% of the students attending the career technical school (CTS) must come from a separate high school. In recent years, school districts in rural areas have expressed difficulty in being able to recruit 15% of the CTS students from other high schools during the initial startup years when student enrollments are lower. This limits the ability for rural areas to stand up collaborative programs. The proposed amendments would allow new schools to be eligible with an initial cohort of students with only 5% of the students coming from a separate high school. This amount would increase each year by 5% for the first three years, at which time the school would have the same 15% requirement as established programs. Additional changes would allow for existing programs, with approval from the Division of Career Technical Education, to use a three-year rolling average to calculate the 15% requirement. This flexibility would allow an established program to continue to receive the CTS added cost funding even if they saw a fluctuation in a given year in the 15% student enrollment requirement.

Fiscal Impact

There would be no additional fiscal impact to the state general fund. Currently, career technical school added cost funding is based on an annual appropriation. That annual appropriation is then divided by the eligible career technical schools on a student enrollment basis pursuant to IDAPA 55.01.03.



#### **4. Regional Career Technical Charter School**

##### Statement of Purpose

Section 33-5215, Idaho Code, sets out provisions for the creation of Career Technical Regional Public Charter schools. Over the past two years, Board staff have identified discrepancies in how these schools have reported data and in compliance with requirements set forth in Idaho Code. The proposed amendments would clarify the Division of Career Technical Education's role in approving career technical education programs, the reporting of students when shared between multiple schools, the locations of the career technical education programs and the responsibilities of the school authorizer.

##### Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

#### **5. Charter School Appeals Process**

##### Statement of Purpose

Section 33-5209C, Idaho Code, sets out the procedures for a charter school to appeal revocation or non-renewal of its charter by its authorized chartering entity. The State Board of Education has had one revocation appeal submitted to it in recent years (2010). The revocation appeal process was updated during the 2020 legislature. The appeal that is going before the Board in 2022 is the first appeal that has been submitted since the statute was updated. As Board staff worked through the process leading up to Board action there were some areas identified that could be updated to help streamline the process and clarify timelines. The proposed amendment would streamline the charter schools appeals processes.

##### Fiscal Impact

These amendments streamline and clarify existing processes and would not result in any fiscal impact.

#### **6. Educator Certification Standards**

##### Statement of Purpose

HB 716 (2022) moved the Idaho Standards for Initial Certification of Professional School Personnel out of IDAPA 08.02.02 where they were incorporated by reference into Section 33-114A, Idaho Code. A portion of these standards are historically updated each year to help keep them up to date and relevant. At the April Board meeting, the Board discussed additional updates to these standards, that would include state specific requirements for incorporating the college and career competencies across content areas. Having these standards incorporated in Idaho Code eliminated the Board's ability to initiate updates to the standards without going through the legislative process and eliminates the ability for the Board to be nimble and make amendments to these standards should an emergency need arise. Additionally, it has been brought to Board staff attention that the removal of all of the content specific standards may have a negative impact on our educator

preparation programs' current accreditation. The language in the new standards also results in no state standards for pupil service staff positions, but allows any program accredited by one of the identified accrediting bodies to be considered as meeting the now nonexistent state standards. This proposed legislation would repeal Section 33-114A, Idaho Code, allowing the standards to be approved by the Board and placed back into the negotiated administrative rules process.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

**7. Professional Standards Commission**

Statement of Purpose

Section 33-1252, Idaho Code, establishes the professional standards commission and the process for the State Board of Education to consider appointments to the Commission. This includes the appointment of a member of the staff of the Department of Education and the Division of Career Technical Education. The proposed amendment would add one additional member, a staff person from the Office of the State Board of Education.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

**8. Statewide Confidential Tip Line – School Safety and Security Program**

Statement of Purpose

The Office of School Safety received a federal grant to establish the See-Tell-Now Tip Line. This statewide resource can be accessed through <https://seeetellnow.org>. The federal grant has since ended and in FY 24 the Office of the State Board of Education received general funds for continuing the tip line. The proposed legislation would codify the statewide tip line as a function of the School Safety and Security Program that now resides in the Office of the State Board of Education. By codifying the requirement for a tip line, the importance of the statewide resource can be identified and assure resources are maintained allowing school districts and charter schools continued access to a statewide tip line.

Fiscal Impact

The additional responsibility would not result in any additional fiscal impact to the state above what is currently appropriated.

**9. Education Data**

Statement of Purpose

Section 33-133, Idaho Code, sets out provisions for keeping Idaho student data secure and limiting access to personally identifiable student information. The proposed legislation would clarify reporting requirements on student data use, expand definitions to

include educator and student personally identifiable information to assure the protection of educator data and align language with various education record security requirements.

Fiscal Impact

There would be no fiscal impact. Proposed changes would clarify existing requirements and assure consistency in how educational records are handled and kept secure.

**10. Continuous Improvement Plans**

Statement of Purpose

Section 33-320, Idaho Code, sets out the requirements for school districts and charter schools to develop and make publicly available the local education agencies (LEA) continuous improvement plans. These requirements include a requirement for LEAs to include individual staff performance on various measures. LEAs have been required to include this information for two years now and have struggled with how to meet the requirement in a meaningful way. The proposed legislation would amend the requirement to allow LEAs to report the information at an aggregate level rather than individual staff performance level.

Fiscal Impact

There would be no fiscal impact. The proposed amendments would clarify and streamline an existing regulation.

**11. Agency Strategic Planning**

Statement of Purpose

Section 67-1904, Idaho Code, requires each state agency to develop and submit to the Division of Financial Management comprehensive strategic plans annually. As used in chapter 19, title 67, Idaho Code, "state agency" includes all of the agencies, institutions, and special programs and health programs under the State Board of Education's governance and oversight. The proposed legislation would provide clarification allowing the special and health programs' strategic plans to be incorporated into the sponsoring institution's strategic plan.

Fiscal Impact

There would be no fiscal impact. The proposed amendments would clarify and streamline an existing regulation.

**12. Extended Learner**

Statement of Purpose

Section 33-512D, Idaho Code, establishes provisions for Extended Learner programs in Idaho public schools. This program allows school districts and charter schools to identify eligible students as Extended Learners. Extended Learners are allowed to attend school on a flexible schedule and be reported as a full-time student in attendance each instructional day for public school funding purposes. While working through the reporting

requirements for these students, Board staff identified an issue with the current program language that would allow part-time dual enrolled students who also met the student eligibility requirements to be reported as a full day of attendance or 1 FTE student enrollment for funding purposes. The proposed amendment would allow only students who attend public school “full-time” to be eligible for the program.

Fiscal Impact

There would be a potential positive fiscal impact to the General Fund. The added clarification would limit eligibility to those students who would be equivalent to full-time students in the public school system if they were not identified as an Extended Learning. This will eliminate the possibility of students who might be enrolled in only one course to be reported as a full-time student for funding purposes.

**13. Retirement Options**

Statement of Purpose

Currently under Section 33-107A, Idaho Code, all eligible employees, unless vested in PERSI, must participate in the Optional Retirement Plan. Nonclassified staff of the Office of the State Board of Education may only participate in PERSI if they are already vested in PERSI when they come to work for a postsecondary institution or the Office of the State Board of Education (“OSBE”). Under Idaho Code, 67-5303(j), non-classified employees include those who meet the qualifications of “officer.” Employees from other state agencies or Idaho institutions or public schools who may not yet be vested in PERSI are thus deterred from employment with OSBE. An employee must have contributed to PERSI for five years or been hired by an elected official to be vested in PERSI. The legislation would amend Section 33-107A, Idaho Code, to allow all new hires with OSBE to make a one-time election to participate in PERSI even if they are not yet vested in PERSI.

Fiscal Impact

Board staff are currently working with PERSI to identify the fiscal impact of allowing employees to elect to enroll or stay in PERSI when hired by OSBE. Preliminary discussion indicates that as long as the change is limited to OSBE, the fiscal impact would be minimal. If the Board approves the legislative idea, PERSI would have their actuaries develop a projected fiscal impact. This fiscal impact would be included in the submittal of the legislative idea to the Governance Office and the Division of Financial Management. If approved to move forward through the executive agency legislative process, the final fiscal impact would be brought back to the Board for consideration with the actual legislation.

**14. School District Boundaries**

Statement of Purpose

The State Board of Education has a responsibility in approving the external boundaries of school districts and the internal boundaries of school district trustee zones. Once there has been a change in one of these boundaries, the Idaho Tax Commission and the county

clerks are notified of the boundary change and provided with the legal description of the amended boundaries. During the recent exercise of equalizing school district trustee zones, due to the decennial census population changes, there were some discrepancies in the school district boundaries' information at the county level. The proposed legislation would add language identifying the Idaho Tax Commission as the official repository of school district boundary information. The Tax Commission has an extensive GIS program that uniquely positions them to provide information to the counties and other parties on school district boundaries, internal and external. Board staff have discussed this proposal with Tax Commission staff, and they are supportive.

Fiscal Impact

There would be no fiscal impact. The Idaho Tax Commission already receives the legal descriptions of the school district boundaries and uses this information to provide electronic maps through their website.

**15. Education Opportunity Resource Act**

Statement of Purpose

The purpose of the Education Opportunity Resource Act is to establish a resource for Idaho's education and library system in providing broadband, wireless local area network (LAN) and related services to students and establishes a committee in the Department of Education to focus on the broadband, wireless LAN and related services needs of all E-rate eligible entities. This program was established in 2016 along with the Broadband Infrastructure Improvement Grant Program. At the time, the K-12 portion of the state longitudinal data system was housed in the Department of Education and the Chief Information Officer has served as the Committee Chair. With the move of the data system to the Office of the State Board of Education there has been some disconnect on which is responsible for staffing this committee. The proposed legislation would clarify and align responsibilities for staffing the committee while at the same time maintaining the distribution of any eligible grant funds or e-rate reimbursement through the current process with the Department of Education.

Fiscal Impact

The proposed amendments would be budget neutral.

**16. Rural School Definition**

Statement of Purpose

Section 33-319, Idaho Code, establishes the state definition for rural schools. The current definition is so broad it includes approximately 85% of Idaho's public schools. The proposed legislation would create rural subcategories to allow for a more targeted discussion or distribution of resources to rural school districts or schools. The rural subcategories would be based on distance from urban areas as well as population density and would be categorized as rural fringe, rural distant, and rural remote.

Fiscal Impact

The proposed amendments would have no fiscal impact. The refined definition would allow for more targeted discussions around rural schools but would not have impact on current public schools funding.

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**SUBJECT**

Idaho Broadband Advisory Board and Governor's Cybersecurity Task Force Recommendations Update

**REFERENCE**

February 2021 Board received update on postsecondary cybersecurity initiative.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 67-4761, Idaho Code

**BACKGROUND/DISCUSSION**

The Idaho Broadband Advisory Board (Advisory Board) was created in 2021 by Section 67-4761, Idaho Code. The Advisory Board consists of three members of the Idaho House of Representatives, three members of the Idaho Senate, and three members of the public. The Advisory Board is chaired by Representative Vander Woude and Senator Crabtree serves as the Vice-Chair. The Advisory Board is "responsible for creating a statewide broadband plan that will determine the manner of structuring, prioritizing, and dispersing grants from the Idaho broadband fund to areas of the state that are most in need and shall have the authority to determine which broadband projects are undertaken pursuant to this section. In the preparation, adoption, and implementation of the statewide broadband plan, the advisory board shall solicit the participation and assistance of state agencies with pertinent expertise. All agencies of the state of Idaho shall cooperate with the advisory board by providing requested research, information, and studies pertaining in any manner to the statewide broadband plan." With the adoption of the Idaho Broadband Strategic Plan found in Attachment 1, the Advisory Board is responsible for administering the implementation of the plan and revising the plan as necessary. Pursuant to Section 67-4761, Idaho Code, any state agency may petition the Advisory Board to revise the statewide broadband plan.

In August of 2021, Governor Brad Little created the Governor's Cybersecurity Task Force (Task Force). The Task Force was assigned the responsibility to provide recommendations to improve business, government and personal cybersecurity defenses and enhance the educational pipeline for cybersecurity workforce needs. The Task Force is made up of 19 members and is co-chaired by Tom Kealey, Director of the Idaho Department of Commerce and Zach Tudor, Associate Laboratory Director, Idaho National Laboratory. The complete list of Task Force members can be found on page 26 of Attachment 2. Dr. Scott Snyder, Dean of the College of Science and Engineering from Idaho State University and Dr. Christopher Nomura, Vice-President for Research and Economic Development for the University of Idaho provide postsecondary representation on the Task Force.

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**IMPACT**

This agenda item will bring the Board up to date on the current recommendations from these two groups and provide an opportunity for the Board to discuss how they would like to engage with the groups.

**ATTACHMENTS**

Attachment 1 – Idaho Broadband Advisory Strategic Plan

Attachment 2 – Governor’s Cybersecurity Task Force Report

**STAFF COMMENTS AND RECOMMENDATIONS**

The Advisory Board and the Task Force have both issued recommendations that touch on K-12 and postsecondary education to varying degrees. The Advisory Board’s education related strategy objectives include:

- Economic Development
  - Identify remote work and learning, telehealth and public safety opportunities in Idaho.
- Educational Access
  - Engage with the Idaho State Board of Education, independent school districts, libraries, and institutions of higher learning to identify broadband infrastructure gaps.
  - Prioritize broadband infrastructure investments to project areas where students, their families, and teachers, families reside in unserved and underserved locations. This is in partnership with state agencies, business and industry, and education non-profit organizations to improve digital access, literacy, and usage.
- Operations and Data
  - Collaborate with other state agencies on broadband infrastructure projects.

The Governor’s Cybersecurity Task Force Report released March 2022 makes five recommendations with the following education related strategies for implementing the recommendations:

- Recommendation 2: Increase Investments for Cybersecurity Professionals in Workforce and Education.
  - Fund additional cybersecurity faculty, instructors, and infrastructure at Idaho’s college and universities.
  - Assess and coordinate cybersecurity education offerings to ensure consistency.
  - Increase support for K-12 computer science and math literacy.
  - Designate a cybersecurity liaison within the State Board of Education Presidents’ Leadership Council.
- Recommendation 3: Ensure Election Integrity Through Cyber Enhancements
  - Continued support for Boise State University’s INSURE Project.
- Recommendation 4: Actively Engage the Public in Cybersecurity Awareness and education.



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- Develop and publish a cybersecurity resource list that includes information about tools and services available ... such as Boise State University's Institute of Pervasive Cybersecurity and Cyberdome Initiative. (This initiative is currently funded by a grant through the State Board of Education's Higher Education Research Council.)

The Board has approved a number of cybersecurity initiative and programs in recent years (e.g. Boise State University Institute Pervasive Cybersecurity at the December 17, 2020 Board meeting). The Idaho Legislature appropriated \$1,000,000 for a cybersecurity initiative to be undertaken by the public postsecondary institution. The most recent update the Board received regarding the postsecondary cybersecurity initiative was at the February 2021 Regular Board meeting.

**BOARD ACTION**

This item is for informational purposes only.



# Idaho Broadband Strategic Plan

2022 - 2027

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# 01 A Message from Idaho

## Rep. John Vander Woude & Sen. Carl Crabtree

Dear Idahoans,



We are honored to lead Idaho's Broadband Advisory Board. This board was created by the Legislature through House Bill 127. Our board consists of three members of the Idaho House of Representatives, three from the Idaho Senate, and three appointed by the Governor. Together, our board is proud to deliver this statewide strategic plan to expand broadband in Idaho.

We recognize that access to affordable, accessible, and reliable broadband is one of the most critical infrastructure challenges of our time. Many of our Idaho communities lack adequate internet service or they simply don't have access at all. This creates a "digital divide" between rural and urban Idaho communities. Inadequate access to high-speed internet disadvantages Idahoans who choose to live in rural parts of our state. This is an issue that transcends political beliefs- all Idahoans want and need connectivity.



Expansion of broadband to rural Idaho is critical for several reasons including economic growth, educational opportunities, business growth and increased access to telemedicine, improved public safety and services. **It is our commitment to close this digital divide in our state.**

We are fortunate to have many prospering industries which form a strong statewide employment base. A continued effort to expand access to reliable and redundant broadband infrastructure will create more employment options for Idahoans. We want our citizens to have both the opportunity and access to launch online businesses, expand their customer reach, or even to work remotely for the organization anywhere in the world. By investing in the key pillars outlined in this strategic plan, we can achieve digital equity for all Idahoans.

## 02 Executive Summary

### **What is broadband and why is it important in Idaho?**

Broadband has revolutionized the way services are provided and the way business is conducted. By improving communications and the flow of information, broadband enhances efficiency. This allows for significant advances in Idaho's ability to compete in the global economy. Idaho is one of the fastest growing states in the United States. People and companies are moving to Idaho not only for the lifestyle it provides, but also because it's a great place to work and operate businesses. We need to level the playing field between urban and rural areas of the State, and one of the biggest imbalances is access to broadband.

### **What is the current state of broadband data?**

According to the Federal Communications Commission (FCC) the State of Idaho is home to [67 terrestrial broadband providers](#), however, connectivity is uneven for the residents of Idaho. Determining the number of unserved households in Idaho varies widely depending on the source cited. The [FCC](#) estimates that nearly 18,000 households lack access to fixed terrestrial broadband service at 25/3Mbps. Conversely, [BroadbandNow](#) and the [US Census](#) estimate the number of unserved households is closer to 100,000. Connecting Idahoans who are underserved, or lack access to 100/20Mbps, to high-speed broadband, is an even larger task, estimated by the FCC to be 150,000 households.

### **What is Idaho's long-term goal for broadband?**

By no later than 2027, 90% of Idaho unserved businesses and homes should have access to high-speed broadband that provides minimum download speeds of at least 100 megabits per second and minimum upload speeds of at least 20 megabits per second. Additionally, by 2030 all Idaho businesses and homes without access to broadband speeds of 100/20Mbps should have access to at least one provider of broadband with download speeds of at least 100 megabits per second and upload speeds of at least 20 megabits per second. The value of investing in this level of connection is about the future of Idaho. Ultimately, the goal is to prepare citizens, businesses, and all Idaho communities to be able to compete for jobs in the next twenty to thirty years. Idaho will continue to grow economically, retain our businesses, create jobs, and attract entrepreneurs.



## 03 Key Terms & Abbreviations

**Broadband:** High-speed reliable Internet delivered via multiple technologies including fiber, fixed wireless, digital subscriber line (DSL), Hybrid Fiber Coaxial, cable modem, or satellite.

**Broadband Infrastructure:** Networks of deployed telecommunications equipment, conduit, and technologies necessary to provide broadband and other advanced telecommunications services to wholesalers or end users, including but not limited to private homes, businesses, commercial establishments, schools, or public institutions.

**Unserved:** U.S. Treasury, NTIA, and USDA define unserved at 25/3Mbps and will use this benchmark for future grant funding. FCC currently defines an area that lacks access to broadband infrastructure speeds of 10 Mbps download and 1 Mbps upload.

**Underserved:** U.S. Treasury, NTIA, and USDA define underserved as 100 Mbps download and 20 Mbps upload and benchmark for future grant funding. FCC currently defines an area that lacks access broadband infrastructure speeds of 25 Mbps download and 3 Mbps upload.

**Last Mile:** Infrastructure that serves as the final leg connecting the broadband service provider's network to the end-use customer's on-premises telecommunications equipment.

**Middle Mile:** Infrastructure that links a broadband service provider's core network infrastructure to last-mile infrastructure.

**Internet Service Provider:** A company that provides individuals, businesses, anchor institutions, etc. with a connection to the internet. ISPs can include telephone and cable companies, wireless ISPs, electric cooperatives, municipal utilities, and mobile wireless providers. They use different technologies, including fiber, cable, DSL, and fixed wireless, to deliver internet service to their customers.

**Internet Backbone:** The primary data routes on the internet, including those that transport internet traffic between countries. It consists of high-capacity fiber-optic lines that carry large amounts of data. Local or regional networks can connect to the backbone for long-distance data transmission.

## 03 Key Terms & Abbreviations

**Take Rate:** The percentage of customers within an ISP's service area who subscribe to, or "take" the service.

**Fixed Terrestrial Service:** Broadband services provided by terrestrial based non mobile services such as Cable, DSL, Fiber, and Fixed Wireless from fixed points such as a central office or telecommunications equipment on a tower to a home or business and connected to device within the property.

**Indefeasible Right of Use:** An agreement between a provider and a public sector partner for shared use of fiber.

**Community Anchor Institutions:** Schools, libraries, medical, and health care providers, public safety entities, institutes of higher education, local government facilities, and other community centers.

**Open Access Network:** Physical broadband network infrastructure that provides dark fiber access to municipalities, community institutions, rural cooperatives, nonprofit and communications companies utilizing a cost recovery-based model of operations and maintenance.

**Municipal Network:** Broadband network owned fully or partially by local governments.

**Speed:** The rate at which a device can send or receive data. Speed is defined for both download (the rate at which data are sent from the internet to a device) and upload (the rate at which data are sent from a device to the internet), conveyed in megabits per second.

**Public/Private Partnership:** A group of public and private entities, i.e., government, business, and non-profit, that form a consortium to provide affordable, sustainable, and reliable broadband infrastructure and service.

## 03 Key Terms & Abbreviations

**Lifeline:** FCC program that provides low-income households a discount on internet service.

**American Connectivity Program (ACP):** FCC program that provides eligible households with subsidized broadband service and connected devices. Capital Projects Fund and BEAD Program require subgrantees participate in the program.

**Federal Communications Commission (FCC):** Regulates interstate and international communications by radio, television, wire, satellite, and cable in all 50 states, the District of Columbia and U.S. territories. The Commission is an independent U.S. government agency overseen by Congress, and is the primary authority for communications law, regulation, and technological innovation in the U.S.

**National Telecommunications and Information Association (NTIA):** The Executive Branch agency that is principally responsible for advising the President on telecommunications and information policy issues. NTIA will oversee the BEAD program which is the broadband section of the Infrastructure Bill.

**Rural Digital Opportunity Fund (RDOF):** [RDOF](#) is an FCC reverse auction utilizing Universal Service Funds to bring broadband infrastructure to unserved census blocks in the United States. Started in 2019, awards began in late 2020 and the FCC is still in process of finalizing grants.

**USDA Reconnect:** Program from [USDA offering loan, grants, and loan](#) combinations to facilitate broadband deployment in rural areas that do not have sufficient access to broadband.



# 04 Vision, Mission, & Guiding Principles

## Vision

Idahoans have access to affordable and reliable broadband infrastructure by 2030.

## Mission

We will deliver a roadmap to close the digital divide in Idaho. We commit to providing equal access to economic development, public safety, telehealth, and education opportunities with investments in broadband infrastructure. We will prioritize funding for our most needed areas identified as households, businesses, and communities in unserved and underserved areas.

## Guiding Principles

**Access:** Barriers to access for all Idahoans are removed ensuring that undeserved and unserved locations receive broadband services.

**Affordable:** Committed to affordable broadband service for Idahoans.

**Alignment:** Stakeholders are committed to achieving the vision in this plan. Key decisions support the outlined long-term goals.

**Competition:** Support middle mile and last mile infrastructure investments that support and build off existing infrastructure and provider networks, increase competition, efficiency, and redundancy to communities.

**Data-Driven:** Plan is delivered with close attention to metrics. Data is continuously gathered and acted upon.

**Responsive:** Strategic agility is deployed in the execution of this plan and regular adaptation to the rapidly changing environment occurs.

# 05 Roles & Responsibilities

## Roles

**Idaho Broadband Advisory Board:** "...three (3) members of the house of representatives appointed by the speaker of the house of representatives, three (3) members of the senate appointed by the president pro tempore of the senate, and three (3) members of the public appointed by the governor." (Idaho Statute 67-4761, 2021). The Board is responsible for creating a statewide broadband plan that determines the manner of structure, prioritization, and disbursement of the funds under the Broadband Fund.

**Idaho Office of Broadband:** Under the Idaho Department of Commerce, the team administers grants that follow the Idaho Broadband Advisory Board's Statewide Broadband Plan and any additional requirements. Supports and coordinates efforts of the Advisory Board and Idaho Broadband Fund.

**Partners:** All Internet Service Providers, local and state governments, schools and libraries, tribal entities, businesses, organizations, and entities that financially support broadband infrastructure and technology deployment in Idaho.

**Community:** Consumers and users of internet in Idaho, including citizens, businesses, and organizations, that have a vested interest in more reliable and better broadband infrastructure.

## Responsibilities

Prioritize & Direct State Funding

Prioritize & Direct Federal Funding

Administer & Distribute State & Federal Funding

Solicit the Participation and Assistance of State Agencies

Ensure Compliance with State & Federal Guidelines

Strategic Broadband Decisions

Tactical Broadband Decisions

Technology & Infrastructure Objective

Business Development Objective

Educational Access Objective

Operations & Data Objective

## 05 Roles & Responsibilities

**Accountable (A)** Outcome-oriented designation that applies to a single person/board who reports on the work.

**Responsible (R)** Task-oriented designation that applies to the person (or people) completing the work.

**Consulted (C)** Provide input based on either how it will impact future work or their domain of expertise on the deliverable itself; and with whom there is often two-way communication.

**Informed (I)** Kept up to date on progress, often only on completion of the task or deliverable; and with whom there is just one-way communication.

Task	Board	Commerce	Partners	Community
Direct State Funding	A/R	C	C/I	I
Direct Federal Funding	A/R	C	C/I	I
Administer & Distribute Funding	A	R	C/I	I
Solicit Participation from State Agencies	A	R	I	I
Compliance with State & Federal Guidelines	C	A/R	I/R	I
Strategic Decisions	A/R	C	C/I	I
Tactical Decisions	A	R	R/C	C/I
Technology & Infrastructure Deployment	I	R	A/R	C/I
Business Development	I	R	C	C/I
Educational Access	I	R	C	C/I
Operations, Data	A	R	C	C/I

# 06 Strategic Objectives

## Infrastructure & Technology

The Idaho Broadband Advisory Board will prioritize middle mile and last mile infrastructure investments to connect residents, businesses, and community anchor institutions which are unserved and underserved in the State of Idaho.

## Economic Development

The Idaho Broadband Advisory Board will prioritize broadband investments that strengthen the economic ecosystem for businesses in our state and ensure access to broadband infrastructure that is reliable and affordable

## Educational Access

The Idaho Broadband Advisory Board will prioritize that both students and educators have access to affordable and reliable broadband services in their home as well as across Idaho in schools, libraries, and communities in unserved and underserved locations.

## Operations & Data

The Idaho Office of Broadband will manage the deployment of funding for capital projects, grant programs, and other established projects, to support data driven broadband infrastructure investments in Idaho.

## Public Safety & Communications

The Idaho Broadband Advisory Board will prioritize broadband investments that strengthen access to reliable, resilient, scalable, and redundant broadband services to the Emergency Communications Centers (ECCs) locations in the State of Idaho.

## 06 Strategic Objectives

### Infrastructure & Technology

*The Idaho Broadband Advisory Board will prioritize middle mile and last mile infrastructure investments to connect residents, businesses, and community anchor institutions which are unserved and underserved in the State of Idaho.*

- Implement grant programs that focus on unserved and underserved communities
- Approve grant programs focused on delivery to locations or last mile, middle mile, community anchor institutions, public safety, telehealth, or other priorities deemed lacking sufficient broadband infrastructure by the Idaho Broadband Advisory Board
- Engage in partnerships with internet service providers, local governments, state agencies, and experts.
- Promote Dig Once principles and Right of Way policies in building out broadband infrastructure.

## 06 Strategic Objectives

### Economic Development

*The Idaho Broadband Advisory Board will prioritize broadband investments that strengthen the economic ecosystem for businesses in our state and ensure access to broadband infrastructure that is both reliable and affordable.*

- Provide broadband infrastructure opportunities to previously unserved areas.
- Increase the potential economic diversification through enhanced connectivity
- Identify remote work and learning, telehealth, and public safety opportunities in Idaho.
- Expand the utilization of broadband to low-income users through use of Affordable Connectivity Program/Lifeline subsidy.
- Partner with appropriate state agencies to avoid duplication of service and support the varying needs of rural community infrastructure.

## 06 Strategic Objectives

### Educational Access

*The Idaho Broadband Advisory Board will ensure that students and educators have access to affordable and reliable broadband services across Idaho in their home as well as across schools, libraries, and unserved and underserved locations.*

- Engage with the Idaho State Board of Education, independent school districts, libraries, and institutions of higher learning to identify broadband infrastructure gaps.
- Prioritize broadband infrastructure investments to project areas where students, their families, and teachers, families reside in unserved and underserved locations. This is in partnership with state agencies, business and industry, and education non-profit organizations to improve digital access, literacy, and usage.

## 06 Strategic Objectives

### Operations & Data

*The Idaho Office of Broadband will manage the deployment of funding for capital projects, grant programs, and other established projects, to support data driven broadband infrastructure investments in Idaho.*

- Collaborate with other state agencies on broadband infrastructure projects.
- Propose and implement standard operating procedures for grant programs, capital projects, and community engagement.
- Facilitate collaboration between state agencies, stakeholder groups, and overlapping service providers.
- The Idaho Department of Commerce will provide the Idaho Broadband Advisory Board with relevant data and information as necessary.



## 06 Strategic Objectives

### Public Safety & Communications

*The Idaho Broadband Advisory Board will prioritize broadband investments that provides access to reliable, resilient, scalable, and redundant broadband service to the Emergency Communications Centers (ECCs) locations in the State of Idaho.*

- Encourage the identification of ECC locations in Idaho that are unserved and underserved with current standards (100/20 Mbps) of broadband service and prioritize connecting those facilities in grant applications.
- Encourage the identification of broadband service single points of failure to ECC locations.
- Encourage the development of map layers that identify ECC locations that are unserved and underserved and shared with other state agencies (ISPs) so that the state can incorporate those into grant applications.
- Identify and include primary and redundant connectivity to ECCs via middle and last mile projects.

## 07 Recommendations

### 1

#### Create a Technical Plan

Feedback from the Idaho Broadband Advisory Board and the Office of Broadband indicate the need to create a separate technical plan that will assist with federal grant awards and identify the specific processes, tactics, and details of each strategic objective. This plan will determine how to achieve goal of connecting 90% of unserved locations and how leverage all sources of funding.

### 2

#### Streamline Decision Making

To ensure that the Advisory Board is consistent in prioritizing and awarding grants and projects, a decision-making matrix should be used.

### 3

#### Broadband Funding

Considering the influx of federal dollars into the State Broadband Fund, a conversation around allocation for each grant fund should be had. In addition, an ongoing source of funding should be identified.

### 4

#### Clarify Reporting Structure

There needs to be clarity around reporting structure, and legislative and executive functions of this plan. Write annual operating plan.

# Appendix B: Acknowledgements

## Idaho Broadband Advisory Board

Chairman Rep. John Vander Woude, Idaho Legislator

Vice Chair Sen. Carl Crabtree, Idaho Legislator

Sen. David Nelson, Idaho Legislator

Sen. Doug Ricks, Idaho Legislator

Rep. Megan Blanksma, Idaho Legislator

Rep. Barbara Ehardt, Idaho Legislator

Mitch Watkins, Watkins Distributing

Margie Watson, JC Watson & Company

Andrew Emerson, MH Solutions

## Idaho Commerce

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Ewa Szewczyk, Grants and Contracts Manager

Magaly Carrillo, Community Development Analyst

**Facilitated & prepared by**

**Horras Leadership**

Danielle Horras, Principle

Charity Strong, Consultant



# Governor's Cybersecurity Task Force Report



March 2022



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## From the Governor

Cybersecurity attacks pose an increased and significant risk to all citizens, businesses, critical infrastructure operators, and state and local governments.

To meet the increasing threat and leverage Idaho's resources and expertise, Governor Brad Little created the Governor's Cybersecurity Task Force.

Governor Little convened the Cybersecurity Task Force to focus on promoting improved business, government, and personal cybersecurity. The task force is also focused on ensuring secure, transparent, and resilient election infrastructure and enhancing the educational pipeline for cybersecurity workforce needs.

The members of the task force, co-chaired by Idaho Department of Commerce Director Tom Kealey and Idaho National Laboratory Associate Laboratory Director Zach Tudor, represent a diverse range of expertise and experience in cybersecurity initiatives.



Idaho Governor Brad Little

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***“Through the Idaho National Laboratory, the State of Idaho is home to unique and world-leading capabilities in countering cyberattacks and engineering solutions to the cybersecurity challenges facing our state and nation. We’ll need increased resources, partnerships, and active collaboration between a broad range of organizations to successfully protect from ever-growing cybersecurity threats, and I’m confident my Cybersecurity Task Force is up to the task.”***

**- Governor Brad Little**



## Welcome from the Co-Chairs

Welcome to the final report of Idaho Governor Brad Little's Cybersecurity Task Force. We hope you find the recommendations in this document useful as the state continues to make strategic investments in cybersecurity and prepares the State of Idaho for the ever-changing cybersecurity landscape.

The State of Idaho is home to unique and world-leading capabilities in countering cyberattacks and engineering solutions to the cybersecurity challenges facing our state and nation. However, the citizens, businesses, critical infrastructure operators, and state and local governments that call Idaho home, all face an increasing and significant risk of cyberattacks. It was this increasing threat that led Governor Brad Little to create the Governor's Cybersecurity Task Force in August 2021 and leverage Idaho's resources and expertise.

When we set out last fall with our private and public sector partners, we knew we would not be able to address the entire scope of cyber needs in the state. However, with the great work of the expert and dedicated task force and committee members, we made important progress in developing relationships, proposing recommendations, investments, and completing other important actions.

It was our pleasure to serve in the capacity of co-chairs for this important task force. However, there is more work to do. We view this report as a starting point for future discussions and actions needed for the State of Idaho and welcome additional conversations.



Tom Kealey  
Idaho Commerce



Zach Tudor  
Idaho National Laboratory

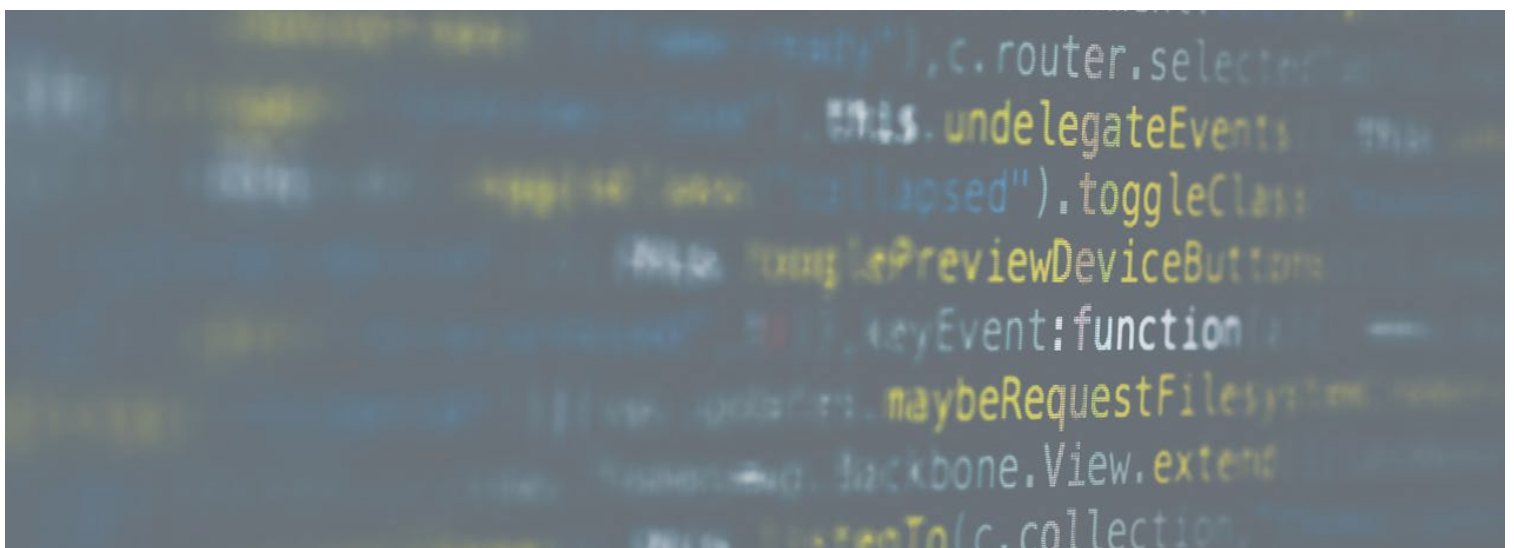


# Introduction

The Cybersecurity and Infrastructure Security Agency (CISA) was established in November 2018 when former President Donald Trump signed into law the Cybersecurity and Infrastructure Security Agency Act. Soon after, in 2019, Congress passed legislation establishing the Cyberspace Solarium Commission to develop a consensus on a strategic approach to defending the United States in cyberspace against cyberattacks of significant consequences<sup>1</sup>. After two years of research, hearings, expert analysis, debates, and discussions, the commission's recommendations make one thing absolutely clear. We are a nation at great risk.

As the commission's report notes, domestic and foreign actors including China, Russia, Iran, and North Korea have used cyberspace for two decades to subvert American power and security. Be it the theft of intellectual property, the probing of our critical services, or election interference, malicious cyber actors have operated with impunity. And even though our digital connectivity has brought economic growth, technological dominance, and an improved quality of life to nearly every American, it has also created a strategic dilemma. The more digital connections people make and data they exchange, the more opportunities adversaries have to destroy private lives, disrupt critical infrastructure, and damage our economic and democratic institutions. When the commission's work ended in late 2021, the U.S. was coming off one of the worst years for high-profile cyberattack events. The year began with a massive supply-chain assault on SolarWinds Corporation and ended with breaches on critical infrastructures in Florida, Georgia, and Colorado.<sup>2,3,4,5</sup>

Although the report and recent events strike a stark tone about the state of cybersecurity in the United States, the news is not entirely bad. In fact, the very purpose of the commission was to get the country's cyber house in order before a crippling multi-sector, multi-day cyber incident. Among the 82 recommendations the commission made, several focused on support the federal government should provide to local, state, tribal, and territorial governments including access to more funding, response resources, and training. It is under the pretext of preparation before a major cyber event occurs in Idaho, that the Governor's Cybersecurity Task Force was chartered and commissioned.



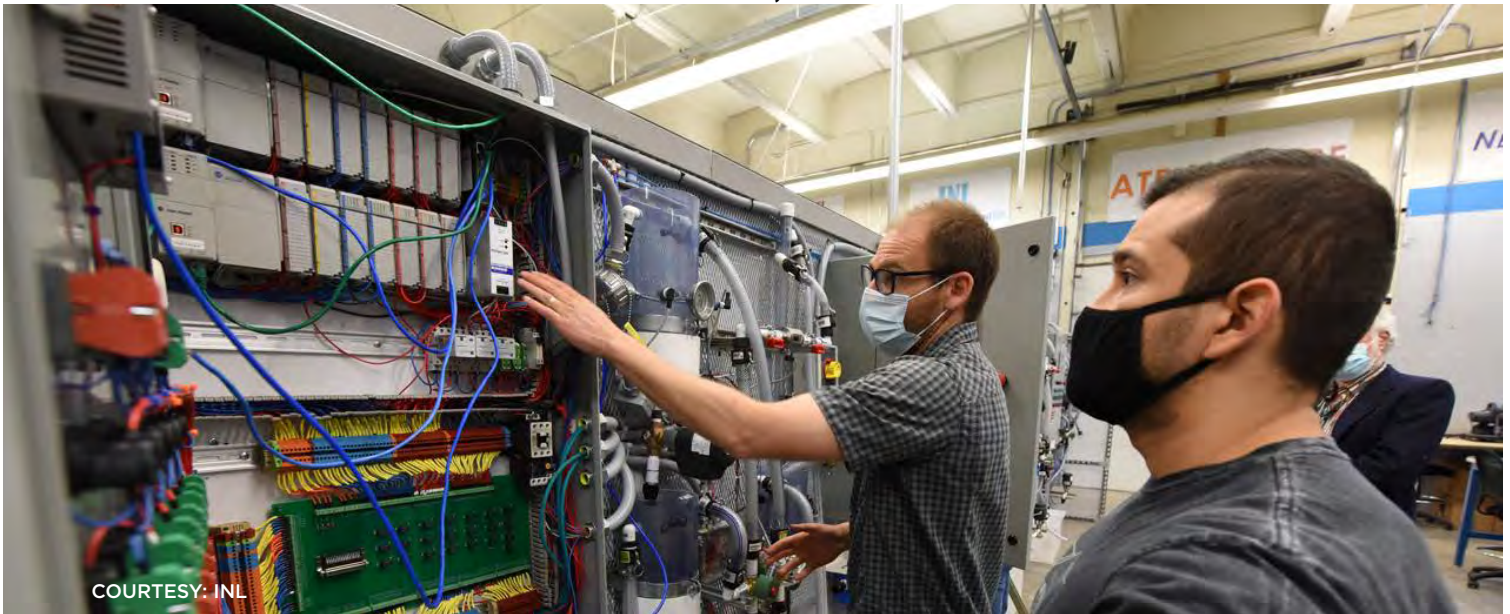


## A Word About Current Affairs

As this report was being written, Russian military forces were engaged in an unprovoked attack on the neighboring country of Ukraine. For weeks leading up to this conflict, U.S. officials had warned the public of a potential cyber spillover, a situation in which cyber conflicts seep into traditional arenas of militarized and foreign policy conflict<sup>6</sup>, or impacts computer networks beyond the original target. Given Russia's propensity for hacking, national security officials believe Kremlin state agencies or other organizations sympathetic to their hostilities could deploy cyberattacks to advance Russian objectives. This may include attacks within or against the United States. To be clear, a sustained cyber offensive campaign has yet to emerge from the current Russia-Ukraine conflict. However, the White House has repeatedly warned that Russia's invasion, coupled with international sanctions, could lead the Kremlin to use cyberattacks against private sector organizations, including critical infrastructure owners and operators.<sup>7</sup> Like all states, Idaho would not be immune to the consequences of such an event.

Russia has a long history using cyberattacks against other countries. In 2015 and 2016, Russian hackers took down Ukraine's power grid for several hours leaving upwards of 250,000 residents in the dark.<sup>8</sup> In 2020, Russian hackers used a SolarWinds software update to maliciously infect thousands of computers operating at U.S. government agencies and Fortune 500 companies. And in 2021, a Russian ransomware group shutdown the 5,500-mile Colonial Pipeline causing delays in gasoline and other fuel deliveries to several states along the U.S. East Coast. In February 2022, reports emerged that Ukraine's embassy in Washington D.C. experienced the first U.S.-based cyberattack of the current conflict.<sup>9</sup> In retaliation, the hacking group Anonymous directed its 7.4 million followers to engage in cyber war against Russian President Vladimir Putin.<sup>10</sup> This seemingly endless series of malicious incidents brings into focus the challenging cybersecurity landscape we must confront, as it grows more dangerous and complex with each passing day.





COURTESY: INL

## State of Idaho Preparation

Readers may wonder what all of this has to do with the State of Idaho. It is a fair point, especially because most residents have been minimally impacted by national and international cyber events to date. Despite years of dire warnings about a “cyber Pearl Harbor,” electricity continues to flow to our homes and businesses, our online packages still arrive at our doorsteps, and remote work and education is not only possible, but thriving. So, is there really a concern?

The answer is yes. But the reasons are nuanced.

It is difficult to point to a single, seminal moment in which cybersecurity became a priority for the State of Idaho. But in 2015, following several disruptive cyberattacks on state agencies, then Governor CL “Butch” Otter created a task force to develop recommendations for protecting the state’s computer systems. The task force was chaired by then Lt. Governor Brad Little and led Idaho to hire its first state director of information security.

Since then, the state has organized the Office of Information Technology Services around active cyber deterrence. Services have been streamlined, technology modernized, and efforts to recruit and retain a capable workforce are ongoing. Idaho has also invested in cybersecurity research through unique relationships with Idaho National Laboratory and the state’s public research universities. In 2017, following legislative approval, the State Board of Education (SBOE) used its public bonding authority to construct two state-of-the-art computing and cybersecurity facilities in Idaho Falls on the campus of Idaho National Laboratory. In 2020, the legislature approved the state’s request for nearly \$1 million in one-time joint funding earmarked for cybersecurity curriculum development. Idaho’s three public research universities all have active cybersecurity degree programs.

Even with an extensive effort to shore up cyber defenses throughout the state, rural counties, school districts, and small businesses across Idaho continue to face a barrage of cyberattacks ranging from identity theft to ransomware. With data breaches resulting in a national average loss of \$4.2 million per incident<sup>11</sup>, there is good reason to remain concerned and vigilant. In 2018, Madison County experienced a ransomware attack that locked employees out of their email and corrupted digital files. The county was able to



recover from the attack by relying on their information technology staff and backup files. A few months later, Bannock County experienced a data breach through its third-party utility payment system resulting in the loss of some resident's financial information. Several county residents later reported to police they had unauthorized funds taken from their bank accounts. And in 2021, Twin Falls County computers were infected with malware affecting department operations, phone lines, and delaying county court procedures. These incidents are but a few known examples that highlight the continuing problem of cyber intrusions on Idaho organizations.

Protecting today's information technology and operational technology networks is an immensely difficult task. Security vanguards are on watch 24/7 and must constantly act to safeguard and patch thousands of devices, ports, switches, routers, servers, and more. Some operational systems that run critical infrastructure are decades old and cannot easily be replaced or secured against advanced persistent threats. Our Idaho cybersecurity professionals must be tireless, even while the vulnerabilities are endless. And there never seems to be enough cyber talent to fill the hiring gap. At some point, the just-in-time patch and update system we rely on will break, and cyberattacks will not just be a minor inconvenience, but a full-fledged service disruption leading to undue harm and diminished faith and confidence in our Idaho institutions. In short, without preparation today, chaos could loom tomorrow.



## Key Themes

Over the last several months, the Governor's Cybersecurity Task Force has heard from local and national experts on cybersecurity issues around the country and in the Gem State. We have learned that in today's interconnected and interdependent internet environment, information sharing must be carefully balanced against spreading disinformation. Social identity and status updates must be balanced against concerns for identity theft. Remote access for work or play balanced against disruptions to our infrastructure. And the need to train and educate the next generation of students and workers balanced against a threat that is evolving faster than curriculum. These are the

realities of the modern cyberspace environment and a prelude to the topics confronting the state, even if we cannot see them just yet.

During the task force's work, three broad themes emerged from our discussions and interviews with local and national experts. These themes helped shape our recommendations and the path forward.

### **Active Public Engagement**

In today's digital environment, cybersecurity is everyone's responsibility. That means an active and engaged public is necessary. Nearly every American consumer and business is connected to the global internet with billions of devices ranging from computers to smart phones, vehicles to vacuums. In fact, there are more internet-connected devices in the world than there are people on the planet.<sup>12</sup> That means the probability of attacks from bad cyber actors is enormous and growing. Since most devices are interconnected to other systems, a hack on one can compromise every other device connected to it. This is how malware spreads quickly.

This reality has led government and industry to coalesce around a new cybersecurity strategy known as zero trust. Zero trust assumes there is no implicit trust granted to assets or user accounts based solely on their physical or network location or based on asset ownership.<sup>13</sup> For the public, zero trust involves creating, maintaining, and updating complex passwords, required use of two-factor authentication, and frequent checks to verify one's identity and authorization to information. In short, it means access to online services will require additional time and effort. For zero trust to be effective, the public must be actively engaged in the security process and become knowledgeable — even at a basic level — about the benefits and responsibility of good cyber hygiene.

Zero trust is a proactive approach to securing vulnerable networks, but it is not a singular solution. Other cybersecurity philosophies advocate for secure-by-design architectures to protect both information technology and operational technology equipment. For example, cyber-informed engineering is a method that some Idaho organizations and educational institutions have a hand in developing. This method uses design decisions and engineering controls to eliminate or significantly mitigate cyberattacks throughout a product's design lifecycle.

### **Adaptable Organizations**

Most cybersecurity professionals already employ a layered defense when protecting their networks from threats. This approach involves the use of multiple technologies, controls, policies, and mechanisms that overlap one another, making it difficult for cyber threats to go unnoticed.<sup>14</sup> But as attacks grow, evolve, and enter new domains (e.g. internet of things), the current trajectory of cyberattacks may outpace even the best defenses. Without quick action, Idaho citizens and organizations could be overwhelmed by the consequences of a major cyberattack in this continuously contested environment.

To give the state a fighting chance, all organizations and citizens — including government, industry, education, and households — should acknowledge and elevate cybersecurity to the top of their priority list. They should inventory and understand their connected critical resources and must-not-fail assets. They should capitalize on resources provided by private, state, and federal partners. Organizations should continue to converse and discuss cybersecurity topics through open lines of communication from executive

leadership to the front-line members. Workforce development and education is crucial to success. Therefore, organizations should be flexible, adaptable, and unconventional in their incentives and hiring practices.

### **Communication and Coordination**

Emergency managers will tell you that communication and coordination during a crisis event is of utmost importance. Emergencies are fluid events with facts and details that change constantly. To move such an event from crisis to resolution, stakeholders must be regularly informed and consulted. Information must be vetted and shared with individuals including employees, customers, first responders, elected leaders, government officials, consultants, regulators, the press, and the public. Emergency events are almost always complex, messy, and take tremendous resources to resolve successfully. This is true whether the event is a physical disturbance like a natural disaster or a cyber event impacting access to information or services.

When Colonial Pipeline was hit with a ransomware attack in 2021, the company lost access to confidential data and some business operations. As a result, they proactively took operational systems offline, resulting in a suspension of gasoline delivery to fuel stations in several states including Florida, North Carolina, and New Jersey. After it became clear the cyber incident was a ransom-based attack from an international cyber-criminal hacking group, Colonial Pipeline worked to notify relevant stakeholders including employees, customers, law enforcement, and the federal government. They brought in an outside private contractor to support cyber recovery operations, alerted the White House, Federal Bureau of Investigation (FBI), Department of Homeland Security (DHS), and National Security Agency (NSA), and they posted statements to their website. They also paid the hackers at least a \$4.4 million ransom as this act was “in the best interest of the country.”<sup>15</sup> Although this incident was resolved relatively quickly, primarily because of the ransom payment, it is a relevant case study in the need to proactively communicate and coordinate on cyber issues.

Ransomware is now a primary threat for businesses, utilities, and government organizations ranging from school districts to health departments, and individuals. Experts advise organizations large and small to be prepared by identifying and understanding the interconnections of digital assets. This includes investing in the use of cyber tools, training,





and resources to prevent and detect breaches, and developing and practicing a response and recovery plan that ensures communication and coordination is fully understood and implemented. In today's connected environment, every organization should be prepared for a cyber breach, hack, or digital service disruption.

## About the Task Force

Idaho Governor Brad Little established the Governor's Cybersecurity Task Force in 2021. Its charter was to provide recommendations that improved business, government, and personal cybersecurity procedures, while identifying cybersecurity resources, and public-private partnerships across the state to increase awareness, education, and training. The task force also examined ways to ensure Idaho's elections remain secure, transparent, and resilient.

The task force held five official meetings and more than a dozen subcommittee meetings. Due to the COVID-19 pandemic, all but one meeting was held virtually. Co-led by the Idaho Department of Commerce and Idaho National Laboratory, the task force was composed of 19 members representing key Idaho institutions.

To take an in-depth look into cybersecurity in Idaho, additional experts served on four committees focused on critical infrastructure, workforce development and education, election security, and cyber literacy.

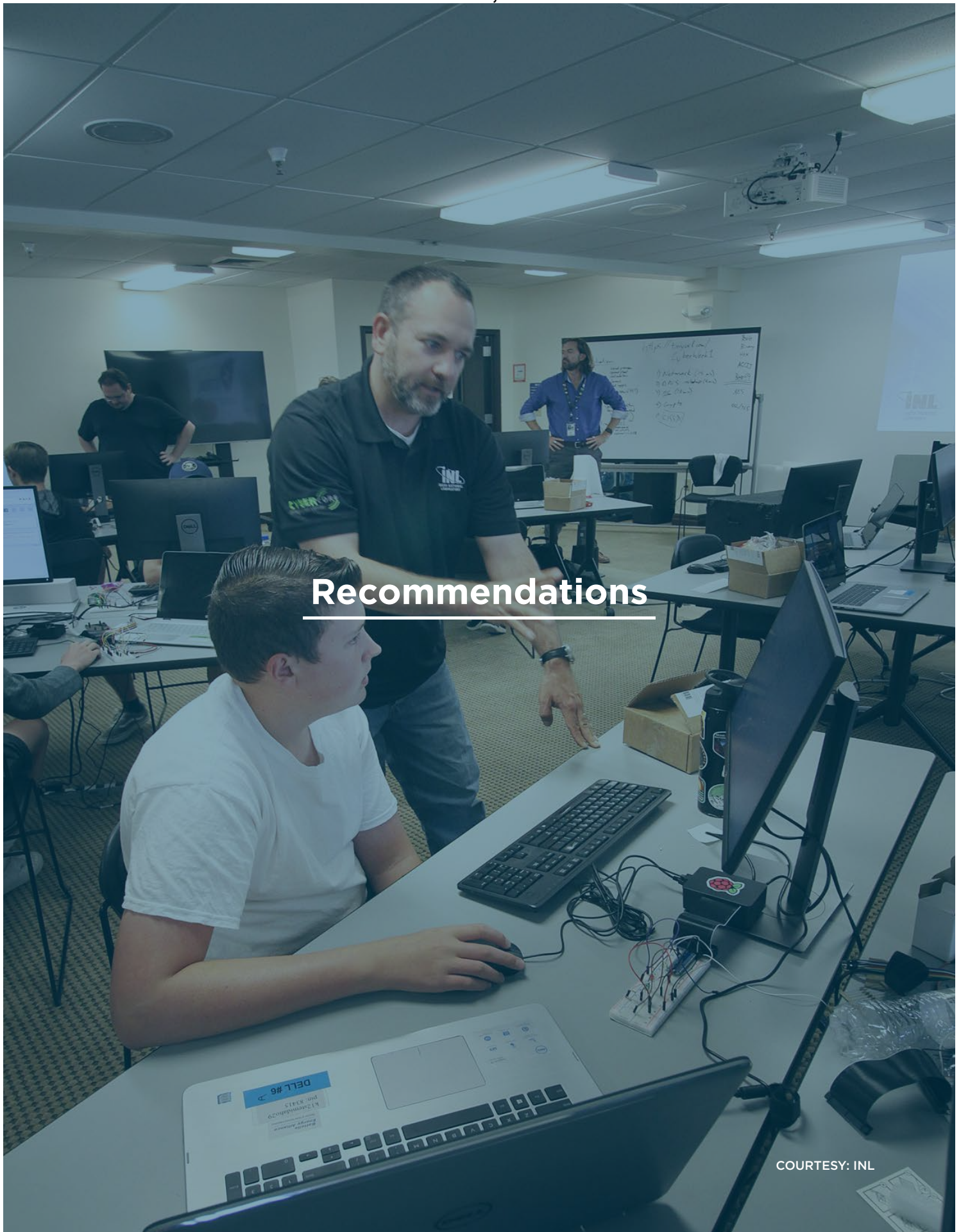
With the threat of a cyberattack against one of Idaho's critical infrastructures or key facilities a top concern, the critical infrastructure committee's mission was to provide recommendations on ways to ensure critical infrastructure across Idaho remains protected in the face of cyberattacks. These systems and assets, whether physical or virtual, are so vital to the United States that their incapacity or destruction could have a debilitating impact on security, economic stability, public health, and safety.

The workforce development committee's mission was to review, develop, and provide recommendations to increase workforce development and interest in cybersecurity, a growing and pervasive need within the state of Idaho. This task led to the examination of existing programs and partnerships within higher education, federal and state agencies, the public and private sectors, and Idaho's K-12 offerings.

The mission of the election security committee was to support, enhance, and highlight the existing election system in Idaho. While Idaho has proven that it currently administers elections very well, the ever-growing threat landscape demands that we continue to build on current and past successes.

The cyber literacy committee was tasked with providing recommendations to improve small business and individual cybersecurity awareness, understanding, and actions. Providing proper cyber literacy and education to businesses and the public gives individuals the toolbox of skills needed to use technology safely and effectively, reducing the likelihood of cyberattacks.

Several staff members also supported the task force. All task force members and staff served on a voluntary basis. A list of task force members, committees members, and meeting agendas can be found in the appendix of this report, or online at [commerce.idaho.gov/cybersecurity/](https://commerce.idaho.gov/cybersecurity/).



## Recommendations

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## Summary of Recommendations

Following extensive discussion and debate, the Governor's Cybersecurity Task Force developed 18 major recommendations. These recommendations are categorized into five strategic objectives as outlined below. It is important to note these recommendations cannot be accomplished without continued investment in cybersecurity in both public and private sectors.

### **1. Safeguard Idaho's Infrastructure and Provide Active Cyber Deterrence**

Ensure safeguards are in place to protect critical infrastructure across Idaho in the face of potential cyberattacks.

### **2. Increase Investments for Cybersecurity Professionals in Workforce and Education**

Increase investments in cybersecurity education to improve cybersecurity interest and workforce.

### **3. Ensure Election Integrity Through Cyber Enhancements**

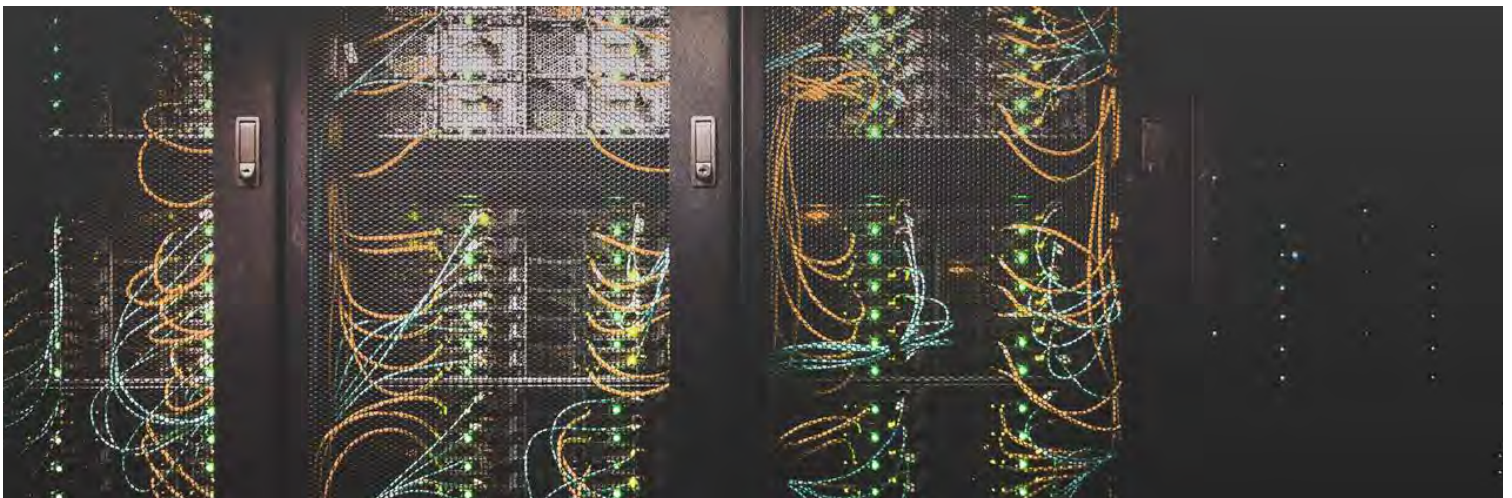
Support, enhance, and highlight the existing election system in Idaho and continue to build upon current and past successes.

### **4. Actively Engage the Public in Cybersecurity Awareness and Education**

Improve individual and small business cybersecurity awareness, understanding, and actions by providing proper cyber literacy and education.

### **5. Continue to Address Cybersecurity in Idaho and Build Upon the Recommendations of Cybersecurity Task Force**

Continue the task force's efforts to provide expert feedback and recommendations on the ever-evolving global cybersecurity landscape in Idaho.







## Recommendations

### **Recommendation 1: Safeguard Idaho's Infrastructure and Provide Active Cyber Deterrence**

#### *1.1 - Develop a Statewide Cybersecurity Strategy and Road Map*

The Governor's Cybersecurity Task Force recommends the Governor develop a statewide cybersecurity strategy and road map laying out a clear vision and set of actions to improve Idaho's cybersecurity posture. The strategy should address challenges and set broad, but achievable, goals for improved digital security now and into the future. The road map should build on the strategic plan and included detailed information to implement the state's vision in areas include election security, critical infrastructure protection, workforce development and education, healthcare and cyber literacy.

#### *1.2 - Establish an Idaho Cyber Fusion Center*

The task force recommends the Governor establish, and the state legislature fund, an Idaho Cyber Fusion Center. The center would act as a clearinghouse to communicate cyber threat information received from utilities, academic institutions, private companies, the federal government, and other appropriate sources. It would lead response efforts and provide warnings of potential cyberattacks, coordinate information sharing, assess risks to operational and information technology networks, prioritize cyber threats, and support public and private sector partners in protecting their vulnerable infrastructure.

#### *1.3 - Create a Cyber Response and Defense Fund*

The task force recommends the state create and invest in a Cyber Response and Defense Fund for the inevitable event that all organizations must plan for, the moment of a cyber security compromise. Funds would not be distributed until needed; however, this fund would prevent the need for deficiency warrants or supplement requests. While the Governor and its agencies are being diligent in minimizing exposure to cybersecurity threats, it is recognized that the state has many points of vulnerability. Those vulnerabilities and the increased threats across all sectors make it imperative that the state be prepared to respond.

#### *1.4 - Maintain and Enhance Inventory of the State's Critical Resources and Dependencies*

The task force recommends the state should continue to identify, map, and prioritize key resources, critical infrastructures, and interdependencies whose operations must function to ensure minimal disruptions to Idaho residents before, during, and after a cyberattack. This inventory should be regularly maintained and shared with appropriate individuals including emergency planners and first responders.



## **Recommendation 2: Increase Investments for Cybersecurity Professionals in Workforce and Education**

### *2.1 – Fund Additional Cybersecurity Faculty, Instructors, and Infrastructure at Idaho’s Colleges and Universities*

The task force recommends the Idaho State Board of Education and higher education actively recruit and hire additional cybersecurity instructors and invest in infrastructure to meet the ever-growing demand of industry. As industry and academia come together to assess Idaho’s cybersecurity offerings, funding must be available to hire additional faculty to instruct new courses. The ability of Idaho’s colleges and universities to deliver a comprehensive cybersecurity curriculum is currently limited by a shortage of instructional faculty who specialize in cybersecurity and facilities to meet hands-on and immersive learning needs critical for student success and workforce needs.

### *2.2 – Assess and Coordinate Cybersecurity Education Offerings to Ensure Consistency*

The task force recommends the Idaho State Board of Education create a comprehensive and well-defined outline of all cybersecurity offerings from Idaho’s colleges and universities. Idaho should also leverage the capacity of the Idaho Regional Optical Network (IRON) to expand internet connectivity to schools across Idaho and improve the availability of cyber offerings and trainings.

This outline should identify how an individual can easily leverage courses from any Idaho college or university and how they can build upon these courses for continued education and a degree. Likewise, it should identify trainings offered through Idaho Career Technical Education, the Idaho Digital Learning Alliance, and other entities, to provide policy stakeholders with a comprehensive view of Idaho’s cybersecurity training landscape. This makes it easier for individuals to select cybersecurity courses, increasing the number of cyber trained professionals. As a result of this assessment, a comprehensive cyber security workforce development plan is to be developed between academia, Idaho’s Workforce Development Council, and other stakeholders. The creation of this cybersecurity training plan will better position the State of Idaho for federal or private sector grants. This thorough assessment will identify any gaps within Idaho’s curricula and ensures Idaho’s curricula remains cutting edge and relevant.

*2.3 - Increase Support for K-12 Computer Science and Math Literacy*

The task force recommends the State Department of Education and the State Board of Education explore and fund efforts to increase K-12 Computer Science and Mathematical literacy in Idaho. Idaho's partnerships with Code.org, Idaho's STEM Action Center, Idaho Business for Education, and the Idaho Digital Learning Alliance are pivotal to Idaho's cybersecurity workforce trajectory. These partners have resources, programming, and professional development content that helps Idaho's quest for increased literacy in math and computer science. Early exposure to computer science leads to increased interest in cybersecurity. Mathematical literacy is fundamental in cybersecurity.

Early exposure to computer science and stronger mathematical skills leads to the expansion of Idaho's cybersecurity talent pipeline.

*2.4 - Create a Forum to Discuss Cybersecurity Training and Workforce Development*

The task force recommends that the Idaho Cybersecurity Interdependencies Workshop (ICIW) annual conference include a forum for public-private discussions on cybersecurity training and workforce development needs.

The ICIW is an annual cybersecurity conference supported by the Idaho Office of Emergency Management (OEM) and the State of Idaho's Information Technology Services of Idaho (ITS). The ICIW conference provides a critical platform for developing communities of practice, sharing best practices and approaches, deepening the conversations around cybersecurity throughout the state, and providing direct or hands-on actions and artifacts that can be taken and deployed immediately. This recommendation builds upon and compliments ICIW's focus of cybersecurity. This recommendation leverages the ICIW forum, allowing both private-public feedback to Idaho's higher education on what is working in industry, what is needed, and what is evolving.

*2.5 Focused Recruitment of Veterans to Cybersecurity*

Given the state's support and commitment to Idaho's Air National Guard, the Mountain Home Air Force Base, and all military veterans, the task force recommends focused recruitment and training for Idaho veterans in cybersecurity. This recommendation allows public and private sector entities to leverage the partnerships and programs led by the Idaho Division of Veterans Services, Idaho Veterans Chamber of Commerce, nonprofit groups like Mission 43, who have demonstrated unified support in enacting the GI bill and other military funding (Department of Defense Skillbridge, Scholarship for Service, etc.). These support programs offset the cost of transitional training to Idaho veterans and prospective employers, allowing the critical "mission" to continue for many of Idaho's veterans.

*2.6 Designate a Cybersecurity Liaison Within the Presidents' Leadership Council*

The task force recommends the Presidents' Leadership Council (PLC) designate an education liaison to monitor, coordinate, and assist with Idaho's cybersecurity efforts across Idaho's post-secondary institutions. This designee would be tasked with coordinating approaches to providing cybersecurity courses across the state in a strategic manner and keeping the PLC abreast of these efforts. As more courses in cybersecurity are offered across Idaho's post-secondary institutions, a designee to the PLC will be critical to ensure a strategic approach to course offerings across the state.



**Recommendation 3: Ensure Election Integrity Through Cyber Enhancements***3.1 – Continued Support for Boise State University’s INSURE Project*

The task force recommends the Governor continue support of the Idaho Election Cybersecurity Center (INSURE). Established in October 2020, the INSURE center, and its partners, undertake multiple research priorities essential to protecting the fair election process through the development of tools, technologies, and policies. The task force believes it is important to explore multiple avenues for additional funding including national and private sector grants.

*3.2 – Support Post-Election Audits to Maintain Election Integrity*

The task force recommends the Governor support the post-election audit efforts of the Secretary of State to validate and maintain Idaho’s election integrity. Putting an audit framework into place will assist in maintaining voter confidence during primary and general elections. Because the election processes in Idaho vary minutely from county to county, a flexible audit procedure will be required, and the task force recommends supporting the post-election audit processes currently being proposed by the Secretary of State’s office in consultation with leadership representatives of the Idaho Association of County Recorders and Clerks. Under this plan, the costs of the audit would be borne at the state level for these primary and general elections. It is critically important Idahoans have confidence in the election process and results, and this is a natural step to help ensure that confidence is established, and then sustained.

*3.3 – Support Early Processing of Absentee Ballots*

The task force recommends the state revisit the ability for county clerks to process absentee ballots prior to election day. During the record-setting 2020 general election, this process proved to be a safe, effective, and transparent way for clerks to process election results in a timely manner. It is no secret that timely election results engender confidence in the election process. This change is another positive step in supporting the current election system and helps ensure continued voter confidence in Idaho.

**Recommendation 4: Actively Engage the Public in Cybersecurity Awareness and Education****4.1 – Expand Development, Communication Strategy for State’s Cybersecurity Website**

The task force recommends the Governor expands the development, content, and advertising of the state’s cybersecurity information website — [cybersecurity.idaho.gov](https://cybersecurity.idaho.gov). This site includes cybersecurity awareness and information for individuals, small businesses, and other vulnerable organizations like city and county municipal governments; however, site traffic and tool usage could be expanded with improved content and communication.

4.1a – The task force recommends a link to this website be placed prominently on all State of Idaho websites that individuals, organizations, and small businesses frequent for information, such as the Idaho Tax Commission, State Controller’s Office, and Department of Motor Vehicles websites where Idaho citizens are required to enter sensitive information.

4.1b – The task force recommends the state produce and publish basic cybersecurity standards, guidelines, best practices, and available resources. Small businesses, school districts, and co-op utilities can use this information to inform their cybersecurity decision making process ensuring they receive a consistent and uniform level of security.

4.1c – The task force recommends that the state develop and publish a cybersecurity resource list that includes information about tools and services available to assist organizations seeking to improve their cybersecurity posture. For instance, the resource list should direct people to the federal government’s ransomware response website ([www.cisa.gov/stopransomware](https://www.cisa.gov/stopransomware)) which provides helpful information and resources for small businesses. This site could also point out programs that the state has invested in such as Idaho’s own Institute for Pervasive Cybersecurity at Boise State University, and the Cyberdome Initiative. The Cyberdome is funded by a grant from the State Board of Education Higher Education Research Council (HERC) to develop regional training security operation centers across the state (at Idaho 2-year and 4-year institutions) and provide a scalable operation model that can help provide small cities and counties network security monitoring. Additional resources may also be available through federal partners including DHS, CISA, and the Idaho National Guard.

4.1d – CISA ([www.cisa.gov](https://www.cisa.gov)) is the recommended site for all organizations, small businesses, and members of the public for guidance on cybersecurity matters. The Idaho Information Technology Services ([www.its.idaho.gov](https://www.its.idaho.gov)) website is the recommended site for guidance on state cybersecurity matters.

**4.2 – Launch a Series of Cyber Public Service Announcements**

The task force recommends the Governor pursue a cyber-themed public service announcement campaign to educate the public on issues including cyber prevention, detection, response, and recovery. The information in these campaigns should come from well-established and trusted organizations such as DHS, CISA, Idaho Information Technology Services, the Idaho Tax Commission, Idaho State Controller’s Office, and more. Events like National Cybersecurity Awareness Month in October presents another opportunity to promote cybersecurity awareness and literacy through television or radio stations.

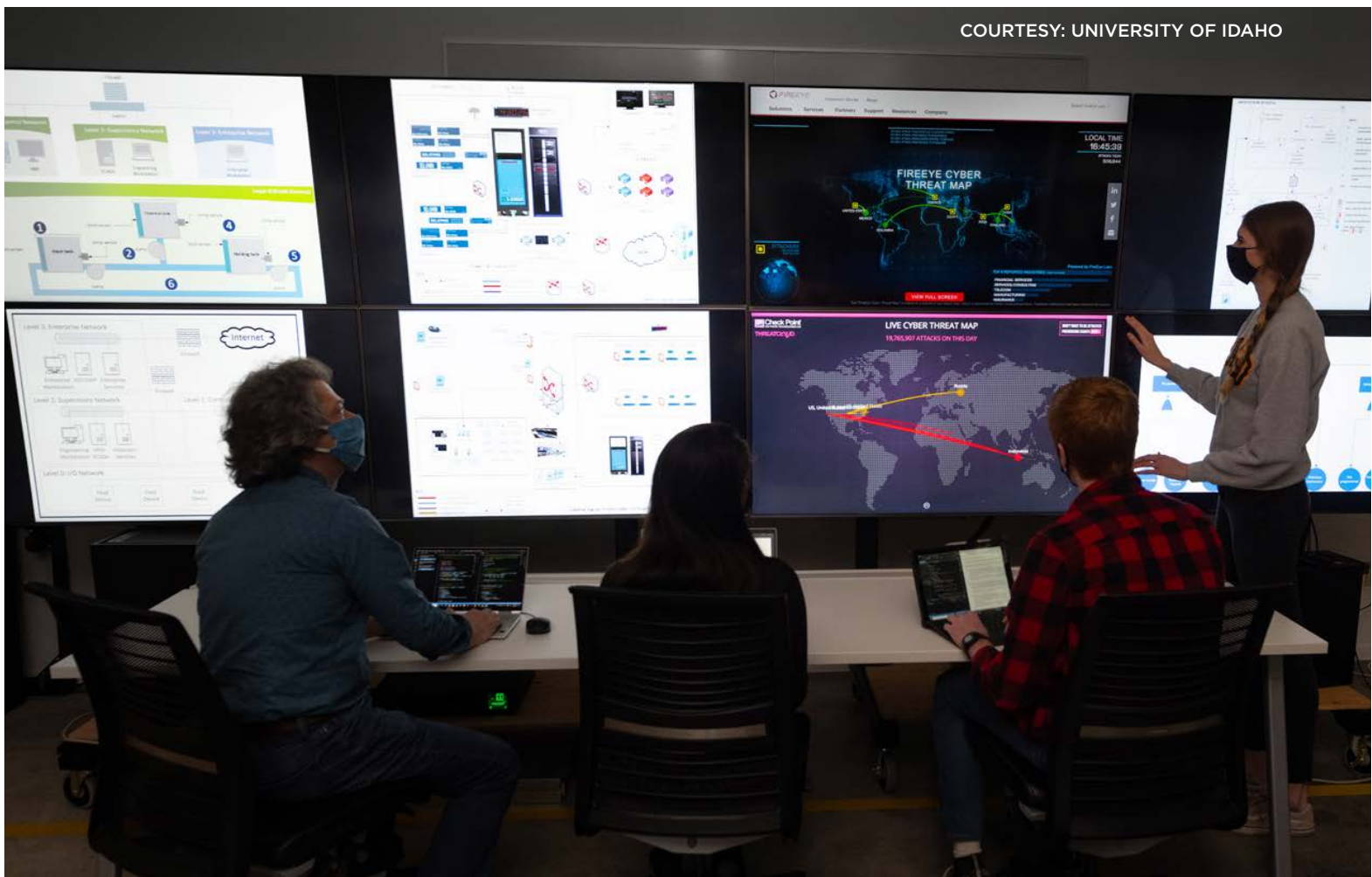
#### 4.3 – Build on the Success of and Further Develop Idaho Cybersecurity Summit

The task force recommends the Governor continue to develop and sponsor the annual Idaho Cybersecurity Interdependencies Summit, while working to expand relevant content, topics, and speakers.

This annual cybersecurity conference is a critical platform for developing communities of practice, sharing best practices and approaches, deepening the conversations around cybersecurity throughout the state, and providing direct or hands-on actions and artifacts that can be taken and deployed immediately. It could also provide timely feedback to Idaho’s higher education institutions on what is working in industry, what is needed, and what is evolving. The task force also recommends that the event organizers work with industry to underwrite and sponsor this event.

#### 4.4 – Continue Outreach and Information Sharing with Rural Counties

The task force recommends the Governor continue providing cyber outreach and information sharing to rural county risk managers, emergency managers, and local elected officials. In the event of a major cybersecurity breach, service disruption, or ransomware attack of a critical business or infrastructure resource, rural counties should be aware of and understand the state and federal resources available to assist in response and recovery.





**Recommendation 5: Continue to Address Cybersecurity in Idaho and Build Upon the Recommendations of Cybersecurity Task Force****5.1 Continue to Address Future Cybersecurity Threats to Idaho**

The recommendations provided in this report are a start in the process of addressing cyber threats to the state of Idaho. However, cybersecurity is a complex and evolving global topic, and no single report or set of recommendations can cover the scale of the challenge or address all the opportunities.

Therefore, the task force recommends that the Governor's office continue this conversation and effort to address cybersecurity in Idaho through the continuation of the task force, an annual cybersecurity symposium, the creation of a new nonprofit organization, or the establishment of an advisory board. Just like the economy, information, and technology the state aims to protect, this discussion must be active, ongoing, and ever-evolving.



COURTESY: INL

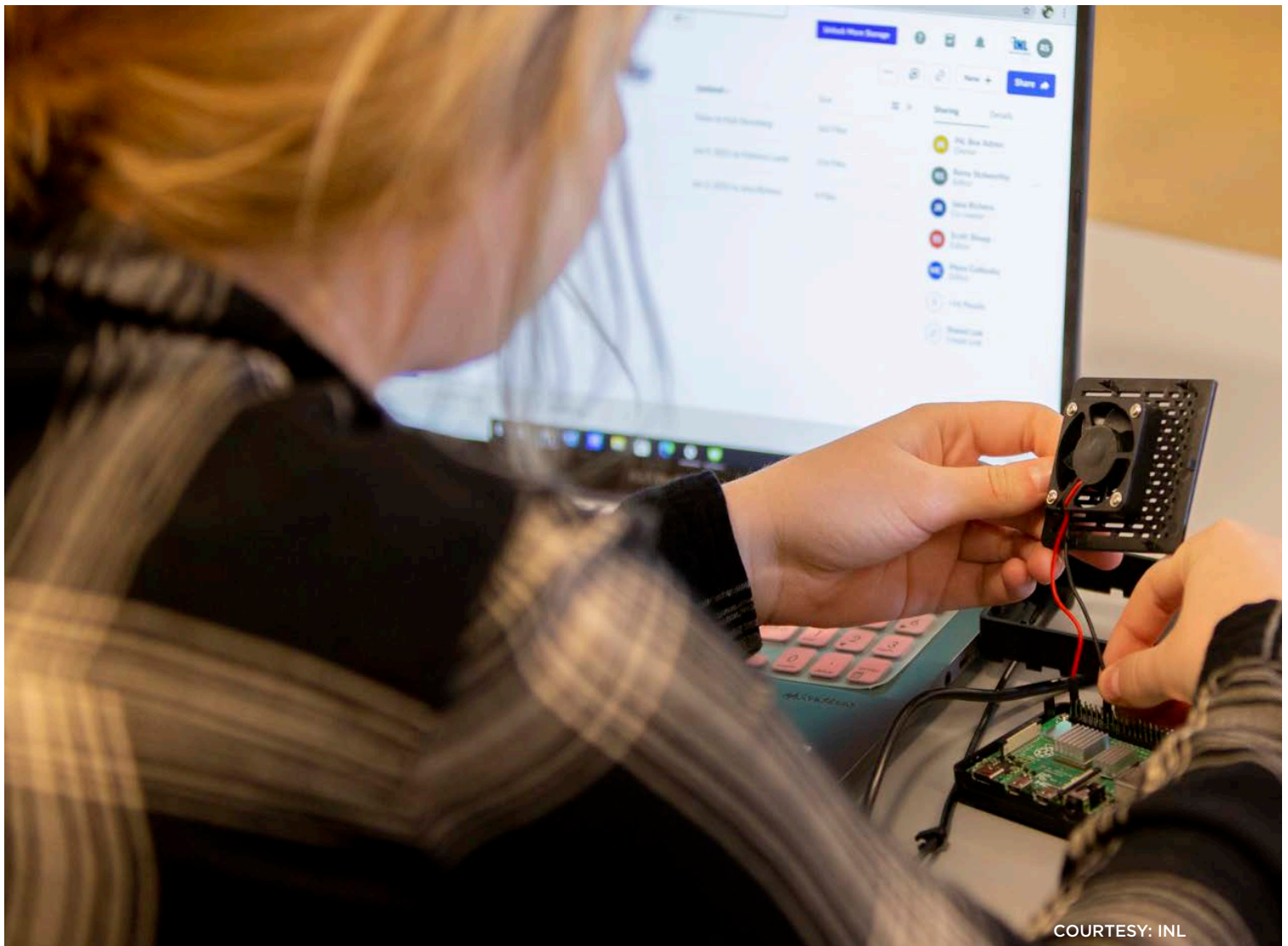
## Conclusion

The recommendations from the task force are a necessary step forward in protecting valuable Idaho resources from cyberattack while preparing the state for future threats and exigencies. Thanks to the task force members and all contributors to this process.

By focusing our efforts on active engagement, adaptability, and coordination, Idaho is stepping up to meet the global threat head-on. But it will take all of us to be successful.

From increasing resources for cybersecurity education and workforce training, to protecting our state's most vital infrastructure, partnerships will be critical. It will also be critical to continue the work of this task force and continue to make investments in cybersecurity in Idaho. Other states are already making significant investments in cybersecurity. Idaho must continue to do the same, or risk falling behind.

By working together, sharing information, communicating regularly, and remaining vigilant to the ever-evolving landscape, Idaho can help prevent, detect, respond, and recover from present and future cyber threats.





A photograph of a person's hands typing on a laptop keyboard, overlaid with a semi-transparent blue filter. The word "Appendix" is centered in white text with a horizontal line underneath it.

## Appendix

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# Cybersecurity Resources

- Cybersecurity and Infrastructure Security Agency (CISA) - <https://www.cisa.gov/>
- Cybersecurity Manufacturing Innovation Institute (CyManII) - <https://cymanii.org/>
- Federal Bureau of Investigation (FBI) - <https://www.fbi.gov/>
- Idaho State Board of Education (SBOE) - <https://boardofed.idaho.gov/>
- National Security Agency (NSA) - <https://www.nsa.gov/>
- State of Idaho Cybersecurity - <https://cybersecurity.idaho.gov/>
- State of Idaho Information Technology Services (ITS) - <https://its.idaho.gov/>
- State of Idaho Office of Emergency Management (OEM) - <https://ioem.idaho.gov/>
- United States Department of Homeland Security (DHS) - <https://www.dhs.gov/>

## Idaho University Cybersecurity Programs

- Boise State University (BSU) - <https://www.boisestate.edu/cybersecurity/programs/>
- College of Eastern Idaho (CEI) - <https://www.cei.edu/programs-of-study/technology/cybersecurity-center>
- College of Southern Idaho - <https://www.csi.edu/information-technology/community/cybersecurity/default.aspx>
- College of Western Idaho (CWI) - <https://cwi.edu/program/cybersecurity>
- Idaho State University (ISU) - <https://www.isu.edu/industrialcybersecurity/>
- Lewis and Clark State College (LCSC) - <https://www.lcsc.edu/program-finder/cybersecurity>
- North Idaho College (NIC) - <https://www.nic.edu/cybersecurity/>
- University of Idaho Cybersecurity (U of I) - <https://www.uidaho.edu/engr/programs/cybersecurity>

# Task Force Members



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## Committees



### Election Security

- Ben Ysursa, Chair, Former Secretary of State
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- Eleanor Taylor, INL
- John Young, Workforce Development Council

## Staff Contributors

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Idaho Commerce: Matt Borud, Carmen Achabal, Cody Allred



## Cybersecurity Task Force Meeting

Thursday, August 19, 2021

1:00 p.m. to 5:00 p.m. MT

The Riverside Hotel – Cinnabar Conference Room  
2900 W. Chinden Blvd. Garden City, ID 83714

Meeting ID: 851 5003 3922

Click [here](#) to join the meeting remotely.

*\*Members may also be attending via conference call.*

Time	Topic	Lead	Notes
1:00 p.m.	Call to Order and Welcome	Tom Kealey	
1:15 p.m.	Overview of Mission and Deliverables	Zach Tudor & Tom Kealey	
1:30 p.m.	Introduction of Task Force Members and Support Team	Zach Tudor	
2:30 p.m.	Setting the Stage – State and National Challenges	Zach Tudor & Tom Kealey	
3:00 p.m.	Break	Tom Kealey	
3:15 p.m.	Why Idaho – Assets and Opportunities Panel Discussion <ul style="list-style-type: none"> <li>• Zach Tudor, INL, Associate Lab Director</li> <li>• Ryan White, Senator Jim Risch's Office, Chief of Staff</li> <li>• Scott Cramer, Cybercore Integration Center, Director</li> <li>• General Brad Richy, IOEM, Director</li> <li>• Brad Wiskirchen, Idaho Cyber Alliance, Founder</li> </ul>	Zach Tudor	
4:15 p.m.	Next Steps – Subcommittees and Meetings	Tom Kealey	
4:55 p.m.	Public Comments	Zach Tudor	
5:00 p.m.	Adjournment	Tom Kealey	Action Item

700 W State Street, Boise, Idaho 83702 — 208.334.2470 or 800.842.5858 — [commerce.idaho.gov](http://commerce.idaho.gov)





### CYBERSECURITY TASK FORCE MEETING

Thursday, September 30, 2021

9:00 a.m. – 2:00 p.m. MT

*The public meeting will be located at 700 W. State St. Boise, ID 83702, second floor, Clearwater conference room. Seating is limited. The public is encouraged to participate online.*

Click the link below to join this meeting remotely.

<https://us02web.zoom.us/j/88217307865?pwd=YzhodWY4TTkwZnRMVVRWCWkiYdW5RUT09>

Time	Topic	Lead	Notes
9:00 a.m.	Call to Order, Welcome and Updates Subcommittee Introductions	Tom Kealey	Action Item
9:30 a.m.	Elections in Idaho Presenter: Ben Ysursa, Former Idaho Secretary of State	Zach Tudor	
9:45 a.m.	Idaho Election Cybersecurity Center Presenter: Dr. Hoda Mehrpouyan, Boise State University	Tom Kealey	
10:15 a.m.	National Perspective on Election Security Presenter: Bob Kolasky, Director National Risk Management Center	Zach Tudor	
10:45 a.m.	Break		
11:00 a.m.	State and National Perspective on Election Security Panel Discussion Moderator: Zach Tudor, INL, Associate Lab Director Jeremy Epstein, National Science Foundation Chad Houck, Idaho Secretary of State Office Sharee Sprauge, Power County	Zach Tudor	
12:00 p.m.	Task Force Reflections and Input	Tom Kealey	
12:30 p.m.	Break		
1:00 p.m.	Subcommittee Reports Election Security: Ben Ysursa Workforce Development: Domini Clark	Zach Tudor	

700 W State Street, Boise, Idaho 83702 — 208.334.2470 or 800.842.5858 — [commerce.idaho.gov](http://commerce.idaho.gov)



**CYBERSECURITY TASK FORCE MEETING**

Wednesday, November 10<sup>th</sup>  
8:00 a.m. MT – 4:00 p.m. MT

*The public meeting will be located at 700 W. State St. Boise, ID 83702. Seating is extremely limited. The public is encouraged to participate online.*

Click the link below to join the meeting remotely:

<https://us02web.zoom.us/j/81755325544?pwd=QlVEcXlqUW9JREk0Z1pBOHZUK3phdz09>

Time	Topic	Lead
8:00 am	Call to Order, Welcome and Updates	Zach Tudor
8:10 am	National Priorities and Perspectives on Cybersecurity Presenter: Rob Lee; Dragos, Inc	Tom Kealey
8:45 am	Critical Infrastructure Overview and Subcommittee Update Presenter: Frank Harrill	Tom Kealey
9:15 am	DOE Cyber Testing for Resilient Control Systems (CyTRICS) presenter: Ginger Wright	Zach Tudor
9:45 am	DHS Regional Resiliency Assessment Program Briefing Presenter: Kelly Wilson	Zach Tudor
10:15 am	State and National Perspective on Critical Infrastructure Panel Discussion Moderator: Frank Harrill Brad Richy, Office of Emergency Management Paul Shaver, Mandiant Tobias Whitney, Fortress Information Security Sgt. Bret Kessinger, Idaho State Police Kevin Reifsteck, Microsoft	Zach Tudor
11:15 am	Task Force Reflections and Input	Tom Kealey
11:45 am	Break	
12:15 pm	Cyber Literacy Overview and Subcommittee Update Presenter: Jeff Newgard	Tom Kealey
12:30 pm	US Secret Service Cybersecurity Briefing Presenter: Paul Hagedorn, Sr. Special Agent	Tom Kealey
1:15 pm	Educating and Empowering Cybersecurity Presenter: Lisa Plaggemier, National Cybersecurity Alliance	Tom Kealey
2:00 pm	Perspectives on Cyber Literacy for Small Businesses Moderator: Jeff Newgard Daniel DeCloss, PlexTrac James Perry, Amazon Web Services Evan Francen, Security Studio	Tom Kealey
2:45 pm	Task Force Reflections and Input	Tom Kealey
3:15 pm	Subcommittee Updates: Election Security, Ben Ysursa Workforce Development, Domini Clark	Zach Tudor
3:45 pm	Public Comments	Tom Kealey
4:00 pm	Action Items and Adjournment Future meeting dates: December 15 <sup>th</sup> – Location TBD February 9 <sup>th</sup> – Boise	Zach Tudor



### CYBERSECURITY TASK FORCE MEETING

Wednesday, December 15<sup>th</sup>

9:00 a.m. MT – 4:35 p.m. MT

*The public meeting will be located at 700 W. State St. Boise, ID 83702. Seating is extremely limited. The public is encouraged to participate online.*

Join the meeting remotely using the link below:

<https://us02web.zoom.us/j/85656444646>

Time	Topic	Lead
9:00 a.m.	Call to Order and Welcome	Tom Kealey
9:10 a.m.	National Perspectives and Initiatives on Cybersecurity Workforce Development Presenter: Nitin Natarajan, Deputy Director Cybersecurity & Infrastructure Security Agency (CISA)	Zach Tudor
10:00 a.m.	Sparkling Cyber Interest in America's Future Presenter: Pat Yongpradit, Chief Academic Officer CODE.org	Tom Kealey
10:30 a.m.	Break	
10:45 a.m.	Task Force Reflections and Input	Zach Tudor
11:00 a.m.	Workforce Development Subcommittee Update	Domini Clark
11:15 a.m.	Idaho K-12 Efforts in Increasing Cybersecurity Interest Moderator: Wendi Secrist, Idaho Workforce Development Council Kaitlin Maguire, Ph.D., Idaho STEM Action Center Jennifer Jackson, Idaho National Laboratory Ryan Gravette, Idaho Digital Learning Alliance Roger Plothow, Idaho Business for Education	Tom Kealey
12:15 p.m.	Lunch Break	
1:00 p.m.	Cybersecurity and Workforce Transformation Presenter: Diana Burley, Ph.D., Vice Provost for Research American University	Zach Tudor
1:30 p.m.	Synergizing Idaho's Higher Education Cyber Initiatives Moderator: Domini Clark, Blackmere Consulting Dr. Michael Haney, University of Idaho Dr. Terry Soule, University of Idaho Ed Vasko, Boise State University Dr. Rick Aman, College of Eastern Idaho	Tom Kealey
2:45 p.m.	Break	
3:00 p.m.	Apprenticeships: Transitioning Veterans to Cyber Heroes Moderator: Dr. Scott Snyder, Idaho State University Mark Tschampl, Idaho Division of Veteran Services Dr. Mindi Anderson, Idaho Veterans Chamber of Commerce Alison Garrow, Mission 43 Ephraim Peterson, Veteran - DOD SkillBridge Program	Zach Tudor
4:00 p.m.	Task Force Reflections and Input	Tom Kealey
4:15 p.m.	Short-Term Recommendations February 9 <sup>th</sup> Meeting Expectations and Preparation	Zach Tudor and Tom Kealey
4:30 p.m.	Public Comments	Zach Tudor
4:35 p.m.	Action Items and Adjournment	Tom Kealey

700 W State Street, Boise, Idaho 83702 — 208.334.2470 or 800.842.5858 — [commerce.idaho.gov](http://commerce.idaho.gov)

**CYBERSECURITY TASK FORCE MEETING**Wednesday, February 9<sup>th</sup>

1:00 p.m. MT – 5:00 p.m. MT

*The public meeting will be located at 700 W. State St. Boise, ID 83702. Seating is extremely limited. The public is encouraged to participate online.*

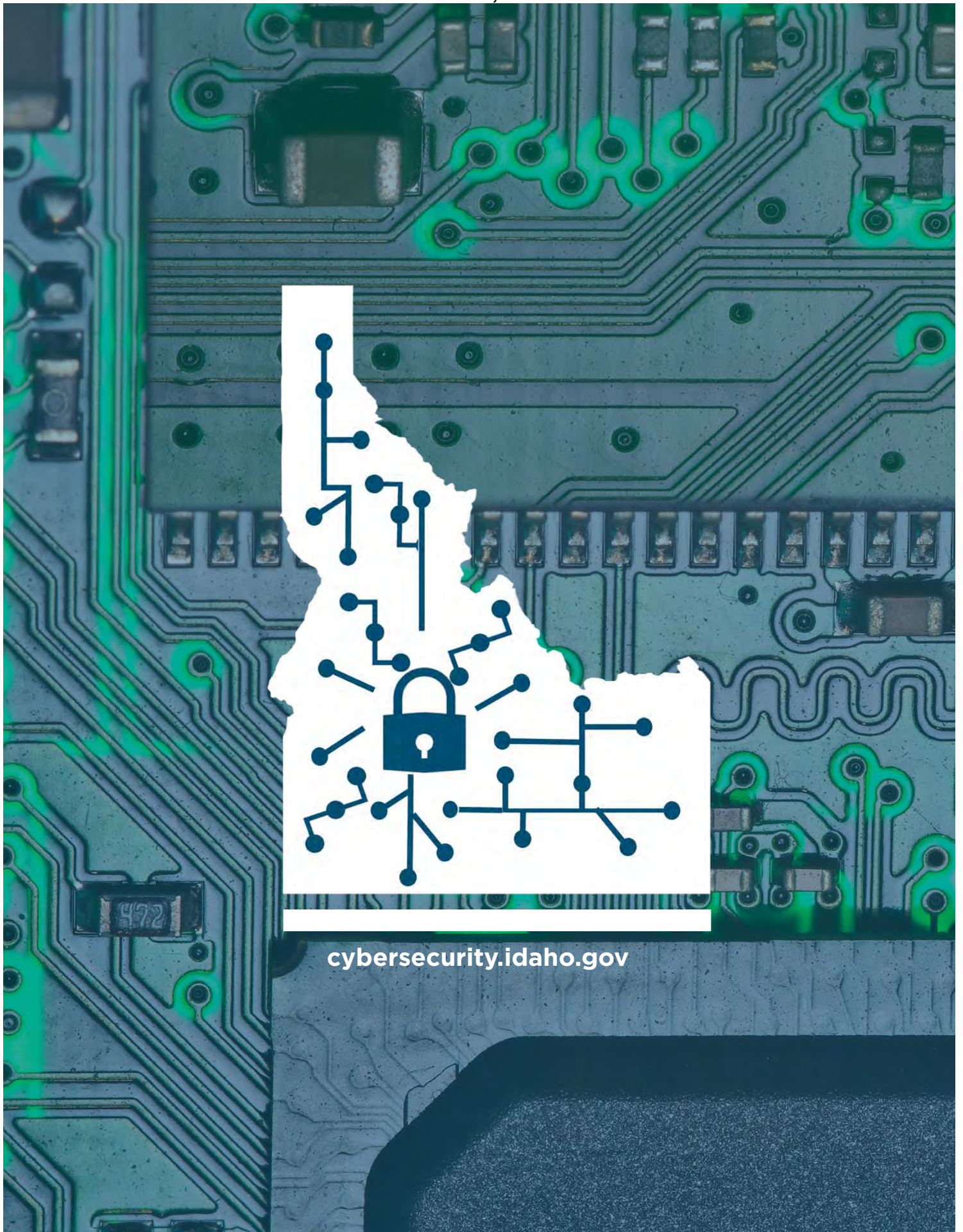
Click the link below to join the meeting remotely:

<https://us02web.zoom.us/j/88217307865?pwd=YzhodWY4TTkwZnRMVVRCWklYdW5RUT09>

Time	Topic	Lead	Notes
1:00 p.m.	Call to Order, Welcome and Updates	Tom Kealey	Action Item
1:15 p.m.	Review Draft Recommendations and Report Facilitator: Darcie Martinson	Zach Tudor	
4:45 p.m.	Public Comment Period	Tom Kealey	
4:50 p.m.	Path Forward – Review Schedule	Tom Kealey	
5:00 p.m.	Action Items and Adjournment	Zach Tudor	

700 W State Street, Boise, Idaho 83702 — 208.334.2470 or 800.842.5858 — [commerce.idaho.gov](https://commerce.idaho.gov)





**UNIVERSITY OF IDAHO**

**SUBJECT**

University of Idaho Extension 4-H Youth Development Program – Extended Learning Opportunities Provider Application

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code Chapter 64, Section 33

**BACKGROUND/DISCUSSION**

The University of Idaho Extension 4-H Youth Development Program requests permission to serve as a statewide provider of for-credit programs to K-12 public school students, as allowed by Idaho Code Chapter 64, Section 33. Idaho 4-H has a long history providing extensive programming for Idaho youth, partnering with schools across the state. As such, 4-H is uniquely positioned to help Idaho students earn school credit, adding additional value to their current curriculum through experiential learning that will serve them throughout their lifetime.

The 4-H program year begins October 1 each year, and most proposed credit-bearing programs would conclude the following summer after the student completes their exhibition at county fairs around the state. Completion of credits would then be awarded at the end of the student's next fall semester. Other programming such as 4-H Know Your Government is completed during the spring legislative session and credits could be awarded at the end of spring semester.

**IMPACT**

Over 14,000 K-12 students in Idaho are members of 4-H clubs and more than 70,000 participate in 4-H to some extent. Approval of this request would positively impact thousands of 4-H club members that complete approved programming to earn mastery credit in elementary school and credits towards graduation in middle and high school.

**ATTACHMENTS**

Attachment 1 – University of Idaho Extension letter requesting State Board of Education Approval

Attachment 2 – 4-H Youth Development Program Course List and Descriptions

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

HB 172 (2021), enacted by the 2021 Legislature created Chapter 64, Title 33, establishing extended learning opportunities for public school students. Section 33-6401, Idaho Code, entitles students attending public school in Idaho to be eligible to participate in learning experiences out of the classroom. These learning experiences may be approved by the State Board of Education as a statewide eligible program or by the school district or charter school (local education agency) as a locally available program.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 15, 2022**

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Each local education agency is required to adopt extended learning opportunities program policies identifying how students may apply for credit and how programs may apply to offer extended learning opportunities. To earn credit or acknowledgement that a required standard has been met, the student must agree to abide by the local education agency's policy for recognition of extended learning opportunities. The award of credits at the high school level must also conform to the high school accreditor standards for the awarding of credit.

Section 33-6402, Idaho Code, requires the Board adopt a policy regarding extended learning opportunities. Board staff is working with interested parties in developing the policy as well as exploring similar programs in other states. This program will serve as a pilot for the process of bringing proposals forward to the Board. The first reading of the Extended Learning Opportunities policy is scheduled to come before the Board at the August 2022 regular Board meeting.

Approval of this program by the Board as an eligible program will alleviate the need for each local education agency to approve the program. For specific subject area credits to be granted, additional work will need to be done to show the individual programs meet the content standards for the applicable subject area or credits could be granted as elective credits. The content standards alignment is not necessary for programs that are used toward elective credits.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho 4-H Youth Development Program to serve as a statewide provider of for-credit programs to Idaho K-12 public school students through those programs listed in Attachment 2. The awarding of individual student credit is subject to the local education agency policy. Credits awarded for core subject areas must align to the applicable content standards credits are being awarded toward.

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



May 2, 2022

Idaho State Board of Education  
% Mr. Matt Freeman  
P.O. Box 83720  
Boise, ID 83720-0037

Dear State Board of Education,

On behalf of the University of Idaho Extension 4-H Youth Development Program, I am writing with a formal request under Idaho Code Chapter 64, Section 33 that we be approved as a statewide provider of for-credit programs to public-school students.

The code describes Extended Learning Opportunities as "... enrichment opportunities outside of a classroom setting; [and] career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships ..."

The code also states that credits can be approved by the Idaho State Board of Education either for graduation (if students are in middle school or high school) or through mastery of required skills or state standards (if students are in elementary school.)

We are delighted that the Idaho Legislature approved, and Gov. Brad Little signed into law this innovative bill. As you likely know, Idaho 4-H programs work collaboratively with youth, parents and community partners including schools across the state to provide non-formal educational opportunities to Idaho youth. We have abundant examples of successful, local 4-H programs using aligned, standard curriculum to drive hands-on learning for students.

We believe 4-H is the ideal organization to be the first for approval by the State Board to offer Extended Learning Opportunities statewide. Since our founding in Idaho 110 years ago, 4-H has provided high-quality learning opportunities in science, government, history and more through hands-on programs, project-based learning, and educational experiences.

4-H'ers learn through their involvement with caring adults and develop a spark which is the youth's personal view of their potential. 4-H sparks the inner passions, interests and talents of young people that inspire them on the path to thriving in today's world.

Through 4-H, some youth learn through courses that are taught in a school in partnership with a certified teacher, while in other cases they are offered as an after-school program or off-site with certified volunteers. But in all cases the courses are teaching Idaho students the foundational life skills they need to be successful students and citizens.

Examples of our Extended Learning Opportunities include:

- We responded to a huge increase in interest for our Animal Science program by developing a training program so that volunteers could lead students through a curriculum rooted in standards from the National Science Foundation.



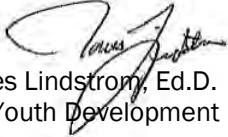
- We collaborate in the Magic Valley with Boys & Girls Clubs, the county and local schools on STEM enrichment programs for elementary school students, and expanded that commitment to help fund AmeriCorps volunteers, who lead the programs.
- Each year we host the 'Know Your Government' conference, bringing students in grades eight and nine together from around the state to learn about Idaho state government and the legislature. (It is organized each year in collaboration with graduates of the program.)

There is so much more. Enclosed with this letter are descriptions of the programs we offer in partnership with youth, families, community partners, and schools throughout Idaho. These programs align to state standards and require a student to show mastery of subjects before completion.

We are delighted by the opportunity to submit this formal application for approval. We are happy to work with your staff on whatever information you need to approve our curriculum under the new Extended Learning Opportunities law.

Please contact me with thoughts or questions.

Sincerely,

A handwritten signature in black ink, appearing to read "James Lindstrom", is positioned above the printed name and title.

James Lindstrom, Ed.D.  
4-H Youth Development Program Director

Idaho 4-H provides experiences where young people learn by doing through completing hands-on projects in areas like health, science, agriculture, and citizenship. Youth build confidence, creativity, curiosity, and life skills such as leadership and resiliency to help them thrive today and tomorrow.

Research shows 4-H youth excel beyond their peers. A longitudinal study discovered that the structured out-of-school time learning, leadership experiences, and adult mentoring that young people receive through their participation in 4-H plays a vital role in helping them achieve success.

All 4-H projects include enrollment, attendance of a minimum of six club meetings, project meetings, individual project work, a speech or demonstration, an exposition of the project, and the completion of a record book which includes journaling.

Below are programs that Idaho 4-H has delivered that would be excellent examples of Idaho 4-H programming eligible for school certification. The lists include 4-H projects and educational programming led by UI Extension educators and volunteers.

#### Leadership and Personal Development

Included in the project area are entrepreneurship, youth financial literacy, leadership, and workforce development. 4-H members enrolled in 9,142 projects in this area in 2019-2020.

Additional program information includes:

- State Teen Association Conference – an opportunity for youth to experience college life, explore career opportunities, and prepare for a lifetime of success; 4-day conference at University of Idaho Moscow campus
- Juntos 4-H – this program encourages underserved Latinx youth and their families to gain the knowledge and skills they need to access higher education. Jerome, Twin Falls, Blaine, and Canyon Counties are involved in the program.
- Camp Counselors – resident camping programs throughout the state rely on trained teens to act as mentors in a leadership role with younger youth.
- Ambassadors – Trained 4-H Teens represent the program through public presentations on the county and state levels.

#### Civic Engagement

- Know Your Government is a project and program area that empowers youth to be well-informed citizens actively engaged. Youth are in their communities by learning how state government decision making works, influencing state government, how the state judicial system works, how cases are brought to court, and observing the legislative process in action, a three-day conference in Boise. Project enrollment in 2019-2020 was 362.
- International exchange programs are reciprocal hosting and traveling to various countries, including throughout the world, including Japan and Korea. For example, Idaho 4-H Youth Development has hosted 60 youths and sent 6 – 7 youth per year prior to COVID-19.

#### Communications & Expressive Arts

This project area includes various projects, including drama, jewelry making, leathercraft, music, cowboy poetry, photography, and design concepts. Project enrollment in 2019-2020 was 5,493.

### Consumer and Family Sciences

Clothing construction, quilting, consumer education, and heritage crafts make up this project area. In 2019-2020 there were 1,757 4-H projects completed in this area. Additional programs include:

- Financial Management –Jefferson County has a 2-day simulation program
- Child Development – babysitting program with military youth and families
- LifeSmarts – the ultimate consumer decision-making challenge as part of a national set of contests managed and led by UI Extension educators

### Foods and Nutrition

This project area includes food preservation, food sciences, food culture, baking, Dutch-oven cooking, and nutrition. Recent reports indicate that there were 5,568 Food and Nutrition projects enrollments in this project area.

- Cooking & Nutrition – Multiple counties throughout the state offer educational workshops and day-camps to facilitate hands-on learning.
- Food Preservation – University of Idaho 4-H faculty developed the Food Preservation curriculum that is used nationally.

### Health

This project area includes Choose Health, Food Fun, and Fitness, Keeping Fit, first-aid, and yoga for youth. In 2019-2020 there were 4,711 4-H projects in this area 2019-2020.

### Animals

- Animal Science projects include feed and nutrition, facility management, anatomy and physiology, biology, biosecurity, and financial management. In addition, Animal Science 4-H project members select an animal, attend at a minimum of six 4-H Club meetings, either teach or attend training on five advanced animal science lessons, exhibit their animal, complete a record book, and give a speech or demonstration on their project. There were 23,274 individual 4-H animal science projects in the 2019-2020 program year.

### Biological Sciences

- The Biological Science project area includes plant science, entomology, beekeeping, and veterinary science 4-H projects. There were 3,741 projects taken throughout Idaho in the 2019-2020 project year. Project completion requirements include 4-H meetings, individual study, contests and competitions, speech and demonstrations, and record book completion.
- Other specific programs include:
  - Hydroponics educational programming in Washington County
  - Rangeland Skill-a-thon – Statewide
  - Dabble in Dissection – a dissection lab hosted by 4-H where students dissect a frog, pig, and worm.

### Environmental Education & Earth Sciences

- This project area includes various related 4-H projects, including ecology, camping/backpacking, water quality, forestry, geology, shooting sports, survival, and wildlife science. There were 4,759 individual projects in the 2019-2020 program year.

**Technology and Engineering**

- 4-H projects such as robotics, wood science, electricity, engines, aerospace, and computer science make up this project area. Idaho 4-H Youth Development sponsored 7,740 projects in this area in 2019-2020.
  - Drones – several counties offer drone camps and workshops for youth
  - Coding – Cassia County, Twin Falls County, Canyon County, and Ada County 4-H Youth Development programs offer various workshops, camps, and projects in coding
  - Robotics is a project area and program offered as multiple school enrichment and short-term programs currently offered throughout the state.
  - Think Make Create (TMC) Labs are 16 mobile makerspaces across the state that provide low-tech, hands-on STEM education that includes engineering, electronics, design, art, and literacy, about 850 youth/month are served by TMC hosts

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 15, 2022**

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**SUBJECT**

Charter School Programs Grant Update

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code Chapter 64, Section 33

**BACKGROUND/DISCUSSION**

Bluum is a non-profit corporation in existence since 2014. Since then, the organization has supported the growth of high quality charter schools throughout the state. To date, the organization has overseen an investment of more than \$80 million to support the creation of 15,000 charter school seats. The organization has also expanded to provide technical assistance in charter school start-up, operations, facilities financing, school leadership development, special education, governance, and academics. In 2018, Bluum partnered with the Board, the Public Charter School Commission, the J.A. and Kathryn Albertson Family Foundation and Building Hope to secure a \$22 million federal Charter School Programs grant. Bluum serves as the project lead for Idaho's Communities of Excellence Program.

**IMPACT**

This presentation will provide an overview of the status of the grant as well as an update on some of Bluum's other partnership activities and outcomes.

**ATTACHMENTS**

Attachment 1 – Presentation

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Idaho received \$17,111,111 in funding over five years. In September 2019, the grant amount was increased to \$22,472,222. Ninety percent of funds will go to charter school start-up, school replication, and school expansion project; seven percent of the funds will be used to provide state-level technical assistance, program evaluation/research for schools and authorized chartering entities. The grant program is open to newly authorized charter schools, expanding or replicating high performing charter schools. Awards are made through a competitive, peer reviewed process.

In addition to the partnership on the Charter School Programs federal grant, Bluum has partnered with the Board office in applying for a grant program whose model was ultimately used for the foundation of the Strong Families, Strong Students program as well as other areas focus on charter school quality and accountability. These efforts have included research like the CREDO report presented to the Board in 2019 that looked at charter school student performance and the current longitudinal student researching full-day kindergarten outcomes that was started in 2021.

**BOARD ACTION**

This item is for informational purposes only.

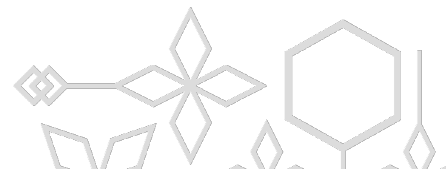


# State Board of Education

June 2022



PPGA



## WHAT BLUUM VALUES AND DOES



### WE BELIEVE

That school choice helps families, children, and educators achieve more and do better.



### WE ARE COMMITTED

To ensuring that Idaho's children reach their fullest potential by cultivating great leaders and innovative schools.



### ABOUT BLUUM

Bluum is a nonprofit organization helping Idaho become a national model for how to maximize learning opportunities for children and families.

**BLUUM EMPOWERS AND SUPPORTS** educators who take risks and put children first by:

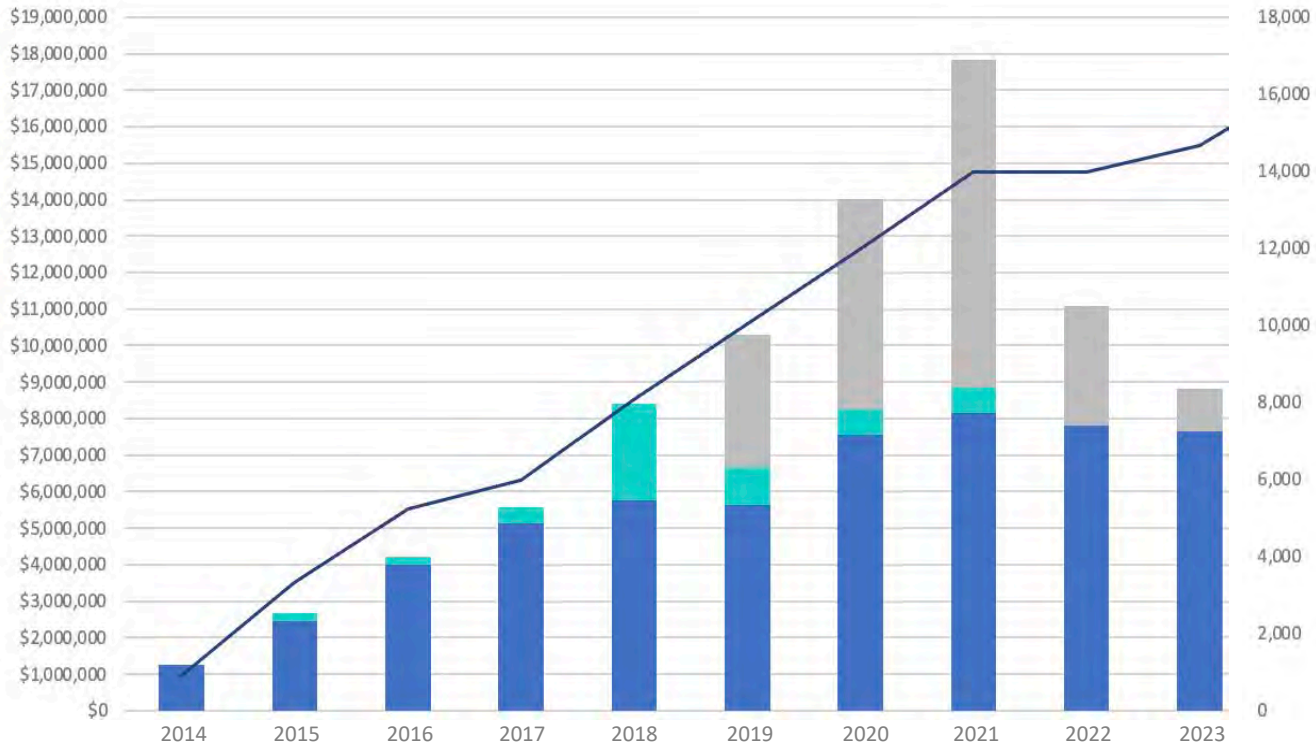
- Developing innovative leaders;
- Growing successful school models;
- Sharing research and learning innovations;
- Providing school support and management help.



Work getting done at  
Elevate Academy in Caldwell

Leveraging Capital & Grantmaking

ANNUAL DOLLARS



CUMULATIVE SEATS

JKAF Funding  
(\$55,418,738)

Other Funding  
(\$6,032,700)

CSP Funding  
(\$22,472,222)



**\$22M**  
2018 - 2023

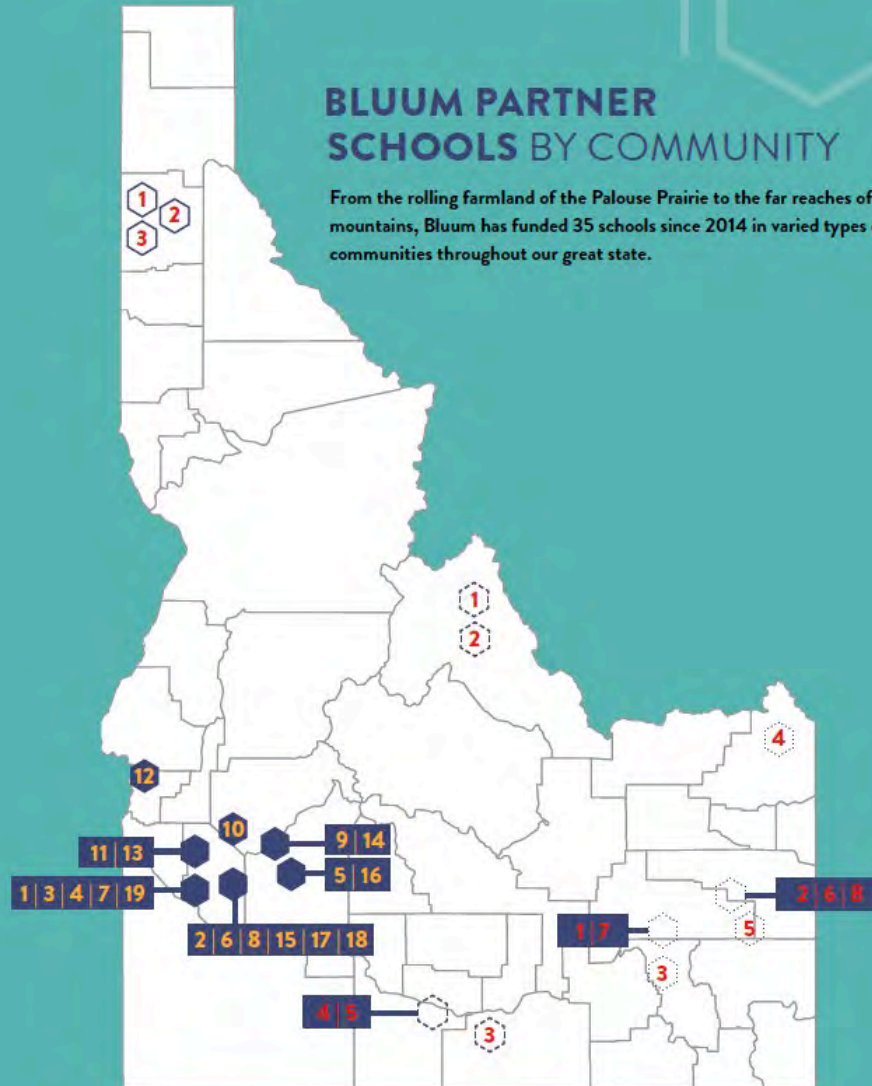


### Idaho's "Communities of Excellence" Consortium

- **Bluum** – Boise-based non-profit project lead and grant recipient.
- **Idaho State Board of Education** – ultimate state quality control agent.
- **J.A. and Kathryn Albertson Family Foundation** – critical nonprofit funding partner.
- **Idaho Public Charter School Commission** – lead authorizer for new and expanded public charter schools.
- **Building Hope** – nationally-recognized facilities finance experts.

### Other Activities done in Partnership with Idaho State Board of Education:

- **Strong Families, Strong Students** – was funded with \$50 million in federal coronavirus relief funds. It enabled eligible families to securely access \$1,500 per child or up to \$3,500 per family credit. Eligible purchases included computer hardware, software, and other devices including adaptive learning technology, internet connectivity, instructional materials, fees for courses, tutoring services, educational services and therapies, and licensed daycare during work hours.
- **Full-Day Kindergarten Research** – engaged Public Impact to analyze academic outcomes of students participating in full-day kindergarten across Idaho as measured by the IRI.



#### NORTHERN

- 1 North Idaho STEM Charter Academy, Rathdrum
- 2 Hayden Canyon Charter School, Hayden
- 3 Elevate Academy North, Post Falls

#### SOUTHWEST

- 1 Idaho Arts Charter School, Nampa
- 2 Compass Public Charter School, Meridian
- 3 Gem Prep: Nampa, Nampa
- 4 Treasure Valley Leadership Academy, Nampa
- 5 Sage International School, Boise
- 6 Gem Prep: Meridian, Meridian
- 7 Pathways in Education, Nampa
- 8 St. Ignatius Catholic School, Meridian
- 9 Future Public School, Garden City
- 10 Forge International School, Middleton
- 11 Elevate Academy, Caldwell
- 12 Treasure Valley Classical Academy, Fruitland
- 13 MOSAICS Public School, Caldwell
- 14 Anser Charter School, Garden City
- 15 Gem Prep: Meridian North, Meridian
- 16 Cardinal Academy, Boise
- 17 Gem Prep: Meridian South, Meridian
- 18 Doral Academy, Meridian
- 19 Elevate Academy Nampa, Nampa

#### CENTRAL

- 1 Upper Carmen Charter School, Upper Carmen
- 2 Fernwaters Charter School, Nampa
- 3 RISE Charter School, Kimberly
- 4 Pinecrest Academy, Twin Falls
- 5 Gem Prep: Twin Falls, Twin Falls

#### SOUTHEAST

- 1 Gem Prep: Pocatello, Chubbuck
- 2 Alturas International School, Idaho Falls
- 3 Grace Lutheran High School, Pocatello
- 4 Island Park Charter School, Island Park
- 5 White Pine Charter School, Ammon
- 6 Alturas Preparatory Academy, Idaho Falls
- 7 The Academy (Connor), Chubbuck
- 8 Elevate East Idaho, Idaho Falls

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 15, 2022**

**ATTACHMENT 1**

**CSP Subgrantees**

Round	First GAN Date	Charter School	They Applied for CSP as:	New Seats	Total CSP Award	Authorizer	NCES Code
Round 1	5/10/19	Compass Public Charter School	Expansion	319	\$ 800,000	PCSC	21 - Suburb Large
Round 1	5/10/19	Forge International School	Replication	653	\$ 1,250,000	PCSC	22 - Suburb Midsize
Round 1	5/10/19	Future Public School	Start Up	576	\$ 1,250,000	PCSC	21 - Suburb Large
Round 1	5/10/19	Gem Prep: Meridian	Start Up	574	\$ 1,250,000	PCSC	21 - Suburb Large
Round 1	5/10/19	White Pine Charter School	Expansion	182	\$ 613,353	PCSC	23 - Suburb-Small
<b>Subtotal Round 1:</b>				<b>2,304</b>	<b>\$ 5,163,353</b>		
Round 2	11/15/19	Elevate Academy Inc.	Start Up	487	\$ 1,250,000	PCSC	22 - Suburb Midsize
Round 2	11/15/19	Fern Waters Public Charter School	Start Up	57	\$ 133,224	Salmon School Dist.	33 -Town Remote
Round 2	3/1/20	Gem Prep Meridian North LLC	Start Up	574	\$ 800,000	PCSC	41 - Rural Fringe
Round 2	11/15/19	Hayden Canyon Charter	Start Up	434	\$ 800,000	PCSC	41 - Rural Fringe
Round 2	11/15/19	Mosaics Public School	Start Up	540	\$ 800,000	PCSC	41 - Rural Fringe
Round 2	11/15/19	Treasure Valley Classical Academy	Start Up	702	\$ 1,250,000	PCSC	32 - Town Distant
<b>Subtotal Round 2:</b>				<b>2,794</b>	<b>\$ 5,033,224</b>		
Round 3	3/1/21	Anser Charter School	Expansion	302	\$ 800,000	PCSC	21 - Suburb Large
Round 3	4/17/20	Idaho Arts Charter School	Expansion	260	\$ 800,000	Nampa School Dist.	22 - Suburb Midsize
<b>Subtotal Round 3:</b>				<b>562</b>	<b>\$ 1,600,000</b>		
Round 4	12/18/20	Alturas Preparatory Academy	Start Up	602	\$ 800,000	PCSC	13 - City Small
Round 4	12/18/20	Gem Prep Meridian South LLC	Start Up	574	\$ 800,000	PCSC	41 - Rural Fringe
<b>Subtotal Round 4:</b>				<b>1,176</b>	<b>\$ 1,600,000</b>		
<b>GRAND TOTAL AFTER ROUND 4:</b>				<b>6,836</b>	<b>\$ 13,396,577</b>		
Round 5	5/14/21	Cardinal Academy Incorporated	Start Up	120	\$ 376,085	PCSC	12-City, Midsize
Round 5	5/14/21	Doral Academy of Idaho, Inc.	Start Up	342	\$ 500,000	PCSC	21-Suburb, Large
Round 5	5/14/21	Elevate Academy Nampa LLC	Start Up	486	\$ 800,000	PCSC	22-Suburb, Midsize
Round 5	5/14/21	Elevate Academy North LLC	Start Up	308	\$ 800,000	PCSC	23-Suburb, Small
Round 5	5/14/21	Pinecrest Academy of Idaho, Inc.	Start Up	367	\$ 501,600	PCSC	33-Town, Remote
Round 5	5/14/21	Rise Charter School, Inc.	Start Up	225	\$ 405,615	Kimberly SD	33-Town, Remote
Round 5	5/14/21	The Academy, Inc. (ABN Connor Academy)	Expansion	282	\$ 800,000	PCSC	41-Rural, Fringe
<b>Subtotal, Round 5:</b>				<b>2,130</b>	<b>\$ 4,183,300</b>		
<b>GRAND TOTAL:</b>				<b>8,966</b>	<b>\$ 17,579,877</b>		
<b>AMOUNT REMAINING TO ALLOCATE TO SCHOOLS IN 2022</b>					<b>\$2,645,123</b>		



// Overall, how satisfied are you with this school?

89.4%

Very Satisfied



97.4%

Very Satisfied



// If you could choose to work anywhere, would you choose:

72.2%

To continue teaching  
at your charter school

80%

To continue teaching  
at your charter school

2014-19



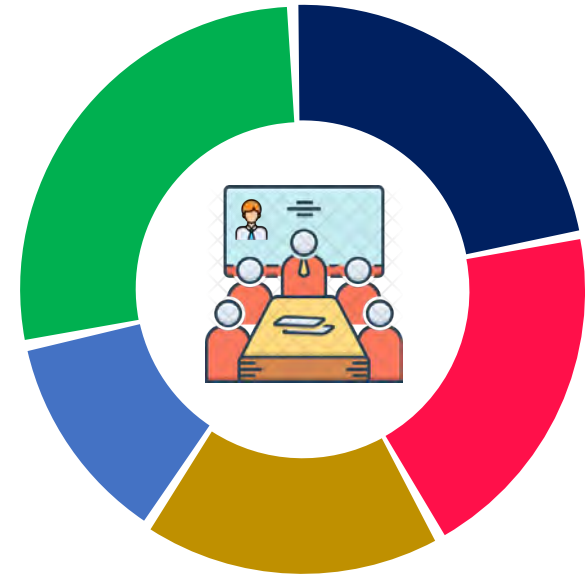
22 Schools  
9,646 Seats

- Grantmaking/Intermediary
- School Finance
- School Troubleshooting
- Fellow Development
- Research/Advocacy/Storytelling

The Team



2020-22



31 Schools \*  
13,966 Seats



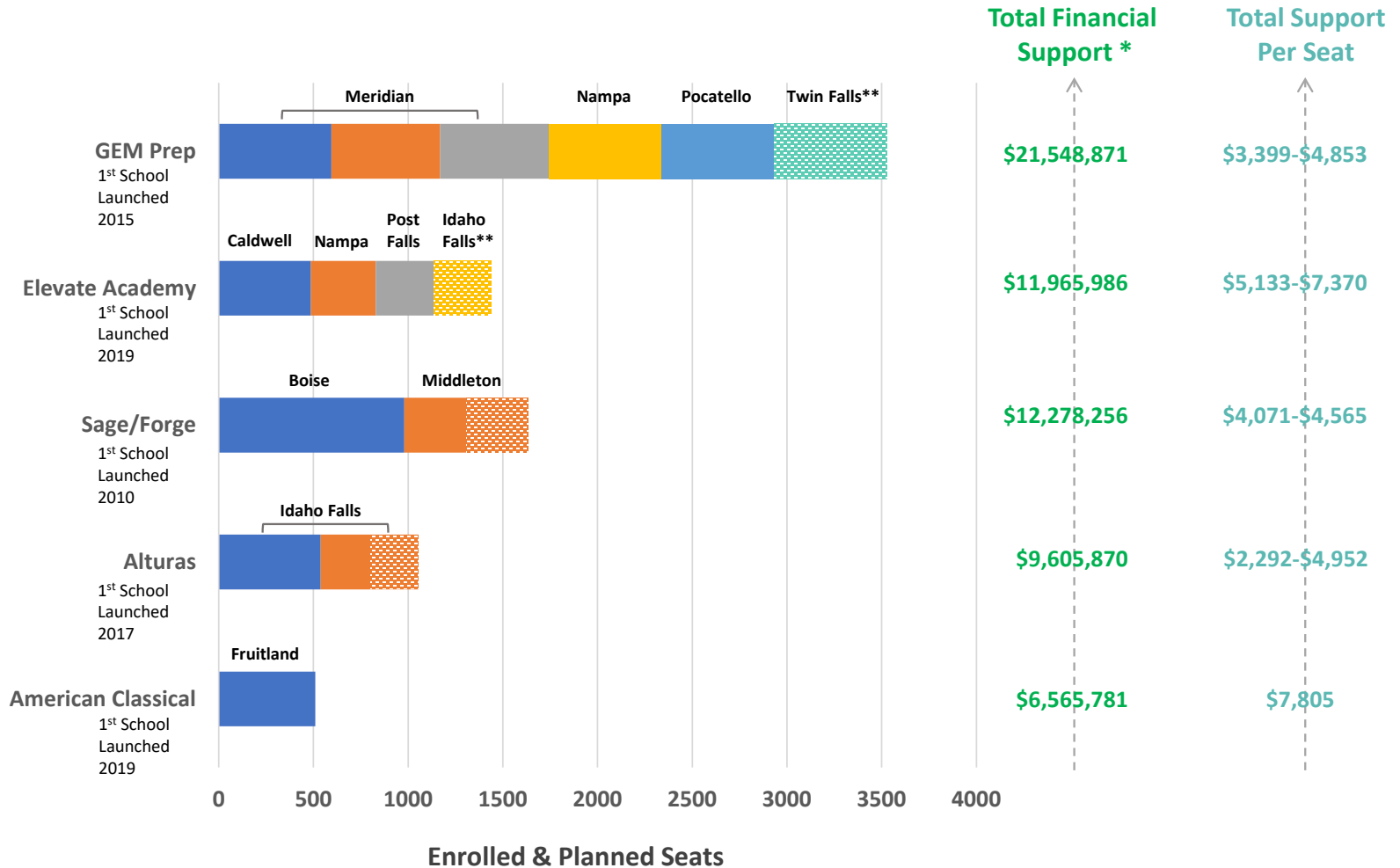
Technical Assistance

- Academics
- Operations
- SPED
- Facilities/Finance
- Governance
- Talent
- Communications

Strategic Planning

\* Plus Six Non-Bluum CSP Funded

Bluum's Steady Growth: Charter School Networks



\* Total Financial Support = JKAF Direct Grants, Fellowships, BH PRI, CSP Grants, and Other Support

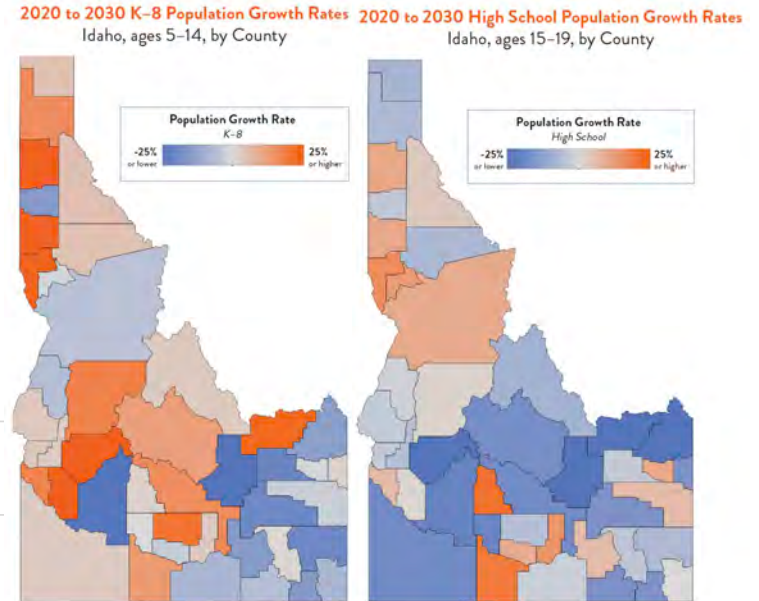
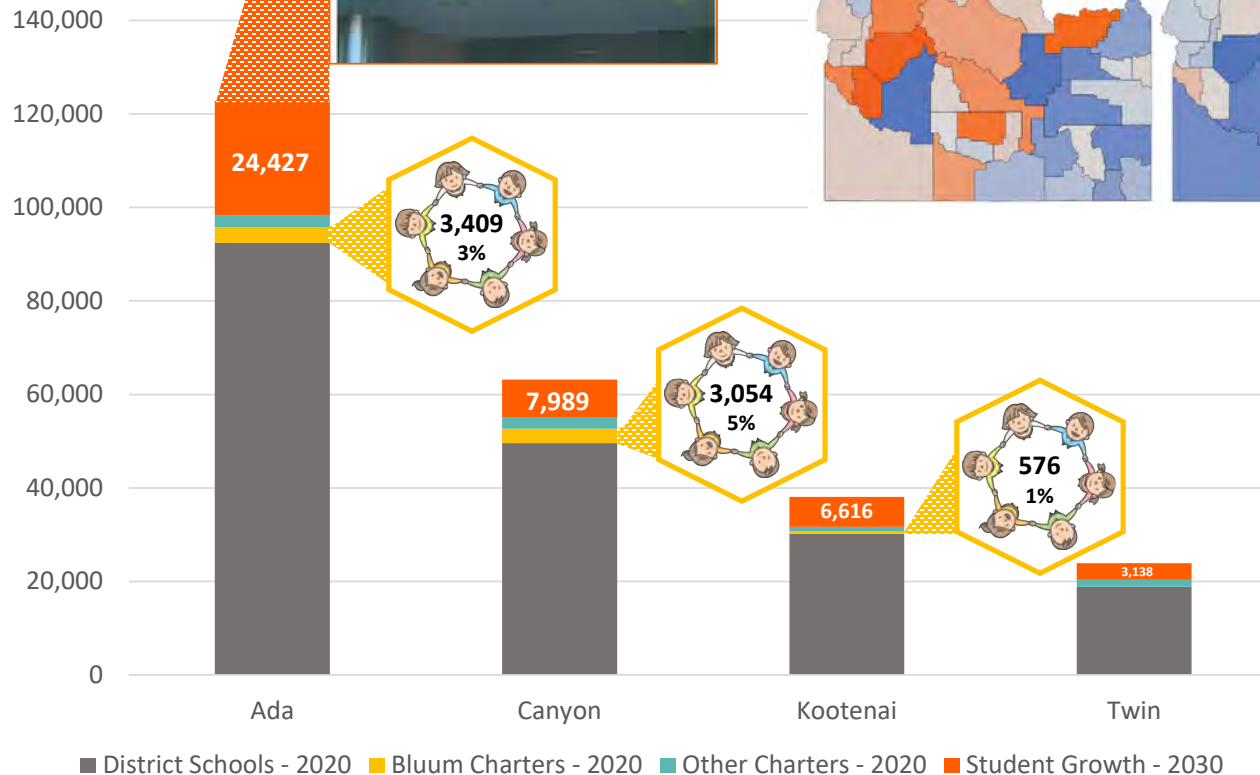
\*\* GEM Prep Twin Falls & Elevate Idaho Falls are Applying for HPM and CSP Funding (\$850K Max)

Top 4 Idaho County 2020 Student Enrolment + 2030 Growth

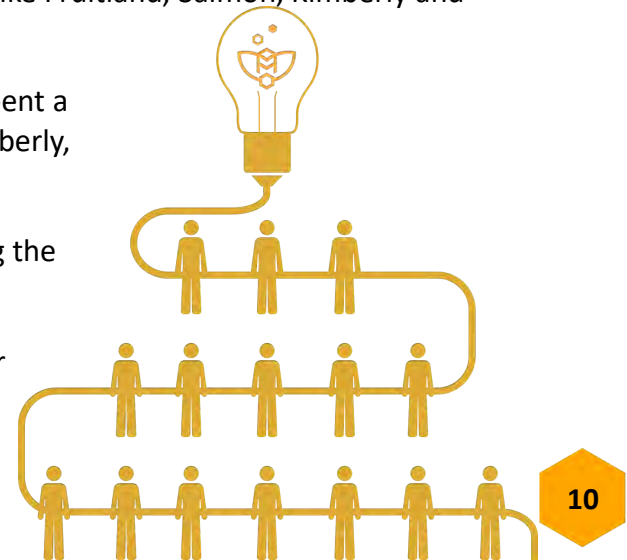
THE WEST | UTAH | POLITICS

### The fastest growing states in the U.S. are all out West

Idaho had the largest percentage population growth in 2021, followed by Utah, Montana and Arizona.  
By D. Hunter Schwarz | Dec 27, 2021, 3:14pm MST



1. **Talent is key to success** – both on the Bluum team (staff and consultants); and within the schools we support.
2. **It's about results** – our efforts should prioritize student performance and success over all other considerations.
3. **Our work is expensive** – the average amount of grant support per school launched has been \$1.45 million, or \$4,109 per seat created. These numbers do not include **facility financing** support, nor does it include Bluum's annual operating costs.
4. **Our work has been impactful; demand outpaces resources** – our collective efforts have impacted the larger education efforts in Idaho (variety of evidence).
5. **Scale matters** – it is more efficient to help a group (e.g. GEM Innovation Schools, Elevate Academies) launch a second, third or fourth school than it is to launch a start-up.
6. **Rural Idaho is an opportunity** – we've made inroads in places like Fruitland, Salmon, Kimberly and Island Park. Demand for choice and innovation in rural Idaho is high.
7. **Returns on work with traditional school districts** – we've spent a lot of effort working to partner with districts (Nampa, Middleton, Kimberly, Preston and Freemont). Would love to do more.
8. **It's about fairness** – our school portfolio should prioritize serving the most highly disadvantaged students first.
9. **It's about innovation** – we are model agnostic as long as partner deliver for families and children.

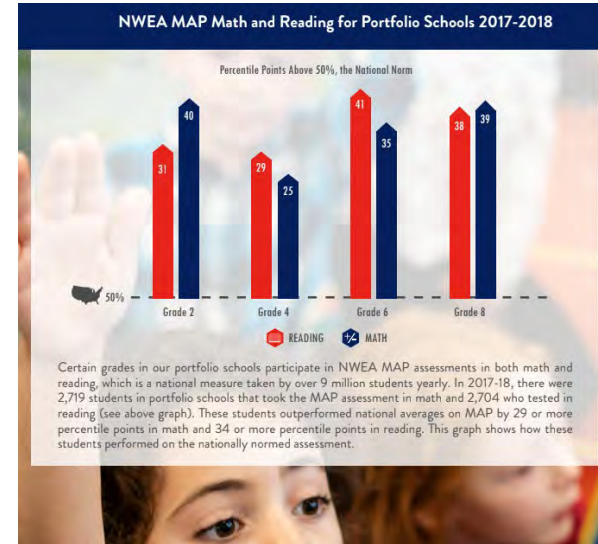




# Impact of Dearth of Quality Data in the Fog of COVID

**Problem:** COVID and Two Years of No State-Wide Student Achievement Data

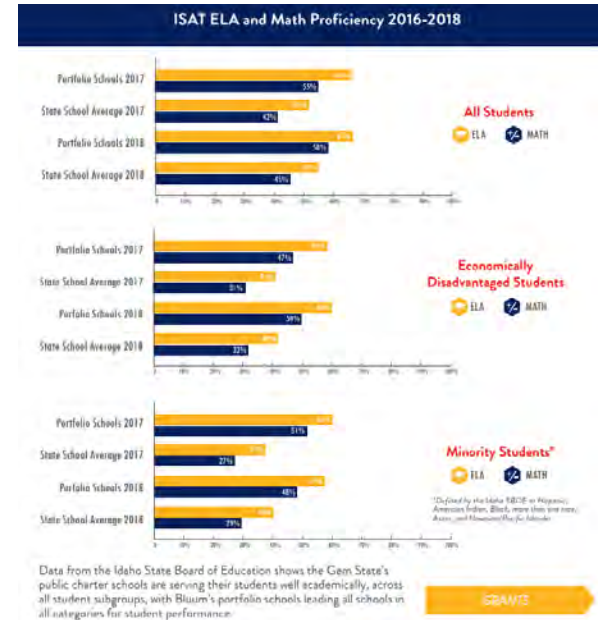
**JKAF/Bluum Response:** Leverage Funding NWEA MAP for K-8 Across Partner Schools Over the Next Three-Five Years



## STUDENT PERFORMANCE

Bluum's growing portfolio of partner schools are closing the academic gap for Idaho's neediest students, while expanding the number of new school seats in Idaho. The table below compares the performance of students in Bluum partner schools to state averages.<sup>1</sup>

STUDENTS IN BLUUM PARTNER SCHOOLS OUTPERFORMED THE STATE AVERAGE IN MATH PROFICIENCY BY AT LEAST 13%.	●●● ALL STUDENTS		2017-18		2018-19	
	Performance of All Bluum Partner Schools' Students & All Students Statewide		Partner Schools	All State Public Schools	Partner Schools	All State Public Schools
	Proficient ELA		67%	55%	69%	57%
	Proficient Math		58%	45%	58%	45%
	Making Adequate Growth ELA		73%	65%	75%	65%
	Making Adequate Growth Math		63%	54%	68%	54%
MINORITY STUDENTS IN BLUUM PARTNER SCHOOLS OUTPERFORMED THE STATE AVERAGE IN MATH PROFICIENCY BY AT LEAST 10%.	●●● MINORITY STUDENTS		2017-18		2018-19	
	Performance of "Minority Students" by All Bluum Partner Schools' Students & All Students Statewide		Partner Schools	All State Public Schools	Partner Schools	All State Public Schools
	Proficient ELA		67%	40%	67%	41%
	Proficient Math		58%	29%	58%	30%
	Making Adequate Growth ELA		73%	55%	75%	56%
	Making Adequate Growth Math		63%	41%	68%	43%
ECONOMICALLY DISADVANTAGED STUDENTS IN BLUUM PARTNER SCHOOLS OUTPERFORMED THE STATE AVERAGE IN MATH PROFICIENCY BY AT LEAST 16%.	●●● ECONOMICALLY DISADVANTAGED STUDENTS		2017-18		2018-19	
	Performance of Economically Disadvantaged Students by All Bluum Partner Schools' Students & All Students Statewide		Partner Schools	All State Public Schools	Partner Schools	All State Public Schools
	Proficient ELA		69%	42%	67%	43%
	Proficient Math		59%	32%	58%	33%
	Making Adequate Growth ELA		68%	56%	70%	57%
	Making Adequate Growth Math		59%	44%	67%	45%



Other Important Lessons Learned

## The Story of Idaho's Moral Obligation Law for Charters

**The Reality:** A growing number of partner schools needing to refinance their facility debt at the **lowest rates possible.**

*"A leader's first responsibility is to define reality."*

- Jim Mattis

**The Process:** Learn from other states, especially Utah and Colorado.

**The Players:** ID Charter School Network, Bluum, National Alliance, Building Hope, Vectra, Piper Sandler, Givens Pursley, Skinner Fawcett, individual schools, the legislature and the Governor.

**The Outcome:** SENATE BILL 1180 - "created a credit enhancement to help seasoned, stable public charter schools obtain lower interest rates on bonds so more taxpayer money can stay in the schools."

TABLE 1: Purchase-Refinance Bond Financing

School	Prior Annual Debt Service	New Annual Debt Service	Annual Savings	Bond Int Rate	% Annual Savings	Refi or Purchase (BH = Building Hope)
Sage International	\$740,000	\$618,000	\$122,000	3.44%	16.5%	Refinance
Future Public School	\$658,000	\$520,000	\$138,000	4.16%	21%	BH Lease to Owner
Gem Prep - Meridian	\$548,000	\$515,000	\$33,000	3.49%	6%	BH Lease to Owner
Gem Prep – Nampa	\$631,000	\$511,000	\$120,000	3.57%	19%	BH Lease to Owner
Gem Prep - Pocatello	\$462,000	\$367,000	\$95,000	3.54%	20.6%	BH Lease to Owner
Alturas International*	\$525,000	\$483,000	\$58,000	3.79%	13.7%	BH Lease to Owner
<b>TOTAL</b>			<b>\$566,000</b>			

\*Alturas International achieved these savings while borrowing an additional \$1 million for facility updates  
Other stories that could be told: streamlining charter application process, charter administrator cert, charter teacher cert.

## Launch, Grow, and Replicate High-Quality Schools

### Key Objectives

- Expand number of "20 in 10" seats in rural areas (**TVCA and BCSI**)
- Expand number of "20 in 10" seats for students of greatest need (**Elevate Academies**)
- Grow and replicate high-performing school models (**GEM Innovation Schools**)
- Launch innovative single site schools (**IYR and district partners**)
- Explore feasibility of micro-schools for smaller rural communities (**GEM Innovation Schools**)
- Apply for second federal CSP grant when eligible (**Eligible late 2023**)

## Expand and Mature Leadership Programs

## Expand and Mature Community of Practice Capacity

## Expand and Mature Data Capacity

## Expand and Mature Technical Assistance and Drive Continuous Improvement

Funds will be distributed as follows:

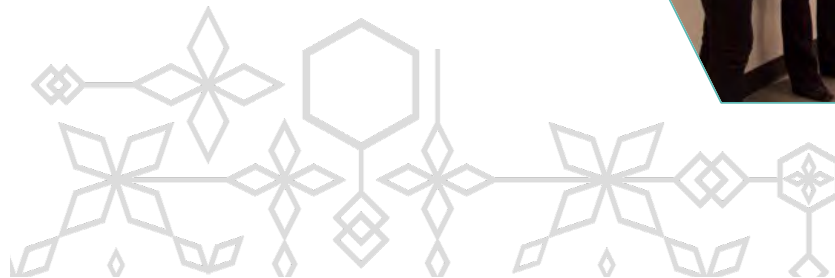
Schedule Date	Notes	Status	Amount
12/17/2021	Payment – 1	Paid	\$1,416,850
06/17/2022	Payment – 2	Scheduled	\$1,416,850
12/16/2022	Payment – 3	Scheduled	\$1,550,650
06/16/2023	Payment – 4	Scheduled	\$1,550,650
12/15/2023	Payment – 5	Scheduled	\$1,588,800
06/16/2024	Payment – 6	Scheduled	\$1,588,800
		<b>TOTAL:</b>	<b>\$9,112,600</b>



THANK YOU



Students at Idaho Arts  
Charter School in Nampa



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**SUBJECT**

Temporary Rule – Docket Number 08-0203-2201

**REFERENCE**

March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.
December 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021.
A June 2021	Board approved temporary omnibus rules, Dockets 08-0000-2100 and 55-0000-2100.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-105 and 33-1612, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.01 - Administration and 08.02.03.112, Accountability

**BACKGROUND/DISCUSSION**

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015, requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under ESEA in the development of state plans.

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Pursuant to IDAPA 08.02.03.112, the state will use the same accountability system for state and federal accountability. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan or be waived by the Board prior to the Board as the SEA requesting a waiver of any federal accountability requirements.

In addition to requiring the same accountability system be used for state and federal accountability, IDAPA 08.02.03.112. establishes the state Comprehensive Assessment Program. These requirements set which statewide assessment will be taken at each grade level, including the Idaho Standards Achievement Test.

During the 2021-2022 negotiated rulemaking cycle, the Board approved amendments to IDAPA 08.02.03 adding chronic absenteeism and removing the student, teacher and parent engagement surveys for use in Idaho's accountability framework. As part of the same process, the Board approved moving the administration of the high school ISAT in English language arts, mathematics and science from grade 10 to grade 11. During the 2022 legislative session, the legislature expressed concern in removing the annual engagement surveys. Because the language in the Omnibus rules goes forward as all new language, in trying to reject the change and maintain the surveys, the legislature rejected the addition of chronic absenteeism; however, this did not result in reinstating the engagement surveys, leaving the state with no measure that could be used across all elementary level schools as required by ESEA.

**IMPACT**

The temporary rule amendment will bring the accountability framework and comprehensive assessment program into alignment with accountability requirements in ESEA.

**ATTACHMENTS**

Attachment 1 – Temporary Rule Docket 08-0203-2201

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho's assessment and accountability requirements are established in Idaho Administrative Code IDAPA 08.02.03.111 and 112. IDAPA 08.02.03.111 establishes Idaho's comprehensive assessment system and identifies which assessments must be administered in each grade. IDAPA 08.02.03.112 establishes Idaho's accountability framework. The framework consists of standardized assessments as well as other measures that provide a broader picture of our school districts' and charter schools' performance than can be provided through a standardized assessment that only looks at a single point in time. The accountability framework identifies the measures that will be used for accountability, identifies subgroup populations, and establishes other provisions

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defining participation and how graduation rates will be calculated. Additionally, it authorizes the Board to establish annual measurable progress requirements. The Board has established requirements for annual measurable progress and measures used for identifying low performing schools for additional assistance through Idaho's ESSA Consolidated State Plan to meet the federal accountability requirements. The temporary rule will add chronic absenteeism as a measure in the accountability framework and a provision for maintaining the engagement surveys outside of the accountability framework. This rule will allow the state to temporarily move forward with chronic absenteeism as an accountability measure for use during the 2022-2023 school year. The temporary rule will expire at the end of the 2023 legislative session. A proposed rule will be brought forward to the Board for consideration that will include an ongoing solution.

The amendments to IDAPA 08.02.03 that went into effect March 15, 2022 require the Board to amend Idaho's Consolidated State Plan. The plan is currently out for public comment and will be brought before the Board for consideration at a later date.

**BOARD ACTION**

I move to approve temporary rule Docket 08-0203-2201 as provided in Attachment 1.

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



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**08.02.03 – RULES GOVERNING THOROUGHNESS**

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.  
(3-15-22)

**001. SCOPE.**

These rules govern the thorough education of all public school students in Idaho. (3-15-22)

**002. -- 003. (RESERVED)**

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-15-22)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

- a.** Arts and Humanities Categories: (3-15-22)
  - i.** Dance, as revised and adopted on August 11, 2016; (3-15-22)
  - ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-15-22)
  - iii.** Media Arts, as adopted on August 11, 2016. (3-15-22)
  - iv.** Music, as revised and adopted on August 11, 2016; (3-15-22)
  - v.** Theater, as revised and adopted on August 11, 2016; (3-15-22)
  - vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-15-22)
  - vii.** World languages, as revised and adopted on August 11, 2016. (3-15-22)
- b.** Computer Science, adopted on November 28, 2016. (3-15-22)
- c.** Driver Education, as revised and adopted on August 10, 2017. (3-15-22)
- d.** English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-15-22)
- e.** Health, as revised and adopted on August 11, 2016. (3-15-22)
- f.** Information and Communication Technology, as revised and adopted on August 10, 2017. (3-15-22)
- g.** Limited English Proficiency, as revised and adopted on August 21, 2008. (3-15-22)
- h.** Mathematics, as revised and adopted on August 11, 2016. (3-15-22)
- i.** Physical Education, as revised and adopted on August 11, 2016. (3-15-22)



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- j. Science, as revised and adopted on August 10, 2017. (3-15-22)
- k. Social Studies, as revised and adopted on November 28, 2016. (3-15-22)
- l. College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)
- 02. The English Language Development (ELD) Standards.** The WIDA 2020 English Language Development (ELD) Standards statements as adopted by the State Board of Education on August 26, 2021. Copies of the document can be found at <https://wida.wisc.edu>. (3-15-22)
- 03. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)
- 04. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)
- 05. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)
- a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-15-22)
- b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-15-22)
- c. Science, as adopted by the State Board of Education on June 19, 2019. (3-15-22)
- 06. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)
- 07. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)
- 08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)
- 09. The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)
- 005. -- 006. (RESERVED)**
- 007. DEFINITIONS.**
- 01. Achievement Standards.** Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and level one (1) through level six (6) on Idaho’s English language assessment by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (3-15-22)

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**02. Advanced Opportunities.** Placement courses, Dual Credit courses, Technical Competency Credit, or International Baccalaureate programs. (3-15-22)

**03. Advanced Placement® (AP) - College Board.** The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (3-15-22)

**04. All Students.** All public school students, grades K-12. (3-15-22)

**05. Assessment.** The process of quantifying, describing, or gathering information about skills, knowledge or performance. (3-15-22)

**06. Assessment Standards.** Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (3-15-22)

**07. Career Pathway Plan.** The plan that outlines a student’s program of study, which should include a rigorous academic core and a related sequence of electives in academic, career technical education (CTE), or humanities aligned with the student’s post-graduation goals. (3-15-22)

**08. Career Technical Education.** Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (3-15-22)

**09. College and Career Readiness.** College and career readiness is the attainment and demonstration of state board adopted competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. (3-15-22)

**10. Content Standards.** Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (3-15-22)

**11. Criteria.** Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (3-15-22)

**12. Diploma.** A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements. Diplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requesting issuance of a diploma based on the graduation requirements in existence at the time the student attended. Determination of meeting past graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student’s completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music. (3-15-22)

**13. Dual Credit.** Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student’s permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (3-15-22)

**14. Idaho Standards Achievement Tests.** Statewide assessments aligned to the state content standards and used to measure a student’s knowledge of the applicable content standards. (3-15-22)

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**15. International Baccalaureate (IB).** Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (3-15-22)

**16. Laboratory.** A laboratory course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (3-15-22)

**17. Portfolio.** A collection of materials that documents and demonstrates a student's academic and work-based learning. A portfolio typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (3-15-22)

**18. Project Based Learning.** A hands-on approach to learning that encourages students to create/interpret/communicate an original work or project and assesses quality and success of learning through performance/presentation/production of that work or project. (3-15-22)

**19. Proficiency.** Having or demonstrating a high degree of knowledge or skill in a particular area. (3-15-22)

**20. Standards.** Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (3-15-22)

**21. Technical Competency Credit.** Technical competency credit is a sequenced program of study that allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. Technical Competency Credits are awarded for skills and competencies identified as eligible through an agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included as part of a high school career technical program and approved by the postsecondary institution through the agreement in advance to student participation. Credits are granted by the postsecondary institution for which the agreement is with and are transcribed at the time the student enrolls at the postsecondary institution. (3-15-22)

**22. Technology Education.** A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devices, and other resources found in most communities today. (3-15-22)

**23. Unique Student Identifier.** A number issued and assigned by the Board or designee to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (3-15-22)

**008. – 101. (RESERVED)**

**102. INSTRUCTIONAL REQUIREMENTS.**

**01. Instruction and Programs.** All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (3-15-22)

**02. Standards.** All students will meet standards established locally (at a minimum, the standards of the

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state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (3-15-22)

**103. INSTRUCTION GRADES 1-12.**

**01. Instruction.** Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities. (3-15-22)

**02. Instructional Courses.** At appropriate grade levels, instruction will include but not be limited to the following: (3-15-22)

**a.** Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-15-22)

**b.** Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (3-15-22)

**c.** Science will include instruction in applied sciences, earth and space sciences, physical sciences, life sciences, and computer science. (3-15-22)

**d.** Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (3-15-22)

**104. OTHER REQUIRED INSTRUCTION.**

Other required instruction for all students and other required offerings of the school are: (3-15-22)

**01. Elementary Schools.** (3-15-22)

**a.** The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)  
Health (wellness)  
Physical Education (fitness) (3-15-22)

**b.** Additional instructional options as determined by the local school district. For example:

Languages other than English  
Career Awareness (3-15-22)

**02. Middle Schools/Junior High Schools.** (3-15-22)

**a.** No later than the end of Grade eight (8) each student shall develop parent-approved student career pathway plans for their high school and post-high school options. The career pathway plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student career pathway plan is to outline a course of study and learning activities for students to become contributing members of society. A student career pathway plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the career

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pathway plan. A career pathway plan will not be required if the parent or guardian requests, in writing, that no career pathway plan be developed. (3-15-22)

**b.** A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (3-15-22)

**c.** Other required instruction for all middle school students:

Career exploration  
Health (wellness)  
Physical Education (fitness) (3-15-22)

**d.** Other required offerings of the school:

Fine and Performing Arts  
Career Technical Education  
Advisory Period (middle school only, encouraged in junior high school) (3-15-22)

**03. High Schools.** (3-15-22)

**a.** High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (3-15-22)

**b.** High schools will annually review and update with the student the student career pathway plans specified in Subsection 104.02.a. (3-15-22)

**105. HIGH SCHOOL GRADUATION REQUIREMENTS.**

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (3-15-22)

**01. Credit Requirements.** The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. (3-15-22)

**a.** Credits. One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-15-22)

**b.** Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local education agency (LEA.) (3-15-22)

**c.** Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-15-22)

**d.** Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics,

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Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit. Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (3-15-22)

i. Students must complete secondary mathematics in the following areas: (3-15-22)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22)

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22)

(3) Two (2) credits of mathematics of the student's choice. (3-15-22)

e. Science. Six (6) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, life sciences, and computer science. (3-15-22)

i. Secondary sciences include instruction in the following areas: biology, computer science, physical science or chemistry, and earth, space, environment, or approved applied science. (3-15-22)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-15-22)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (3-15-22)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-15-22)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (3-15-22)

**02. Content Standards.** Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-15-22)

**03. Senior Project.** The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or

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integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. (3-15-22)

**04. Civics and Government Proficiency.** Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-15-22)

**05. Middle School.** A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (3-15-22)

**a.** The student completes such course with a grade of C or higher before entering grade nine (9); (3-15-22)

**b.** The course meets the same content standards that are required in high school for the same course; and (3-15-22)

**c.** The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-15-22)

**d.** The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.c. of this rule. (3-15-22)

**06. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act may, with the assistance of the student's Individualized Education Program (IEP) team, meet the graduation requirements through to the current Idaho Special Education Manual specifications. (3-15-22)

**07. Foreign Exchange Students.** A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the LEA. (3-15-22)

**106. ADVANCED OPPORTUNITIES.**

**01. Advanced Opportunities Requirement.** All high schools in Idaho shall be required to provide Advanced Opportunities, or provide opportunities for students to take courses at the postsecondary campus. (3-15-22)

**02. Advanced Opportunities Early Graduation Scholarship Funding.** (3-15-22)

**a.** Scholarship Calculation. (3-15-22)

**i.** The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year's statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year's statewide public school enrollment for all grades.

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ii. The statewide average daily attendance-driven funding per enrolled pupil shall be recalculated each fiscal year. (3-15-22)

iii. All benefits paid for scholarships and to public schools shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid. (3-15-22)

b. Payments to Idaho Colleges and Universities. (3-15-22)

i. Annual scholarship payments will be made in one (1) installment during the first semester in which the student is enrolled, regardless of the number of years early the student graduated. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payment is made. (3-15-22)

ii. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 30 for the fall semester and January 30 for the spring semester. (3-15-22)

c. Payments to Public Schools. (3-15-22)

i. Public schools shall report to the State Department of Education, no later than June 15 of each school year, students who have graduated early. (3-15-22)

ii. The State Department of Education will make a single annual payment to public schools no later than October 1 of each year for all early graduates who are not attending the public school that school year as a result of early graduation. (3-15-22)

**107. MIDDLE LEVEL CREDIT SYSTEM.**

A school district or LEA must implement a credit system no later than grade seven (7) that includes components that address the credit requirements, credit recovery, alternate mechanisms and attendance. The LEA may establish credit requirements beyond the state minimum. (3-15-22)

**01. Credit Requirements.** Each LEA credit system shall require a student to attain a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level. (3-15-22)

**02. Credit Recovery.** A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level. (3-15-22)

**03. Alternate Mechanism.** An LEA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism. (3-15-22)

**04. Attendance.** Attendance shall be an element included in the credit system, alternate mechanism or both. (3-15-22)

**05. Special Education Students.** The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level. (3-15-22)

**06. Limited English Proficient (LEP) Students.** The Educational Learning Plan (ELP) team for LEP



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students, as defined in Subsection 112.05.g.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level. (3-15-22)

**108. COLLEGE AND CAREER ADVISING GUIDANCE PROGRAMS.**

In each Idaho school, a comprehensive advising program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (3-15-22)

**01. Guidance.** A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement. (3-15-22)

**02. Individual Planning.** Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (3-15-22)

**03. Response Services of Counseling, Consultation, and Referral.** (3-15-22)

**04. System Support Functions That Promote Effective Delivery of Guidance Services.** (3-15-22)

**109. SPECIAL EDUCATION.**

**01. Definitions.** The following definitions apply only to Section 109 of these rules. (3-15-22)

**a. Adult Student.** A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (3-15-22)

**b. Due Process Hearing.** An administrative hearing that is conducted to resolve disputes. (3-15-22)

**i. Regular due process hearing** regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-15-22)

**ii. For disputes concerning discipline** for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-15-22)

**c. Education Agency.** Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (3-15-22)

**d. Idaho Special Education Manual.** Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C. Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (3-15-22)

**e. Special Education.** Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (3-15-22)

**02. Legal Compliance.** The State Department of Education and education agencies shall comply with all laws governing special education requirements. (3-15-22)

**a. The Board of Trustees or other comparable governing body** of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (3-15-22)

**b. The State Department of Education** shall provide education agencies with a sample set of policies

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and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (3-15-22)

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (3-15-22)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (3-15-22)

i. Is an accredited school or a licensed rehabilitation center; and (3-15-22)

ii. Meets minimum health, fire and safety standards; and (3-15-22)

iii. Is nonsectarian; and (3-15-22)

iv. Provides special education services consistent with governing special education requirements. (3-15-22)

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (3-15-22)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the appropriate Idaho state licensing board. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (3-15-22)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (3-15-22)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (3-15-22)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (3-15-22)

**03. Eligibility for Special Education.** The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties

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agree to an extension.

(3-15-22)

**04. Individualized Education Programs.** Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed.

(3-15-22)

**a.** IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal.

(3-15-22)

**b.** Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision.

(3-15-22)

**c.** The IEP team shall determine the student's placement in the least restrictive environment.

(3-15-22)

**d.** At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if:

(3-15-22)

**i.** The child is ages three (3) through five (5), and

(3-15-22)

**ii.** The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and

(3-15-22)

**iii.** The child's parents provide written consent to use the IFSP, and

(3-15-22)

**iv.** The IFSP is developed in accordance with IDEA Part B policies and procedures.

(3-15-22)

**v.** Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP.

(3-15-22)

**e.** When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP.

(3-15-22)

**f.** If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education.

(3-15-22)

**05. Procedural Safeguards.** Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act.

(3-15-22)

**a.** If a parent or adult student disagrees with an individualized education program (IEP) team's

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proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP. If the written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation through the SDE. If these methods fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. (3-15-22)

**b.** Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (3-15-22)

**c.** The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (3-15-22)

**d.** The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (3-15-22)

**e.** Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act requirements, and the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual. (3-15-22)

**f.** The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (3-15-22)

**g.** The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (3-15-22)

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**h.** During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (3-15-22)

**i.** During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (3-15-22)

**j.** A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense. (3-15-22)

**k.** Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (3-15-22)

**06. Assistive Technology Devices.** Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (3-15-22)

**07. Diplomas and Graduation.** School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (3-15-22)

**08. Special Education Advisory Panel.** The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice-chair followed by a one (1) year term as chair. (3-15-22)

**110. ALTERNATIVE SECONDARY PROGRAMS.**

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth, pursuant to Section 33-1001, Idaho Code. (3-15-22)

**01. Instruction.** Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (3-15-22)

**a.** Core academic content that meets or exceeds minimum state standards; (3-15-22)

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- b.** A physical fitness and personal health component; (3-15-22)
- c.** Career and technical education component approved by the state division of career technical education; (3-15-22)
- d.** A personal finance, parenting, and child care component; and (3-15-22)
- e.** A personal and career counseling component. (3-15-22)

**02. Graduation Credit.** Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (3-15-22)

**03. Special Services.** Special services for at-risk youth enrolled in alternative secondary programs include the following where appropriate: (3-15-22)

- a.** A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (3-15-22)
- b.** Direct social services that may include officers of the court, social workers, counselors/psychologists. (3-15-22)
- c.** All services in accordance with the student's Individualized Education Program. (3-15-22)

**111. ASSESSMENT IN THE PUBLIC SCHOOLS.**

**01. Philosophy.** Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (3-15-22)

- 02. Purposes.** The purpose of assessment in the public schools is to: (3-15-22)
  - a.** Measure and improve student achievement; (3-15-22)
  - b.** Assist classroom teachers in designing lessons; (3-15-22)
  - c.** Identify areas needing intervention and remediation, and acceleration; (3-15-22)
  - d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-22)
  - e.** Inform parents and guardians of their child's progress; (3-15-22)
  - f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-22)
  - g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-22)
  - h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-22)

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**03. Content.** The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-15-22)

**04. Testing Population.** All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-15-22)

**a.** All students who are eligible for special education shall participate in the statewide assessment program. (3-15-22)

**b.** Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (3-15-22)

**c.** Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (3-15-22)

**05. Scoring and Report Formats.** Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (3-15-22)

**a.** All students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (3-15-22)

**b.** Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (3-15-22)

**06. Comprehensive Assessment Program.** The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-15-22)

**a.** Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**b.** Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**c.** Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

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**d.** Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**e.** Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**f.** Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)

**g.** Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**h.** Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**i.** Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)

**j.** Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**k.** Grade 10 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**l.** Grade 11 - High School Idaho Standards Achievement Test in English language usage and mathematics, science, Idaho Alternate Assessment, Idaho English Language Assessment, and college entrance exam. (3-15-22)

**m.** Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment, and college entrance exam. (3-15-22)

**07. Comprehensive Assessment Program Schedule.** (3-15-22)

**a.** The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (3-15-22)

**b.** The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

**c.** Idaho's English Language Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

**08. Costs Paid by the State.** Costs for the following testing activities will be paid by the state: (3-15-22)

**a.** All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-22)

**b.** Statewide distribution of all assessment materials; and (3-15-22)

**c.** Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-15-22)



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**09. Costs of Additional Services.** Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-22)

**10. Test Security, Validity and Reliability.** (3-15-22)

**a.** Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (3-15-22)

**b.** Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (3-15-22)

**11. Demographic Information.** Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (3-15-22)

**12. Dual Enrollment.** For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-22)

**a.** The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-15-22)

**b.** A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-22)

i. Language Arts/Communications. (3-15-22)

ii. Math. (3-15-22)

iii. Science. (3-15-22)

iv. Social Studies. (3-15-22)

v. Health. (3-15-22)

vi. Humanities. (3-15-22)

**112. ACCOUNTABILITY.**

School district, charter district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education. In addition to those measures identified in the state accountability framework, all school categories will administer an annual satisfaction and engagement survey to parents, students, and teachers (3-15-22)

**01. School Category.** (3-15-22)

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- a.** Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f. (3-15-22)
- b.** High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f. (3-15-22)
- c.** Alternative High Schools. (3-15-22)
- 02. Academic Measures by School Category.** (3-15-22)
- a.** K-8: (3-15-22)

  - i. Idaho Standards Achievement Tests (ISAT) Proficiency. (3-15-22)
  - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education. (3-15-22)
  - iii. ISAT proficiency gap closure. (3-15-22)
  - iv. Idaho statewide reading assessment proficiency. (3-15-22)
  - v. English Learners achieving English language proficiency. (3-15-22)
  - vi. English Learners achieving English language growth toward proficiency. (3-15-22)
- b.** High School: (3-15-22)

  - i. ISAT proficiency. (3-15-22)
  - ii. ISAT proficiency gap closure. (3-15-22)
  - iii. English Learners achieving English language proficiency. (3-15-22)
  - iv. English Learners achieving English language growth toward proficiency. (3-15-22)
  - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-15-22)
  - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-15-22)
- c.** Alternative High School: (3-15-22)

  - i. ISAT proficiency. (3-15-22)
  - ii. English learners achieving English language proficiency. (3-15-22)
  - iii. English learners achieving English language growth towards proficiency. (3-15-22)
  - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-15-22)
  - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-15-22)

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- 03. School Quality Measures by School Category.** (3-15-22)
- a. K-8:** (3-15-22)
- i. Students in grade 8 enrolled in pre-algebra or higher. (3-15-22)
- ii. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-15-22)
- iii. Chronic Absenteeism
- b. High School:** (3-15-22)
- i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-15-22)
- ii. Students in grade 9 enrolled in algebra I or higher. (3-15-22)
- iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-15-22)
- iv. Chronic Absenteeism
- c. Alternative High School:** (3-15-22)
- i. Credit recovery and accumulation. (3-15-22)
- ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-15-22)
- iii. State satisfaction and engagement survey administered to parents, students, and teachers ~~(effective starting in the 2018-2019 school year).~~ (3-15-22)
- iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-15-22)
- vi. Chronic Absenteeism
- 04. Reporting.** Methodologies for reporting measures and determining performance will be set by the State Board of Education. (3-15-22)
- 05. Annual Measurable Progress Definitions.** For purposes of calculating and reporting progress, the following definitions shall be applied. (3-15-22)
- a. Annual Measurable Progress.** (3-15-22)
- i. The State Department of Education will make determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (3-15-22)
- ii. The State Board of Education will set long-term goals and measurements of interim progress targets toward those goals. The baseline for determining measurable student progress will be set by the State Board of Education and shall identify the amount of growth (percentage of students reaching proficiency) required for each

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intermediate period.

(3-15-22)

**b.** Full Academic Year (continuous enrollment).

(3-15-22)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students.

(3-15-22)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP.

(3-15-22)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved progress in any statewide assessment used for determining proficiency.

(3-15-22)

**c.** Participation Rate.

(3-15-22)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT.

(3-15-22)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation.

(3-15-22)

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school.

(3-15-22)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination.

(3-15-22)

**d.** Schools. As used in this section, schools refers to any school within a school district or charter district and public charter schools.

(3-15-22)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof.

(3-15-22)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12).

(3-15-22)

iii. A high school is any school that contains grade twelve (12).

(3-15-22)

iv. An alternative high school is any school that contains grade twelve (12) and meets the requirements of Section 110 of these rules.

(3-15-22)

v. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will

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be based on the third grade test scores of the students who previously attended that feeder school. (3-15-22)

vi. A “new school” for purposes of accountability is a wholly new entity receiving annual measurable progress determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (3-15-22)

e. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-15-22)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-15-22)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-15-22)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-15-22)

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one (1) of the following criteria: (3-15-22)

(1) Individuals whose native language is a language other than English; or (3-15-22)

(2) Individuals who come from environments where a language other than English is dominant; or (3-15-22)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (3-15-22)

f. Graduation Rate. The graduation rate will be based on the rate of the cohort of students entering grade nine (9) during the same academic year and attending or exiting the school within a four (4) year or five (5) year period as applicable to the measure being determined. In determining the graduation cohort the school year shall include the students who complete graduation requirements prior to the start of the school district or charter schools next fall term. School districts may only report students as having graduated if the student has met, at a minimum, the state graduation requirements, pursuant to Section 105, and will not be returning to the school in following years to complete required academic course work. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subgroups listed in Subsection 112.05.g. (3-15-22)

g. Additional Academic Indicator. The State Board of Education will establish a target for all additional academic and school quality measures. All schools must maintain or make progress toward the additional academic and school quality measure target each year. The additional academic and school quality measure targets will be disaggregated by the subpopulations listed in Subsection 112.05.g. (3-15-22)

**113. (RESERVED)**

**114. FAILURE TO MEET ANNUAL MEASURABLE PROGRESS.**

**01. Accountability Measures and Timelines.** Accountability measures and timelines will be determined by the state board of education for school districts and schools who fail to meet annual measurable progress. (3-15-22)

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**02. Compliance with Federal Law.** All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (3-15-22)

**a.** With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet interim and long-term progress goals. (3-15-22)

**b.** With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, such non-Title I schools and local educational agencies shall be required to comply with federal law and state requirements with the procedures relating to failure to meet interim and long-term progress goals as provided in Subsection 114.02.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (3-15-22)

**115. -- 117. (RESERVED)**

**118. HOME SCHOOL.**

Any student not attending a public or private school within the state of Idaho may, as an alternative, receive educational instruction in a home school setting at the direction of the student's parent or guardian. A home schooled student is required to receive such instruction in subjects commonly and usually taught in the public schools of the state of Idaho. (3-15-22)

**119. -- 127. (RESERVED)**

**128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE).**

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Career Technical Education, and State Department of Education personnel. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. The State Department of Education shall charge publishers submission fees of sixty dollars (\$60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process. (3-23-22)

**01. Subject Areas.** Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, physical education, handwriting, literature, driver education, limited English proficiency. (3-23-22)

**02. Multiple Adoptions. Multiple adoptions are Made in Each Subject Area.** (3-23-22)

**03. Bids.** Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (3-23-22)

**04. Depository.** The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (3-23-22)

**05. Local Policies.** School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (3-23-22)

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**06. Online Course Review and Approval Process.** The State Department of Education shall administer the review and approval of online course providers and courses. Reviewers shall be certified Idaho classroom teachers. Online course providers are approved for a period of four (4) years. The State Department of Education shall charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process. (3-23-22)

**129. -- 139. (RESERVED)**

**140. WORKFORCE SKILLS.**

**01. Academic Skill Development.** All students will be provided the opportunity to develop their academic skills (i.e., reading, language arts and communication, mathematics, science, social studies) and to develop the skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement), individual and teamwork skills (i.e., personal initiative, working with others), thinking/information skills (i.e., reasoning, problem solving, acquiring and using information) and vocational-technical skills based on the standards of the industry as approved by the State Board of Vocational Education. (3-15-22)

**02. Other Skill Development.** Recognizing that students may or may not be active in the workforce, the State Board believes all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management); balancing work and family responsibilities; and entrepreneurial skills. (3-15-22)

**03. Work-Based Learning Experiences.** Work-based learning experiences may be provided as part of the instruction in the school. For students to receive credit, these experiences will include: training plans, training agreements, approved work sites, and supervision by appropriately certificated personnel. If work-based learning experiences are selected, they will be included in the Parent Approved Student Career Pathways Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education. (3-15-22)

**141. -- 159. (RESERVED)**

**160. SAFE ENVIRONMENT AND DISCIPLINE.**

Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Possessing Weapons on Campus
Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-free School Zones
Building Safety including Evacuation Drills
Relationship Abuse and Sexual Assault Prevention and Response

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Districts will conduct an annual review of these policies and procedures. (See Section 33-1612, Idaho Code)  
(3-15-22)

**161. -- 170. (RESERVED)**

**171. GIFTED AND TALENTED PROGRAMS.**

**01. Definitions.** The following definitions apply only to Section 171 of these rules. (3-15-22)

**a.** Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (3-15-22)

**02. District Plan.** Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-15-22)

**a.** Philosophy statement. (3-15-22)

**b.** Definition of giftedness. (3-15-22)

**c.** Program goals. (3-15-22)

**d.** Program options. (3-15-22)

**e.** Identification procedures. (3-15-22)

**f.** Program evaluation. (3-15-22)

**03. Screening.** The district's process for identifying gifted and talented students shall include the following steps: (3-15-22)

**a.** The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-15-22)

**b.** The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-15-22)

**c.** The district shall match student needs with appropriate program options. (3-15-22)

**04. Assessment.** Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-15-22)

**a.** Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-15-22)

**b.** Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data,



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questionnaires, interviews and grades.  
22)

(3-15-

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3-15-22)

**172. -- 199. (RESERVED)**

**200. K-12 IDAHO CONTENT STANDARDS.**

As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established content standards. The standards set forth in Section 004 of this rule are state content standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic content necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state content standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. (3-15-22)

**201. -- 999. (RESERVED)**

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**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Temporary and Proposed Omnibus Rule – Docket 47-0000-2200

**REFERENCE**

November 2017	Board approved pending rule amendments to Docket 47-0101-1701.
November 2019	Board approved temporary rule Docket 47-0101-1901 re-establishing expired provisions for Idaho's Vocational Rehabilitation Program while the Division completed a two-year process for rewriting IDAPA 47.01.01.
June 2020	Board approved temporary and proposed rule Docket 47-0101-2001 establishing provisions for Idaho's Vocation Rehabilitation Program.
November 2020	Board approved pending rule Docket 47-0101-2001.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-3717 and 33-2303, Idaho Code

**BACKGROUND/DISCUSSION**

Idaho Administrative Code, IDAPA 47.01.01, was not extended by the 2019 Legislature and expired June 30, 2019. At the Board's November 26, 2019 Special Board meeting the Board approved a temporary rule reestablishing the rules for vocational rehabilitation services provided by the Idaho Division of Vocational Rehabilitation. These rules were approved as a temporary rule rather than proposed and pending rules to allow the Division time to go through a two year process, with stakeholders, to rewrite the chapter. The services covered by this rule are tied to the federal rehabilitation program and funding, and must meet federal requirements for Idaho to remain eligible for the federal funding that supports these programs. The temporary rule approved by the Board in November 2019 expired at the end of the 2020 Legislative Session.

Following the completion of this work, the Division submitted a new temporary and proposed rule, which was approved by the Board at the June 2020 Regular Board meeting. The Board approved the pending rule following the negotiated rulemaking process at the November 23, 2020 special Board meeting. The 2021 Legislature did not reject the rule and the pending rule took effect July 1, 2021. Due to this timing, it was unnecessary to include IDAPA 47, rules governing Idaho's vocational rehabilitation program in the Omnibus rulemaking process that was conducted during the 2021-2022 negotiated rulemaking cycle.

During the 2022 Legislature, the legislature again did not extend any of the currently codified rules. Because this rule is off cycle from IDAPA 08 and IDAPA

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55 (the two chapters reviewed by the 2022 Legislature) without legislative action extending the previously codified administrative rules it will expire on June 30, 2022. The Division is submitting a new temporary and proposed rule pursuant to Section 67-5220(2), Idaho Code. As a result, the Division will engage in temporary and negotiated rulemaking concurrently pursuant to Section 67-5226, Idaho Code. The Division is actively taking measures to comply with Executive Order 2020-01, Zero Based Regulation, to streamline the rule, especially in those sections of rule which are clearly defined in federal regulation, 34 CFR § 361, State Vocational Rehabilitation Services Program, which govern the Vocational Rehabilitation program.

**IMPACT**

The Division does not anticipate any fiscal impact from the approval of this temporary rule. This rule will provide general program requirements, not already described in federal regulations, and service delivery expectations for individuals with disabilities who apply for and are determined eligible for program services

**ATTACHMENTS**

Attachment 1 – Temporary and Proposed Rule for IDAPA 47.01.01

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The requirements within the temporary and proposed rule align with the requirements of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), and provide additional clarification. Provisions contained within the rule include: formal and informal review processes, referral and application for services processes, and order of selection criteria.

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Final or pending rules are submitted to the legislature for consideration during the next legislative session. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

Temporary rules that are approved prior to the start of a legislative session expire at the end of that legislative session unless action is taken by the legislature to extend the rule. The legislature does not see temporary rules unless there is a request for an extension.

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This rule is necessary to comply with federal requirements. Staff recommends approval.

**BOARD ACTION**

I move to approve the temporary and proposed rule Docket 47-0101-2200, as provided in Attachment 1.

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

**IDAPA 47 – IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**47.01.01 – RULES GOVERNING VOCATIONAL REHABILITATION SERVICES**

**000. LEGAL AUTHORITY.**

Article IX, Section 2 of the Idaho Constitution, Section 33-2303, Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), (Public Law 113-128). T(07/01/22)

**001. TITLE AND SCOPE.**

**01. Title.** The title of this chapter is IDAPA 47.01.01, “Rules Governing Vocational Rehabilitation Services.” T(07/01/22)

**02. Scope.** The provision of these rules is to establish the procedures, program requirements and to implement program changes necessitated by the Rehabilitation Act of 1973, as amended, which address the provision of vocational rehabilitation services to the disability population of Idaho. T(07/01/22)

**003. CONFIDENTIAL RECORDS.**

All personal information concerning the Division’s customers is confidential. The information is used only for purposes directly connected to the administration of Vocational Rehabilitation services, and may not be released without the informed, written consent of the customer, except as otherwise provided by law. T(07/01/22)

**004. – 009. (RESERVED)**

**010. DEFINITIONS.**

**01. Customer.** Any individual who has applied for or is eligible for vocational rehabilitation services. T(07/01/22)

**02. Division.** The Idaho Division of Vocational Rehabilitation. T(07/01/22)

**03. Informed Choice.** To make an informed choice, customers need accurate, clear, and useful information to make decisions regarding their vocational goal, necessary services and options for selecting approved service providers to reach their goal. T(07/01/22)

**04. Vocational Rehabilitation Counselor.** A professional staff member of the Division who determines customer eligibility and the provision of vocational rehabilitation services. T(07/01/22)

**011. ABBREVIATIONS.**

**01. IPE.** Individualized Plan for Employment. T(07/01/22)

**012. – 099. (RESERVED)**

**100. CUSTOMER APPEALS.**

In accordance with 34 CFR 361.57, the customer appeals process is governed by Sections 101-103 of these rules. T(07/01/22)

**101. INFORMAL REVIEW PROCESS.**

is an optional informal process to resolve disagreements or dissatisfaction with services. An individual may request an informal review within twenty-one (21) calendar days of the agency’s notice regarding the provision or denial of services. The request must be in writing to the regional manager and describe the complaint. The regional manager will function as the administrative review officer in this process. At the customer’s written request another regional manager may be substituted. The reviewer will be responsible for: T(07/01/22)

**01. Advising the Customer.** Inform the customer of their right to representation and services

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available through the Client Assistance Program.

T(07/01/22)

**02. Conducting the Review.** The review will be conducted within twenty-one (21) calendar days following receipt of a written request, unless both parties agree to an extension. T(07/01/22)

**03. Documented Effort.** The Division may extend the informal review period when the customer makes a documented effort to utilize client assistance program or another advocate to resolve the dissatisfaction. T(07/01/22)

**04. Review Location.** The review will be held at a time and location convenient to the customer, generally at a Division office. T(07/01/22)

**05. Communication Method.** Communication will be provided in the most appropriate method for the customer. T(07/01/22)

**06. Transportation.** Transportation will be provided to and from the review site, if practicable. T(07/01/22)

**07. Informal Review Decision.** The regional manager or designee will provide a written decision after conducting the informal review. The customer may request mediation or fair hearing within twenty-one (21) calendar days of the written decision. T(07/01/22)

**102. MEDIATION.**

Mediation is an alternate dispute resolution method available to applicants and eligible customers who initiate the formal appeals process or when the informal review did not resolve the customer's concern. T(07/01/22)

**01. Timeline.** A customer may request mediation as long as the request is made within twenty-one (21) calendar days of the original or informal review decision. T(07/01/22)

**02. Written Request.** Requests for mediation must be made in writing to the field services chief and state the reason for dissatisfaction with the decision. The field services chief will represent the Division or assign a management level staff member who was not involved in the decision. T(07/01/22)

**03. Participation.** Mediation is voluntary, either party may reject mediation. Once mediation has been accepted, either party may terminate the mediation process. T(07/01/22)

**04. Right to Fair Hearing.** Mediation may not be used to deny or delay the customer's right to pursue a fair hearing. Should the customer and/or designated representative select mediation in lieu of a fair hearing, the option for a fair hearing will be extended to allow the results of mediation to be established. Once the final mediation results are determined, the customer retains the right to request a fair hearing. T(07/01/22)

**05. Mediator.** All mediation is conducted by a qualified and impartial mediator who is selected randomly from a list maintained by the Division. T(07/01/22)

**06. Confidentiality.** Mediation discussions are confidential and may not be used as evidence in a fair hearing. Both parties will sign a confidentiality agreement. T(07/01/22)

**07. Mediation Agreement.** The mediator will develop a written mediation agreement if agreement between the parties is reached. The agreement must be signed by all parties involved in the mediation. T(07/01/22)

**08. Cost.** Cost of mediation is paid by the Division, except for customer representation. T(07/01/22)

**103. FAIR HEARING PROCESS.**

Is an option available to any customer who is dissatisfied with any determination made by Division personnel that affects the provision of vocational rehabilitation services. A customer may request a fair hearing immediately without going through any other appeal steps. A customer, or if appropriate their representative, may request a timely review of the determination. Such requests must be made within twenty-one (21) calendar days of the

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Division's decision resulting in the initial disagreement or within twenty-one (21) calendar days of the conclusion of the informal review or mediation process, whichever is later. The fair hearing will be conducted by a fair hearing officer. T(07/01/22)

**01. Written Request.** Requests for a fair hearing must be submitted in writing to the field services chief and state the customer's dissatisfaction with the agency's decision. T(07/01/22)

**02. Timeline.** The hearing will be conducted within sixty (60) calendar days of receipt of the individual's request, unless resolution is achieved prior to the 60th day, or both parties agree to a specific extension of time. T(07/01/22)

**03. Fair Hearing Officers.** The Division Administrator, or designee, and the State Rehabilitation Council will jointly maintain a list of fair hearing officers. The Administrator and the customer will select the fair hearing officer from the list. T(07/01/22)

**04. Written Report.** The fair hearing officer will issue a written report of the decision within thirty (30) calendar days of the completion of the hearing. T(07/01/22)

**05. Decision.** The decision of the fair hearing officer will be considered final by the Division. T(07/01/22)

**06. Dispute.** Any party who disagrees with the decision of a fair hearing officer will have the right to bring a civil action with respect to the matter in dispute. The action may be brought in any state court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy. T(07/01/22)

**104. – 199. (RESERVED)**

**200. REFERRAL AND APPLICATION FOR SERVICES.**

**01. Referral.** The Division will attempt contact within seven (7) business days after receipt of a referral request and will make a minimum of three (3) attempts to contact the individual before closing the referral. T(07/01/22)

**02. Application for Services.** The application process includes the following; an individual must sign and date an application, or make a request for alternate application, provide necessary information to begin an assessment of eligibility, information gathered in the intake interview meets this criterion, and the customer is available and free of restrictions to complete the assessment process for determining eligibility for Division services. T(07/01/22)

**a. Residency Requirement.** There is no duration of residency to apply for Division services. Individuals must be present in the state of Idaho and legally able to work in the United States (i.e., non-U.S. citizens must show they are legally able to work within the United States). T(07/01/22)

**b. Other Requirements.** Customers must be available to participate in the eligibility determination process and will be informed of their rights and responsibilities as a customer of the program. T(07/01/22)

**201. ELIGIBILITY REQUIREMENTS.**

Eligibility for vocational rehabilitation services is based upon the following criteria: T(07/01/22)

**01. Documentation of Impairment.** The customer has a physical or mental impairment documented by qualified personnel; T(07/01/22)

**02. Documentation of Impediment.** A determination by qualified personnel that the customer's physical or mental impairment constitutes a substantial impediment to employment; T(07/01/22)

**03. Determination of Need for Services.** A determination by qualified personnel employed by the

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Division, that the customer requires vocational rehabilitation services to prepare for, secure, retain, advance in, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. T(07/01/22)

**04. Presumption of Benefit.** The Division presumes that a customer who meets the eligibility requirements, can benefit in terms of an employment outcome, unless the severity of disability places this presumption of benefit in question, per CFR 361.42(e). T(07/01/22)

**202. PRESUMPTIVE ELIGIBILITY.**

Individuals eligible for Social Security benefits under Title II or Title XVI of the Social Security Act, based upon their disability, are presumed to meet the eligibility requirements for vocational rehabilitation services, unless the vocational rehabilitation counselor questions the individual's ability to benefit from vocational rehabilitation services due to the severity of the individual's disability. T(07/01/22)

**203. SEVERITY OF DISABILITY.**

At the time a customer is determined eligible for vocational rehabilitation services, a determination of the severity of disability, as it relates to employment, will also be determined. A priority category assignment will be determined for all eligible individuals, in one (1) of the following categories: T(07/01/22)

**01. Priority Category 1 - Eligible Individuals with the Most Significant Disabilities.** T(07/01/22)

- a.** Meets criteria established for a customer with a significant disability; and T(07/01/22)
- b.** Experiences a severe physical and/or mental impairment that seriously limits three (3) or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and T(07/01/22)
- c.** Requires multiple primary Individualized Plan for Employment services over an extended period of time. T(07/01/22)

**02. Priority Category 2 - Eligible Individuals with Significant Disabilities.** T(07/01/22)

- a.** Meets the criteria for a customer with no significant disability; and T(07/01/22)
- b.** Experiences a severe physical and/or mental impairment that seriously limits one (1) or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and T(07/01/22)
- c.** Requires multiple primary IPE services over an extended period of time. T(07/01/22)

**03. Priority Category 3 - All other Eligible Individuals with Disabilities.** T(07/01/22)

- a.** Has a physical or mental impairment; and T(07/01/22)
- b.** Impairment constitutes or results in a substantial impediment to employment; and T(07/01/22)
- c.** Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services. T(07/01/22)

**204. INDIVIDUALIZED PLAN FOR EMPLOYMENT.**

**01. IPE Requirements.** An eligible customer, or their representative, may develop all or part of their IPE, with or without assistance from the Division, however the IPE must be agreed to by a qualified rehabilitation professional. The Division will not pay for IPE development services from other providers. The customer is given a copy of the signed IPE and any subsequent IPEs. There will be only one (1) active IPE at any given time. The



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Division supports vocational goals in competitive integrated employment, including supported employment and self-employment. The IPE will contain the mandatory components per 34 CFR 361.46. T(07/01/22)

**02. Annual IPE Review.** IPEs will be reviewed at least on an annual basis. T(07/01/22)

**205. CASE CLOSURE.**

The Division may close a customer's case at any time in the vocational rehabilitation process for various reasons, in compliance with federal regulations as stated in 34 CFR 361.43, 44, and 56 and federal reporting guidelines. General reasons for case closure may occur when the vocational rehabilitation counselor determines that a customer is either not eligible or no longer eligible for vocational rehabilitation services; is unavailable to participate in the vocational rehabilitation program; declines to participate in the vocational rehabilitation program; or the customer achieves an employment outcome. Regardless of when in the process the record of service is closed, the vocational rehabilitation counselor must make reasonable attempts to contact the individual, or as appropriate their representative, prior to case closure to discuss the pending case closure. A closure letter or appropriate form of communication will be sent to individuals whose case is being closed. T(07/01/22)

**206. ORDER OF SELECTION.**

**01. Order of Selection.** When the Division cannot provide the full range of vocational rehabilitation services to all eligible customers because of fiscal or personnel capacity constraints, the agency will enter an order of selection. The order of selection will be based on the following requirements: T(07/01/22)

**a.** Students with disabilities, as defined by 34 CFR 361.5(c)(51), who received pre-employment transition services prior to eligibility determination and assignment to a disability priority category will continue to receive such services. T(07/01/22)

**b.** All customers who have an Individualized Plan for Employment will continue to be served. T(07/01/22)

**02. Priority Status.** Priority will be given to eligible individuals with the most significant disabilities, followed by those with significant disabilities, and finally those eligible individuals with disabilities. All eligible customers will be assigned to one (1) of the priority categories as outlined in Section 204 of these rules. T(07/01/22)

**03. When Unable to Serve All Eligible Individuals.** If the Division cannot serve all eligible individuals within a given priority category, individuals will be released from the statewide waitlist based on disability priority category and date of application. T(07/01/22)

**04. Employment Maintenance.** The Division will serve individuals who are in immediate jeopardy of losing their employment and who require specific services or equipment to maintain employment, regardless of severity of disability category assignment, in accordance with 34 CFR 361.36.a(3)(v).

**207. – 299. (RESERVED)**

**300. FINANCIAL PARTICIPATION REQUIREMENTS.**

The Division will consider the financial participation of an eligible customer for the purposes of determining the extent of their participation in the costs of vocational rehabilitation services in accordance with 34 CFR 361.54. Financial participation will not be a consideration in the determination of eligibility for vocational rehabilitation services but will be a consideration in allocating the cost of vocational rehabilitation services, except those services described in 34 CFR 361.54(b)(3). T(07/01/22)

**01. Financial Participation Assessment.** Financial participation will be assessed after eligibility and prior to IPE implementation, prior to a plan amendment, on an annual basis or if a customer's financial circumstances change significantly, whichever occurs sooner. T(07/01/22)

**301. COMPARABLE BENEFITS.**

Eligible customers will identify and use all comparable benefits that may be available during the development of the

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IPE, including, but not limited to, accommodations and auxiliary aids and services, which may meet, in whole or in part, the cost of vocational rehabilitation services. Comparable benefits and services must be utilized before agency funds are used. T(07/01/22)

**01. Exempt Services.** Services exempt from the requirement to utilize comparable services and benefits include medical, psychological or other examinations to determine eligibility, vocational counseling and guidance, information and referral, job related services to include job search, job supports, job placement and retention services, evaluation of vocational rehabilitation potential, and rehabilitation technology (not including personally prescribed devices). T(07/01/22)

**02. Availability of Comparable Benefits.** If comparable services or benefits are not available at the time needed to ensure progress toward achieving the employment outcome, the Division may provide such services until comparable services and benefits become available. T(07/01/22)

**302. – 399. (RESERVED)**

**400. PURCHASING REQUIREMENTS.**

All services and purchases will follow federal, state, and Idaho Division of Purchasing guidelines. Purchases require written authorization prior to the initiation of the purchased service. Authorizations are issued on or before the beginning date of service. If services are provided without an approved authorization, the Division reserves the right to deny the vendor's invoice. The method of procurement is determined in partnership with the customer; however, the Division prefers that an Authorization for Purchase be used over other methods, with an invoice from the vendor documenting the service provision. The Division will pay for pre-employment transition services and other services that contribute to the determination of eligibility or that are necessary to achieve an employment outcome. T(07/01/22)

**401. PURCHASING STANDARDS.**

The Division pays usual, customary, and reasonable charges for services. The Division has established hierarchical levels of purchasing authority to balance process efficiency with the Division's internal controls. The majority of service negotiation is at the counselor level. When necessary, varying levels of exceptions to purchasing authority are available by appropriate management staff. Decisions on case expenditures are determined on an individualized basis. The customer may choose their preferred vendor, however, if the cost of a service exceeds a control threshold, the customer will be responsible for the excess amount, absent an exception. Services that will meet the customer's need at the least cost to the Division will be the service cost considered for planning purposes. Services available in the State of Idaho are preferred over more costly out-of-state options, where applicable. T(07/01/22)

**402. PROVISION OF COMMUNITY REHABILITATION PROGRAM SERVICES.**

The Division will purchase vocational services from the community rehabilitation programs that are accredited by the Commission on Accreditation of Rehabilitation Facilities, the Rehabilitation Services Accreditation System or from individuals who have employment related certificates from the Association of Community Rehabilitation Educators or who are Certified Employment Support Professional. T(07/01/22)

**402. – 999. (RESERVED)**

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**SUBJECT**

Board Policy IV.B. State Department of Education – Instructional Certificate Endorsements – First Reading

**REFERENCE**

April 2016	The Board approved the first reading of proposed changes to Board Policy IV.B. cleaning up outdated sections and formalizing the standards review process.
June 2016	The Board approved the second reading of proposed changes to Board Policy IV.B.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101. Initiating amendments pursuant to Zero Based Regulation Initiative.
October 2021	Board approved omnibus rule for IDAPA 08, incorporating proposed rule amendments approved at the August 2021 Board meeting.

**APPLICABLE STATUTE, RULE, OR POLICY**

State Board of Education Governing Policies and Procedures IV.B.  
Sections 33-1201 through 33-1204, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02  
Executive Order 2020-01

**BACKGROUND/DISCUSSION**

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible. For the 2021-2022 rulemaking cycle IDAPA 08.02.02, Rules Governing Uniformity, was up for review and amendment.

As part of this process, the amendments to IDAPA 08.02.02 that went before the 2022 Legislature included the removal of the subject area certificate endorsements with the understanding that they would be moved into Board policy. The amended rule removing the endorsements took effect March 15, 2022.

**IMPACT**

This policy amendment is the next step in the process that was started in 2021 to move the certificate endorsements from Administrative Code to Board policy.

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**ATTACHMENTS**

Attachment 1 – Board Policy IV.B. First Reading

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-1201, Idaho Code, requires each person employed in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. Certificate endorsements identify the subject area and grade range of each certificate. Instructional certificates may include multiple endorsement areas. Chapter 12, Title 33, Idaho Code, includes various provisions requiring the Board to specify the minimum college training requirements or the duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsements in rule. By moving these provisions to Board Policy, the Board will be able to be more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

During the 2022 legislative session, staff received some feedback from a few legislators expressing concern about removing the endorsements from Administrative Code. Staff assured legislators that the process for establishing Board policy as laid out in Section 33-105, Idaho Code, requires a transparent and open process with multiple opportunities for the public to give input.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of Board Policy IV.B., Certificate Endorsements as provided in Attachment 1.

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

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES**

**Subsection: B. State Department of Education**

**June 2016 August 2022**

**1. Purpose**

The State Department of Education is established by Section 33-125, Idaho Code, as an executive agency of the State Board of Education for elementary and secondary school matters.

**2. State Superintendent of Public Instruction**

The State Superintendent of Public Instruction is an elected public official, serves as the executive secretary of the Board, and is the ~~chief~~ executive officer of the State Department of Education. The State Superintendent of Public Instruction (hereinafter known as the "superintendent") is responsible for carrying out the policies, procedures, and duties authorized by applicable state and federal statutes and the policies and procedures of the Board for the elementary and secondary schools in Idaho.

**3. Department Organization**

The State Department of Education (hereinafter known as the "department") is organized in a manner as determined by the Board acting on recommendations by the superintendent.

**4. General Scope of Department Responsibilities**

The department is responsible for public elementary and secondary school matters as provided by Title 33, Idaho Code, or as determined by the State Board of Education.

**5. Consultant and Advisory Services**

The Board allows payments to be made to staff members of the department for consultative services to agencies or organizations other than the public elementary and secondary schools. Such payments may be in addition to the certified salary of the employee and be made during the periods for which any regular salary is paid, as determined by the superintendent. Consultative services must not interfere with the time or duties of the staff member for the department. Requests to undertake consultative services must be submitted to the superintendent or his or her designee and to the Board for prior approval.

**6. Policy Manual for Idaho Public Schools**

The superintendent or his or her designee is responsible for the development, establishment, maintenance, and dissemination of the *State Board of Education Rules and Regulations for Public Schools K-12* as approved by the Board. The procedures

used to establish, amend, or otherwise modify the Policy Manual will be in accordance with Board policy and applicable state laws.

**7. Internal Policies and Procedures**

The superintendent, as the chief executive officer, may establish such additional policies and procedures for the internal management of the department as are necessary and in alignment with the Board policies, Administrative Code, and Idaho [code Statute](#).

**8. Basic Educational Technology Standards for Continuing Educators**

The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. This policy was created as a plan of action which provides recognition, encouragement and documentation of demonstrated competencies for educators and school districts by certificates of achievement and by school accreditation.

**a. Accountability and Recognition**

All state approved teacher education institutions or their trained designees (i.e., state department employees, district employees or community college faculty) will issue a State Certificate of Educational Technology Competency to those certificated personnel who have documented mastery of the required basic technology standards.

The State Department of Education will issue annually a State Certificate of a Technology School of Excellence to those schools documenting that at least 90% of the certificated staff have earned the State Certificate of Educational Technology Competency.

The State Department of Education will provide the State Board of Education an annual report on certificated personnel demonstrating mastery of the required basic technology standards by state, by district, and by school beginning with a baseline skill inventory that identifies the number of certificated personnel who have already demonstrated competency by the approved assessments. The results of this baseline will be available for Board review at the September 1998 Board meeting. Reports will continue annually on September 1999 through September of 2001 providing current data from the 1998-1999 school year and continuing through the 2000-2001 school year. The baseline and each annual report will include the following information by state, by district, and by school:

- i. Total certificated personnel
- ii. Total certificated personnel demonstrating technology competency
- iii. Total certificated administrative personnel
- iv. Total certificated administrative personnel demonstrating technology competency

- v. Total certificated instructional personnel
- vi. Total certificated instructional personnel demonstrating technology competency.

Information from the annual reports may be used to inform the citizens of Idaho of the relative standing of each school and each school district. The information will also be used to give proper recognition to schools making excellent progress towards or achieving the Board's goal. The Board staff will evaluate the policy annually.

**9. Standards Approval**

While maintaining a balance between the local control of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public school then provide educational opportunities to Idaho students. Prior to any standards being brought forward to the Board the applicable stakeholders and the public shall be provided with an opportunity to provide feedback. All standards being brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

**a. Content Standards**

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards.

The content standards review process will include at a minimum:

- i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the

applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

- ii. The review committee will make an initial determination regarding the need to update the standards.
  - iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
  - iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.
- b. Standards for the Initial Certification of Professional School Personnel
- The Standards for the Initial Certification of Professional School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Reviews of CTE educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to the Standards for the Initial Certification of Professional School Personnel. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

#### 10. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. The following credit requirement must be met to be eligible for each type of endorsements. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap. Routes for



Alternative Authorization for new endorsement's are established in IDAPA 08.02.02.021.

- a. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12.
- b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and a minimum of three (3) semester credit hours in comparative government. Remaining course work must be selected from political science. Course work may include three (3) semester credit hours in world history survey.
- c. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) modern language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual clinical field experience.
- d. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation.
- e. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements a minimum of thirty (30) semester credit hours in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; clinical experience including a combination of general and special education in the

following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.

- f. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty (20) semester credit hours in elementary education and special education coursework to include: methodology and content knowledge (mathematics, literacy, science, health, physical education art), technology, assessment, and clinical experiences in grades four (4) through six (6).
- g. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry.
- h. Communication (5-9 or 6-12). Follow one (1) of the following options:
  - i. Option I -- Twenty (20) semester credit hours to include methods of teaching speech/communications plus course work in at least four (4) of the following areas: interpersonal communication/human relations; argumentation/personal persuasion; group communications; nonverbal communication; public speaking; journalism/mass communications; and drama/theater arts.
  - ii. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: interpersonal communication/human relations, public speaking, journalism/mass communications, and methods of teaching speech/communication.
- i. Computer Science (5-9 or 6-12).
  - i. Twenty (20) semester credit hours of course work in computer science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or
  - ii. Occupational teacher preparation pursuant to Board Policy IV.E.
- j. Deaf/Hard of Hearing (Pre-K-12). Completion of a minimum of thirty-three (33)

semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. Coursework to include: American Sign Language, listening and spoken language development, hearing assessment, hearing assistive technology, students with disabilities, pedagogy for teaching students who are deaf or hard of hearing, assessments, and clinical practice.

- k. Early Childhood Special Education (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty (20) semester credit hours in the area of early childhood education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8) parent-teacher relations; and clinical practice at the Pre-K - 3 grades.
- l. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology.
- m. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of personal finance/consumer economics/economics methods. Remaining course work may be selected from business, economics, or finance course.
- n. Engineering (5-9 or 6-12). Twenty (20) semester credit hours of engineering course work.
- o. English (5-9 or 6-12). Twenty (20) semester credit hours, including coursework in all of the following areas: grammar, American literature, British literature, multicultural/world literature, young adult literature, and literary theory. Additionally, a course in advanced composition, excluding the introductory sequence designed to meet general education requirements, and a course in secondary English language arts methods are required.

- p. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL clinical field experience.
- q. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program.
- r. Geography (5-9 or 6-12). Twenty (20) semester credit hours including course work in cultural geography and physical geography, and a maximum of six (6) semester credit hours in world history survey. The remaining semester credit hours must be selected from geography.
- s. Geology (5-9 or 6-12). Twenty (20) semester credit hours in the area of geology.
- t. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, creative and critical thinking, social and emotional needs, curriculum, instruction, assessment and identification, differentiated instruction, program design, and clinical practice.
- u. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course.
- v. History (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. history survey and a minimum of six (6) semester credit hours of world history survey. Remaining course work must be in history. Course work may include three (3) semester credit hours in American

government.

w. Humanities (5-9 or 6-12). An endorsement in English, history, music, visual art, drama, or foreign language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance.

x. Journalism (5-9 or 6-12). Follow one (1) of the following options:

i. Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in journalism and six (6) semester credit hours in English and/or mass communication.

ii. Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in journalism.

y. Literacy (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; writing methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment.

z. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department.

aa. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in mathematics content.

bb. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary

music methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course.

cc. Natural Science (5-9 or 6-12). Follow one (1) of the following options:

i. Option I -- Must hold an existing endorsement in one of the following areas: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:

1) Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: physics, chemistry, and Earth science or geology.

2) Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.

3) Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology.

4) Existing Earth science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and chemistry.

i. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: biology, chemistry, Earth science or geology, and physics.

dd. Online-Teacher (K-12). To be eligible for an Online-Teacher (K-12) endorsement, a candidate must have satisfied the following requirements:

i. Meets the state's professional teaching and/or licensure standards and is qualified to teach in his/her field of study.

ii. Provides evidence of online course time as a student and demonstrates online learning experience.

iii. Has completed an eight (8) week online clinical practice in a K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades K-12 within the past three (3) years.

iv. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent.



v. Demonstrates proficiency in the Idaho Standards for Online Teachers.

ee. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course.

ff. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

gg. Physics (5-9 or 6-12). Twenty (20) semester credit hours in the area of physics.

hh. Psychology (5-9 or 6-12). Twenty (20) semester credit hours in the area of psychology.

ii. Science – Middle Level (5-9). Twenty-four (24) semester credit hours in science content coursework including at least eight (8) credits in each of the following: biology, earth science, and physical science to include lab components. Science foundation standards must be met.

jj. Social Studies (6-12). Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science.

kk. Social Studies – Middle Level (5-9). Twenty (20) Semester credit hours in social studies content coursework including at least five (5) credits in each of the following: history, geography, and American government/political science or economics. Social studies foundations must be met.

ll. Sociology (5-9 or 6-12). Twenty (20) semester credit hours in the area of sociology.

mm. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: anthropology and sociology.

nn. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who

hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

i. Teacher Leader – Instructional Specialist – Eligibility of Endorsement. To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

1) Education requirement: Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goal-setting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms.

2) Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting.

3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.

ii. Teacher Leader – Literacy – Eligibility for Endorsement. To be eligible for a Teacher Leader – Literacy endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

1) Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies in the Idaho Literacy Standards. Coursework and content domains required include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process, which are all centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.

2) Experience: Completion of a minimum of three (3) years' full-time



certificated experience while under contract in an accredited school setting.

- 3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved literacy content assessment.

iii. Teacher Leader – Mathematics – Eligibility for Endorsement. To be eligible for a Teacher Leader – Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

- 1) Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
- 2) Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting.
- 3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved math content assessment.

iv. Teacher Leader – Special Education – Eligibility for Endorsement. To be eligible for a Teacher Leader – Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

- 1) Education Requirements: Hold a Standard Instructional Certificate

endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law.

2) Experience: Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.

3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.

oo. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: collection development/materials selection; literature for children and/or young adults; organization of information to include cataloging and classification; school library administration/management; library information technologies; information literacy; and reference and information service.

pp. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater.

qq. Visual Arts (5-9, 6-12, or K-12). Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course.

rr. Visual Impairment (Pre-K-12). Completion of a program of a minimum of thirty (30)

semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements:

ss. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following:

- i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and
- ii. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment).

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 15, 2022**

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**DIVISION OF CAREER TECHNICAL EDUCATION (IDCTE)**

**SUBJECT**

Board Policy IV.E. Division of Career Technical Education – First Reading

**REFERENCE**

October 16-17, 2019	Board approved the second reading of proposed changes to Board Policy IV.E and pending rule amending IDAPA 08.02.02 removing language for CTE degree-based endorsements.
April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
August 26, 2020	Board approved first reading of proposed amendments to Board Policy IV.E.4.a. clarifying state programs administered by the Division.
October 21, 2020	Board approved second reading of proposed amendments to Board Policy IV.E. Division of Career Technical Education.
August 26, 2021	Board approved first reading of proposed amendments to Board Policy IV.E. updating career technical educator endorsement provisions.
October 21, 2021	Board approved second reading of proposed amendments to Board Policy IV.E.

**APPLICABLE STATUTE, RULE, OR POLICY**

State Board of Education Governing Policies and Procedures IV.E.  
Sections 33-105, and 33-2202, Idaho Code  
IDAPA 08.02.03.004

**BACKGROUND/DISCUSSION**

To be considered for, or to receive continued approval from the Idaho Division of Career Technical Education (IDCTE), a career technical education program must meet the approved program content standards. These standards had previously been incorporated by reference in IDAPA 08.02.03 along with the academic content standards. As part of the Governor's initiative on Zero Based Regulations and the request to limit or reduce what is included in Administrative Code, the Board started the process of moving these standards from IDAPA 08.02.03 to Board policy. The amended rules took affect when the Legislature adjourned *sine die* in March. Adding the standards into Board policy is the next and final step in the yearlong process.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 15, 2022**

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In addition to moving the standards into Board policy, IDCTE is also proposing an amendment to the career technical education early childhood education program standards. These standards are a subset of the Family and Consumer Sciences standards. The early childhood education program standards have been updated to make them more relevant to today's early childhood education environment and are coming forward to the Board as entirely new standards for this program area.

**IMPACT**

This policy amendment is the next step in the process that was started in 2021 to move the career technical education program standards from Administrative Code to Board policy.

**ATTACHMENTS**

Attachment 2 – CTE Early Childhood Education Program Standards Update  
Attachment 2 – Board Policy IV.E. First Reading

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The career technical education program content standards are grouped in six major categories: Agricultural and Natural Resources; Business and Marketing Education; Engineering and Technology Education; Health Sciences; Family and Consumer Sciences; and Skilled and Technical Sciences. In addition to these six categories, the standards include a seventh area that is incorporated into the specific program categories: Workplace Readiness. Each major category is then made up of several program areas. As an example, Family and Consumer Sciences encompasses Culinary Arts Program Standards, Early Childhood Education Program Standards, Entrepreneurship Program Standards, and Hospitality and Tourism Program Standards.

Staff recommends approval.

**BOARD ACTION**

I move to approve the updates to the career technical education early childhood education program standards as provided in Attachment 1.

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

I move to approve the first reading of Board Policy IV.E. Division of Career Technical Education as provided in Attachment 2.

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

# 2022 EARLY CHILDHOOD EDUCATION

## Program Standards

### CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES

#### Performance Standard 1.1: Postsecondary education options

- 1.1.1 Analyze career and education paths and opportunities for employment in early childhood education and related services.
- 1.1.2 Describe specific work environments, qualifications, and employment opportunities that provide services to children and families at each level of the career ladder.
- 1.1.3 Describe trends that affect child-related careers on the local, state, and national levels.

#### Performance Standard 1.2: Professionalism in early childhood education

- 1.2.1 Explore career technical student organizations associated with early childhood education [e.g., Family, Career and Community Leaders of America (FCCLA) [www.fcclainc.org](http://www.fcclainc.org) ].
- 1.2.2 Participate in student and/or professional organizations' functions and leadership opportunities.
- 1.2.3 Compare professional early childhood education organizations and programs [e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education Institutions, IdahoSTARS, and organizations that focus on infant-toddlers and family childcare providers].

#### Performance Standard 1.3: Ethical standards and professional guidelines

- 1.3.1 Integrate the NAEYC Code of Ethical Conduct into practice.
- 1.3.2 Maintain confidentiality and respect of children, families, and colleagues.
- 1.3.3 Analyze ethical dilemmas and determine professional and appropriate courses of action.
- 1.3.4 Explain the purpose and importance of program accreditation and licensure.

#### Performance Standard 1.4: Professional development and collaboration

- 1.4.1 Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements.
- 1.4.2 Facilitate and participate on collaborative teams.
- 1.4.3 Foster effective relationships within collaborative teams.
- 1.4.4 Identify initial and ongoing requirements for professional development (local, state, and national).
- 1.4.5 Identify program types and indicators of quality early childhood programs (i.e. NAEYC checklist).
- 1.4.6 Identify a variety of agencies, organizations, and professionals available to young children and families.

#### Performance Standard 1.5: Knowledge, reflection, and critical analysis

- 1.5.1 Develop goals based on reflections of current practice with young children, families, and peers.
- 1.5.2 Create a portfolio/resource binder for use in preparation for future employment [similar to Child Development Associate [(CDA) portfolio].
- 1.5.3 Develop awareness of an understanding and accepting approach to working with diverse children and families.

#### Performance Standard 1.6: Advocacy for young children and the profession

- 1.6.1 Examine the economic impact of early childhood education services on local, state, and national levels.
- 1.6.2 Align advocacy to research and early childhood education resources on the local, state, and national level.

- 1.6.3 Demonstrate understanding of local and Idaho Legislative processes and impact on laws governing child care licensing and early education.
- 1.6.4 Advocate for young children, families, and the profession using written and verbal communication (e.g., letter writing, contacting your legislator, writing an editorial, and participating in an advocacy event).
- 1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for young children, families, and the community.

#### **CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING**

##### **Performance Standard 2.1: Characteristics and needs of young children**

- 2.1.1 Explain developmental domains: cognitive, physical, language, social-emotional, and creative development.
- 2.1.2 Explain factors that impact young children's ability to meet developmental milestones [e.g., prematurity, nutrition, prenatal care, maternal depression, Adverse Childhood Experiences (ACEs), and mother's level of education].
- 2.1.3 Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, Bronfenbrenner, and Vygotsky) to meet young children's individual needs in the group setting.

##### **Performance Standard 2.2: Multiple influences on development and learning**

- 2.2.1 Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles.
- 2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity.
- 2.2.3 Distinguish factors, including family dynamics, societal context, and structural inequities which may affect children's behavior, health, and welfare.

##### **Performance Standard 2.3: Healthy, respectful, supportive, and challenging learning environments**

- 2.3.1 Differentiate developmental differences and unique characteristics of children.
- 2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation.
- 2.3.3 Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains.

#### **CONTENT STANDARD 3.0: FAMILY AND COMMUNITY RELATIONS**

##### **Performance Standard 3.1: Family and community characteristics**

- 3.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences.
- 3.1.2 Implement practices which facilitate respect and acceptance of diverse families.
- 3.1.3 Demonstrate an understanding of the Strengthening Families framework, including protective factors (e.g., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children).

##### **Performance Standard 3.2: Family and community empowerment through respectful, reciprocal relationships**

- 3.2.1 Demonstrate how to build partnerships with families through frequent, effective two-way communication about their child's experiences and development.
- 3.2.2 Identify and encourage opportunities for family support, empowerment, and participation.
- 3.2.3 Explore how families' attitudes and actions influence children's abilities and interest in learning.
- 3.2.4 Identify ways family members can play an active role in their child's education.
- 3.2.5 Describe ways we can use families and the community as resources for children's learning (e.g., field trips and visitors).

- 3.2.6 Identify community resources to support children and families' well-being (e.g., housing, food, clothing, healthcare).

**CONTENT STANDARD 4.0: OBSERVATION, DOCUMENTATION, AND ASSESSMENT**

**Performance Standard 4.1: Goals, benefits, and uses of assessment**

- 4.1.1 Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts).
- 4.1.2 Describe how findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum.
- 4.1.3 Identify the difference between formal and informal and formative and summative assessments.
- 4.1.4 Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met.

**CONTENT STANDARD 5.0: TEACHING AND LEARNING**

**Performance Standard 5.1: Positive relationships and supportive interactions as the foundation for working young children**

- 5.1.1 Understand and articulate how positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 5.1.2 Understand how teaching skills are responsive to the learning trajectories of young children and to the needs of each child.
- 5.1.3 Describe how differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children's learning.

**Performance Standard 5.2: Effective approaches, strategies, and tools for early education**

- 5.2.1 Engage in everyday conversations with children to promote their positive self-concept.
- 5.2.2 Use evidence-based teaching skills and strategies that reflect the principles of universal design for learning to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
- 5.2.3 Assist children in separating from family and integrating into the classroom.
- 5.2.4 Monitor and support children's engagement in routines, activities, and social interactions.
- 5.2.5 Select and implement various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling and scaffolding, to meet the individual needs of children.

**CONTENT STANDARD 6.0: HEALTH, SAFETY, AND NUTRITION**

**Performance Standard 6.1: Health and safety procedures, regulations, and personal health practices**

- 6.1.1 Explain hygiene, health, and safety needs of young children.
- 6.1.2 Identify preventive health care resources.
- 6.1.3 Describe the benefit of physical education activities for young children's long-term health outcomes and brain development.

**Performance Standard 6.2: Connections between nutrition and wellness in young children**

- 6.2.1 Discuss malnutrition, under-nutrition, and over-nutrition issues.
- 6.2.2 Explain the procedures for safe food preparation, storage, and disposal to prevent food borne illness.

**Performance Standard 6.3: Child abuse and neglect**

- 6.3.1 Define child abuse and neglect.
- 6.3.2 Review current laws related to parenting.
- 6.3.3 Identify factors that contribute to situations of child abuse and neglect.
- 6.3.4 Describe outcomes of child abuse and child neglect.
- 6.3.5 Research strategies for managing anger, frustration, separation, and loss.



- 6.3.6 Discuss legal responsibilities for mandatory reporters in cases of suspected child abuse and neglect.

**Performance Standard 6.4: Safe learning environments for young children**

- 6.4.1 Identify factors that maintain a safe and healthy learning environment.
- 6.4.2 Demonstrate state and local regulations that support safe and healthy practices.
- 6.4.3 Explain information on security, emergency, medical procedures with staff and young children.
- 6.4.4 Practice strategies to teach young children safety rules and making safe choices (e.g., field trip safety rules and procedures, indoor/outdoor equipment, emergency drills).
- 6.4.5 Follow safe sleep practices including SIDS prevention strategies.

**Performance Standard 6.5: Healthy environments for young children**

- 6.5.1 Assist in meeting general hygiene needs of young children.
- 6.5.2 Demonstrate and model correct hand hygiene and diaper changing procedures.
- 6.5.3 Explain typical illness policies for early childhood programs.
- 6.5.4 Identify signs of illness, allergies, body temperature, and/or discomfort in young children.
- 6.5.5 Describe infection control procedures, sanitation practices, and prevention of illness policies (e.g., immunizations), including the use of universal precautions.
- 6.5.6 Acquire a pediatric CPR/first aid certificate.

**Performance Standard 6.6: Food experiences and healthy eating for young children**

- 6.6.1 Identify the nutritional needs of young children.
- 6.6.2 Assist in planning, preparing, and serving nutritious snacks and meals.
- 6.6.3 Identify cultural issues that impact feeding young children.
- 6.6.4 Develop activities for young children to assist with the preparation of snacks and meals.
- 6.6.5 Incorporate developmentally appropriate strategies for introducing new foods.
- 6.6.6 Assist young children in developing table manners and positive eating habits, including family style dining.
- 6.6.7 Identify appropriate feeding utensils for young children.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education ~~October 2021~~ June 2022

1. Purpose.

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. The Administrator shall report to the Board through the Executive Director. The Administrator is responsible for the preparation and submission, through the Executive Director, of any matters related to career technical education for Board review and action.

3. Definitions

- a. Concentrator means a secondary student enrolled in a capstone course.
- b. Local Education Agencies means a public school district or charter school, including specially chartered districts.
- c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.
- d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
- e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

**4. Functions**

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.
- b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.
- c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.
- d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.
- e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.
- f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.
- g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

**5. Organization.**

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

- a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho

regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include clusters and pathways in the following program areas:

- i. Agriculture, Food and Natural Resources;
- ii. Business and Marketing;
- iii. Engineering and Technology Education;
- iv. Family and Consumer Sciences and Human Services;
- v. Health Professions and Public Safety; and
- vi. Trades and Industry.

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies.

- b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.
- c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

#### 6. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

#### 7. Secondary Programs

- a. Secondary Programs are provided through participating local education agencies and career technical schools. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.
- b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:
  - i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
  - ii. Offer a program that is three or more semesters (or the equivalent) in length.
  - iii. Demonstrate a strong career/workplace readiness skills alignment.
  - iv. Participate in a related Career Technical Student Organization.

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- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
  - vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.
- c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:
  - i. Consist of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards.
  - ii. Offer a program that is three or more semesters (or the equivalent) in length.
  - iii. Demonstrate a strong career/workplace readiness skills alignment.
  - iv. Participate in a related Career Technical Student Organization.
  - v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
  - vi. Require the Workplace Readiness Assessment as part of the program.
  - vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
  - viii. Offer work-based learning experience opportunities for students (paid or unpaid).
  - ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
  - x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.
  - xi. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.
- d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.
- e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.
- f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the

application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

- i. Comprehensive high school new cluster programs will be evaluated on the following criteria:
  - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
  - 2) Alignment with one of four approved cluster program areas
  - 3) Provides basic workplace readiness skills
  - 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
  - 5) Representation on the technical advisory committee in alignment with the program area industry
  - 6) Realistic, applied learning, provided through lab and industry-related activities
  - 7) Facilities to accommodate the program with equipment and space
  - 8) Agreement with the Statement of Assurances, as defined in the application

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- ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:
  - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
  - 2) Alignment with one of the approved pathway programs established by the Division
  - 3) Provide basic workplace readiness skills
  - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
  - 5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
  - 6) Technical advisory committee that includes representatives from the identified occupational pathway
  - 7) Realistic, applied learning, provided through lab and industry-related activities
  - 8) Work-based learning opportunities
  - 9) Regional need for the program, established through labor market data
  - 10) Alignment with Board-approved program standards
  - 11) Alignment to related postsecondary program
  - 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
  - 13) Agreement with the Statement of Assurances, as defined in the application
- iii. Career Technical School (CTS) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

- i. Instructional and Program Promotion Materials and Supplies
  - 1) Single copy reference materials, including single-user electronic reference materials
  - 2) Consumable student lab and classroom manuals
  - 3) Consumable materials and supplies that support the instructional program

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- 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
  - 5) Web-based licensed products to support program instruction and management
  - 6) Materials and supplies used in CTE program promotion
- ii. Equipment
- 1) Equipment costing \$500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
  - 2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms
- iii. Salaries
- 1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor
  - 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
  - 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites
- iv. Contracts
- 1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
  - 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)
- v. Travel and Professional Expenses
- 1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)



- 2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
- 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
- 4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

- 1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
- 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
- 3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
- 4) Fundraising equipment and supplies
- 5) Equipment not related to program instruction
- 6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
- 7) Salaries and benefits to replace furlough days
- 8) Salaries and benefits for district pre-service and/or in-service days
- 9) Salaries and benefits for substitutes
- 10) Contracted salaries or benefits to provide the basic instructional program
- 11) Fees to obtain or renew teaching credentials and/or professional licenses
- 12) Tuition and transcribed credits, including professional development credits
- 13) Individual student travel fees and expenses

8. Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:

a. Endorsements A-C

- i. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact

- business; customer relations; business communication; and business office operations.
- ii. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
  - iii. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
  - iv. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
  - v. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
  - vi. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.
  - vii. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.
  - viii. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.
  - ix. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and

- safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.
- x. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.
  - xi. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.
  - xii. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
  - xiii. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
  - xiv. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.
  - xv. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.
  - xvi. Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood education career paths and opportunities for employment; ethical conduct;

- advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.
- xvii. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.
  - xviii. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.
  - xix. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.
  - xx. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.
  - xxi. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.
- b. Endorsements D-N
- i. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

- ii. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
- iii. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
- iv. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
- v. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
- vi. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
- vii. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

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- viii. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
- ix. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
- x. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
- xi. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
- xii. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
- xiii. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
- xiv. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.

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- xv. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.
- xvi. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
- xvii. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
- xviii. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
- xix. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
- xx. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.

c. Endorsements O-W

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- i. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
- ii. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
- iii. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
- iv. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
- v. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
- vi. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
- vii. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.



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- viii. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.
  - ix. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.
  - x. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.
  - xi. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.
- d. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
- i. Agricultural Business Management (6-12)
  - ii. Agricultural Power Machinery (6-12)
  - iii. Agricultural Production (6-12)
  - iv. Animal Health and Veterinary Science (6-12)
  - v. Aquaculture (6-12)
  - vi. Business Management/Finance (6-12)
  - vii. Child Development Care and Guidance (6-12)
  - viii. Culinary Arts (6-12)
  - ix. Dietitian (6-12)
  - x. Farm and Ranch Management (6-12)
  - xi. Fashion and Interiors (6-12)
  - xii. Food Service (6-12)
  - xiii. Forestry (6-12)
  - xiv. Horticulture (6-12)
  - xv. Information/Communication Technology (6-12)
  - xvi. Microcomputer Applications (6-12)
  - xvii. Natural Resource Management (6-12)
  - xviii. Networking and Computer Support (6-12)

- xix. Orientation to Health Professions (6-12)
- xx. Programming and Web Design (6-12)
- e. Degree Based Career Technical Certificate Endorsements:
  - i. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
  - ii. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
  - iii. Computer Science (6-12). Successful attainment of an Institutional Recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 4.c above.
  - iv. Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 04.c above.
  - v. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
  - vi. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
  - vii. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

**9. Postsecondary Programs**

- a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:
  - i. College of Western Idaho (Nampa)
  - ii. College of Southern Idaho (Twin Falls)
  - iii. College of Eastern Idaho (Idaho Falls)
  - iv. Idaho State University College of Technology (Pocatello)
  - v. Lewis-Clark State College (Lewiston)
  - vi. North Idaho College (Coeur d'Alene)
- b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

**10. Program Content Standards**

Approved career technical education programs must meet the follow program content standards approved by the Board:

- a. Agricultural and Natural Resources, as revised and adopted on August 29, 2019.
- b. Business and Marketing Education, as revised and adopted on August 29, 2019
- c. Engineering and Technology Education, as revised and adopted on August 29, 2019.
- d. Health Sciences, as adopted on August 29, 2019.
- e. Family and Consumer Sciences, as revised and adopted on June 3, 2022.
- f. Skilled and Technical Sciences, as revised and adopted on August 29, 2019.
- g. Workplace Readiness, as adopted on June 16, 2016.

**4011.** The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at <http://cte.idaho.gov>.

**4412.** Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

**4213. Industry Partner Fund**

In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

**a. Industry Partner Fund Definitions:**

- i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
- ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
- iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
- iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
- v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
- vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.
- vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

**b. Roles and Responsibilities**

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

**c. Submission and Review Process**

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

**d. Eligibility Criteria**

Each proposal will be reviewed and evaluated according to the following criteria:

- i. The extent to which the proposal meets regional demand
- ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)
- iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
- iv. Impact potential
- v. Degree of employer commitment
- vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
- vii. the anticipated administrative costs
- viii. any special populations that may benefit from the proposed education or training
- ix. sustainability of the program

Preference will be given to proposals that include:

- i. Multiple employers
- ii. Higher number of impacted workers
- iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the

proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. **Distribution and Use of Funds**

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

- i. Facility improvement/expansion
- ii. Facility leasing
- iii. Curriculum development
- iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
- v. Staff development
- vi. Operating expenses
- vii. Equipment and supplies
- viii. Travel related to the project
- ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

- i. Real property
- ii. indirect costs
- iii. the cost of transcribing credits
- iv. tuition and fees
- v. materials and equipment normally owned by a student or employee for use in the program or training

f. **Performance Measures and Reporting Requirements**

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

- i. Number of affected workers
- ii. Number of enrolled or participating students
- iii. Placement rate of training completers
- iv. Average wages and any wage differential
- v. Industry match
- vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.

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- vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

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**SUBJECT**

School District Trustee Zones Boundaries

**REFERENCE**

April 21, 2011	Board approved requirements for school district trustee zone equalization proposals.
August 11, 2011	Board approved 41 and rejected 13 school district rezoning proposals
October 20, 2011	Board approved remaining trustee rezoning proposals.
April 18, 2013	Board approved two school district rezoning proposals.
April 5, 2021	Board approved school district and community college trustee zone redistricting proposal parameters.
January 13, 2022	Board approved school district Board of trustee rezoning requests triggered by the 2020 decennial census.
April 21, 2022	Board approved trustee zone rezoning requests for Norm Gem, Sugar Salem, and West Jefferson School Districts

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-313, Idaho Code

**BACKGROUND/DISCUSSION**

Pursuant to Section 33-313, Idaho Code, each school district must evaluate and submit a proposal to the State Board of Education (Board) to redefine trustee zones equalizing the population within each zone in the school district following the report of the decennial census. Each school district is required to present to the Board a proposal for equalizing zones within 120 days following the release of the decennial census report. Once submitted to the Board, the Board has 60 days to act on the proposals. Section 33-313, Idaho Code is not specific to what constitutes equalization.

At the April 5, 2021 Special Board meeting the Board adopted the following criteria for rezoning proposals:

- For the purpose of determining “equalized” populations between trustee zones, no one trustee zone shall differ in population by more than 10 percent (10%) from any other trustee zone within the school district or community college district.
- School districts shall use the most current State Board of Education approved legal descriptions for their school district boundary.
- Trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable. Trustee zone boundaries will group census blocks within common identifiable lines and trustee zone legal descriptions:
  - Will follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.



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- Will split census blocks only when the proposal can demonstrate to the State Board of Education that any proposed deviation from census block boundaries will accurately account for all individuals within that census block.
- There may be circumstances in which the census block lines and the proposed trustee zone boundary lines do not match. In such cases the inconsistencies will need to be identified and a proposed solution for the population count for the census block or blocks affected must be included as part of the submitted proposal.
- Proposals shall include:
  - A copy of the legal description of each trustee zone prepared by a licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property
  - A map of the district showing each trustee zone
  - The population of each trustee zone
  - A summary of each trustee zone population and the percentage difference between the largest trustee zone population and each of the other trustee zones
  - A list of sources used for data to create the proposal
  - Determination of the number of trustee zones and the date of expiration of the term of office for each trustee.
- Maps submitted with the proposal must include:
  - The proposed trustee zone boundaries
  - The existing trustee zone boundaries
  - Clearly delineate which is the existing and which is the proposed trustee zone boundary
  - Include the census block boundaries and populations within each block

### **IMPACT**

Approval of the recommended school district rezoning proposals will bring the trustee zones into compliance with Section 33-313, Idaho Code and complete the approval or consideration of the remaining school district boundaries.

### **ATTACHMENTS**

Attachment 1 – Ririe School District Trustee Zone Legal Descriptions

### **BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-313, Idaho Code, any proposal to define the boundaries of the trustee zones in a school district must include the determination of the number of trustee zones and the date of expiration of the term of office for each trustee. Any proposal must also include a legal description of each trustee zone, a map of the district showing how each trustee zone would then appear, and the approximate population each trustee zone would have should the proposal become effective. Consistent with the requirements in Section 33-308, Idaho Code, the Board has required all submitted legal descriptions “be prepared by a

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licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property.”

The Board has sixty (60) days after it has received a proposal to approve or disapprove the proposal. Should the Board disapprove a proposal, a board of trustees has forty-five (45) days to submit a revised proposal to the Board for consideration. Following approval of any amended trustee zones, the approved legal description of each trustee zone and map of the district showing how each trustee zone will appear must be filed by the school district board of trustees with the applicable county clerk. The Idaho 2020 Census Data was released on August 12, 2021, so the 120 day deadline was December 10, 2021. The Board received the proposals from the State Department of Education on January 5, 2022. The Board has 60 days after receiving the proposals to act.

The State Board of Education may reject a proposal for any of the following reasons:

- The creation of bizarrely-shaped zones or potential gerrymandering;
- Creating zones that differ more than 10 percent from any other trustee zone in the school district;
- Trustee zones that do not completely account for all areas within the district boundary;
- An inadequate legal description that does not meet professional standards;
- Proposals that are incomplete and don't include adequate legal descriptions, map and population summaries;
- Proposals that fail to use approved district boundary legal descriptions; or
- Proposals that fail to utilize the 2020 Census Data as their source for population data.

The Board originally approved Ririe School District's amended trustee zone boundaries at the January 13, 2022 special Board meeting. During the intervening time, Ririe School District identified an error in their original submittal. They are requesting re-approval of their trustee zones. The correction moves one census block and does not substantially affect the trustee zone population percentages.

Staff recommends approval.

**BOARD ACTION**

I move to approve the Ririe School District trustee zone boundary corrected legal description as submitted in Attachments 1.

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

**Ririe School District No. 252**  
**Trustee Zone 1**

**BEGINNING** at the intersection of US Highway 26 and the West School District Boundary, thence

East on said US Highway 26 to US Highway 48 (East Ririe Highway), thence

Northeast approximately 1.6 miles on said US Highway 48 to Ririe City Limits, thence

Northerly, then Easterly following said Ririe City Limits to US Highway 48 (East Ririe Highway), thence

Northeasterly on said US Highway 48 to US Highway 48 (Ririe Highway), said point also being the Bonneville-Jefferson County line, thence

West on said Bonneville-Jefferson County line to North 4600 East, thence

North on said North 4600 East to US Highway 48 (Ririe Highway), thence

North on said US Highway 48 to North 4600 East, thence

North on said North 4600 East to East 150 North, thence

West on said East 150 North to US Highway 48 (Ririe Highway), said point also being the West School District Boundary, thence

North following said West School District Boundary to its intersection with US Highway 26 (East Ririe Highway) and the **POINT OF BEGINNING**.

**Ririe School District No. 252  
Trustee Zone 2**

**BEGINNING** at the intersection of US Highway 48 (Ririe Highway) and East 100 North in the Northwest corner of Section 32, Township 4 North, Range 40 East, Boise Meridian, thence

East on said East 100 North to 4682 East, thence

North on said 4682 East to East 108 North, thence

East on said East 108 North to 4698 East, thence

North on said 4698 East to 117<sup>th</sup> North, thence

East on said 117<sup>th</sup> North to North 4700 East (Archer Road), thence

North on said North 4700 East to Dry Bed Creek, thence

Southeasterly on said Dry Bed Creek to the Union Pacific Railroad tracks, thence

Southwest on said Union Pacific Railroad tracks to East 50 North, thence

West on said East 50 North to North 4700 East (Archer Road), thence

Southwest on said North 4700 East to Maple Lane, thence

Northwest approximately 120 feet on said Maple Lane to a point approximately 450 feet East of Freeman Street extended, thence

Westerly from said point to Freeman Street, thence

West on said Freeman Street to Main Street, thence

North on said Main Street to Ririe Street (East 50 North), thence

West on said Ririe Street to 1<sup>st</sup> West Street, thence

South on said 1<sup>st</sup> West Street to Main Street, thence

Southwest on said Main Street to US Highway 48 (Ririe Highway), said point also being the Bonneville-Jefferson County line, thence

West on said Bonneville-Jefferson County line to North 4600 East, thence

North on said North 4600 East to US Highway 48 (Ririe Highway), thence

North on said US Highway 48 to East 100 North and the **POINT OF BEGINNING**.

**Ririe School District No. 252  
Trustee Zone 3**

**BEGINNING** at the intersection of US Highway 26 and the West School District Boundary, thence

East on said US Highway 26 to US Highway 48 (East Ririe Highway), thence

Northeast approximately 1.6 miles on said US Highway 48 to Ririe City Limits, thence

Northerly, then Easterly following said Ririe City Limits to US Highway 48 (East Ririe Highway), thence

Northeasterly on said US Highway 48 to US Highway 48 (Ririe Highway), said point also being the Bonneville-Jefferson County line, thence

East on said US Highway 48 to Main Street, thence

Northeast on said Main Street to 1st West Street, thence

North on said 1st West Street to Ririe Street (East 50 North), thence

East on said Ririe Street to Main Street, thence

South on said Main Street to Freeman Street, thence

East on said Freeman Street to end of street, thence

Easterly from said end of street to Maple Lane, thence

Southeast on said Maple Lane to North 4700 East (Archer Road), thence

Northeast on said North 4700 East to Maple Lane (East 50 North), thence

East on said Maple Lane to the Union Pacific Railroad tracks, thence

Northeast on said Union Pacific Railroad tracks to Dry Bed Creek, thence

Southeasterly along said Dry Bed Creek to N 4950 E, thence

South on said North 4950 East to East Ririe Highway, thence

Westerly on said Ririe Highway to Meadow Creek Road, thence

Southerly on said Meadow Creek Road to the South School District Boundary, thence

West following said South School District Boundary to its intersection with US Highway 26 and the **POINT OF BEGINNING**.

**Ririe School District No. 252  
Trustee Zone 4**

**BEGINNING** at the northern most point on the North School District Boundary and the Jefferson-Madison County line, said point also being on the Snake River, thence

South on said School District Boundary following to its intersection with US Highway 48 (Ririe Highway), thence

East on said US Highway 48 to East 150 North, thence

East on said East 150 North to North 4600 East, thence

South on said North 4600 East to US Highway 48 (Ririe Highway), thence

South on said US Highway 48 to East 100 North, thence

East on said East 100 North to 4682 East, thence

North on said 4682 East to East 108 North, thence

East on said East 108 North to 4698 East, thence

North on said 4698 East to 117th North, thence

East on said 117th North to North 4700 East (Archer Road), thence

North on said North 4700 East to Dry Bed Creek, thence

Southeasterly on said Dry Bed Creek the Union Pacific Railroad tracks, thence

Northeast along said Union Pacific Railroad tracks to East 200 North, thence

Southeast on said East 200 North to North 4800 East, thence

North on said North 4800 East to the Union Pacific Railroad tracks, thence

Northeast on said Union Pacific Railroad tracks to the Snake River, said point also being the Jefferson-Madison County line and the North School District Boundary, thence

Northwesterly following said North School District Boundary to the northern most point of said School District Boundary and the **POINT OF BEGINNING**.

**Ririe School District No. 252**  
**Trustee Zone 5**

**BEGINNING** at the intersection of the Union Pacific Railroad tracks and the Snake River, said point being on the North School District Boundary and the Jefferson-Madison County line, thence

Southwest on said Union Pacific Railroad tracks Dry Bed Creek, thence

Southeasterly on said Dry Bed Creek to N 4950 E, thence

South on said North 4950 East to East Ririe Highway, thence

Westerly on said Ririe Highway to Meadow Creek Road, thence

Southerly on said Meadow Creek Road to the South School District Boundary, thence

East following said South School District Boundary to its intersection with the Union Pacific Railroad tracks and the **POINT OF BEGINNING**.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 15, 2022**

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**SUBJECT**

Appeal of Another Choice Virtual Charter School, Inc. nonrenewal of charter

**REFERENCE**

April 21, 2022	Board considered Another Choice Virtual Charter School's request for a hearing in its appeal of the Public School Charter Commission's decision to non-renew its charter.
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**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-5213, 33-5209C, 33-5207(5)(b), Idaho Code  
Idaho Administrative Code, 08.02.04.403, Appeal Relating to the Denial of a Request to Revise a Charter or Performance Certificate or a Charter Non-Renewal or Revocation Decision

**BACKGROUND/DISCUSSION**

On November 15, 2021, the director of the Public School Charter Commission ("Commission"), the chartering entity for Another Choice Virtual Charter School's ("ACVS"), issued a recommendation for nonrenewal of the ACVS charter. The recommendation was based on the finding that the school failed to meet several operational standards and failed to comply with public charter school statutes. ACVS appealed the director's decision to the Commission. The Commission held a hearing on February 11, 2022 to decide whether to renew ACVS's charter. The Commission issued Findings of Fact, Conclusions of Law, and a Final Order ("Order") on March 10, 2022. Among other things, the Order states that the Commission voted to not renew ACVS's charter and to require ACVS to cease operations as of June 30, 2022.

Section 33-5209C(8), Idaho Code, provides a school with the right to appeal a chartering entity's decision to non-renew a charter to the State Board of Education (Board). On April 4, 2022, the Office of the State Board of Education received ACVS's appeal of the Commission decision to non-renew its charter.

ACVS requested that the Board hold a hearing based upon "the record, documents, pleadings and exhibits submitted at the underlying hearing to the PCSC," and "additional, new information not previously presented to the PCSC."

Section 33-5209C(8), Idaho Code, provides that:

A decision to revoke or non-renew a charter or to deny a revision of a charter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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The procedure in Section 33-5207(5)(b), Idaho Code, provides:

The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve or deny the petition for the public charter school, provided that the state board of education shall only approve the petition if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition; or (ii) in the case of a denial by the board of a local school district, redirect the matter to the public charter school commission for further review. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

IDAPA 08.02.04.403 sets forth additional requirements specific to an appeal of the non-renewal of a charter to the Board. IDAPA 08.02.04.403.04 allows for the Board to appoint a charter appeal committee or a public hearing officer for the purpose of conducting the hearing.

At its April 21, 2022 meeting, the Board directed its executive director:

to appoint a public hearing officer to hear Another Choice Virtual Charter School's appeal at a public hearing to be held as soon as possible, but no later than 60 days after April 4, 2022, and that the executive director require the hearing officer to prepare recommended findings for the Board to consider on whether evidence not presented to the Commission should be considered by the Board, as well as other recommended findings detailed in IDAPA 08.02.04.403.07, and that the hearing officer recommend whether the Board should affirm or reverse the decision of the Commission to non-renew the Another Choice Virtual Charter School charter as detailed by IDAPA 08.02.04.403.08.

Also at its April 21, 2022 meeting, the Board delegated to its executive director the decision whether to allow oral arguments by ACVS and the Commission at the meeting scheduled for the Board to consider the hearing officer's recommended findings and decision.

IDAPA 08.02.04.403.07 provides that if the public hearing is conducted by a charter appeal committee or an appointed hearing officer, then:

such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 15, 2022**

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findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity.

The hearing officer held a status conference in this matter on May 2, 2022 and issued an Order Governing Proceedings dated May 2, 2022. The hearing officer issued a Supplemental Order Governing Proceedings dated May 9, 2022. A public hearing on the appeal was held on May 24, 2022 in Boise. The parties had the opportunity to submit briefs and evidence to the hearing officer on the issues raised in the appeal.

The hearing officer issued a Recommended Decision of the Hearing Officer ("Recommended Decision") on the appeal dated June 2, 2022. The Recommended Decision includes detailed findings of fact, conclusions of law and analysis supporting the hearing officer's recommendation to the Board that the ACVS appeal of the nonrenewal of its charter be denied.

The Summary of Recommended Decision provides:

Based on the findings of fact, conclusions of law and analysis set out below, the recommendation of the Hearing Officer is that the State Board of Education rule as follows:

1. That new evidence proffered by ACVS of events and actions that occurred after the date of the hearing by the Charter Commission are outside the scope of the State Board's consideration in this appeal.
2. That the Charter Commission did not fail to appropriately consider the petition for renewal submitted by ACVS nor did it act in an arbitrary manner in denying the petition for renewal.

AND

3. That even if the Charter Commission did not accurately recognize the boundaries of its discretion in deciding that it would not grant renewal with the condition that the board of directors of ACVS be completely changed, placing such a condition is not good public policy. Thus, the State Board, in the exercise of its discretion, declines to do so and denies the petition for renewal.

After reviewing the hearing officer's recommended findings and decision, the Board's executive director determined that additional oral arguments by the parties at the Board's June 15, 2022 meeting are not necessary and would not be allowed.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**IMPACT**

Action by the Board will resolve the ACVS' appeal of the Charter Commission's decision to non-renew the ACVS charter.

**ATTACHMENTS**

Attachment 1 – Order Governing Proceedings dated May 2, 2022.

Attachment 2 – Supplemental Order Governing Proceedings dated May 9, 2022

Attachment 3 – Recommended Decision of the Hearing Officer, dated June 2, 2022

Attachment 4 – Executive Director letter to parties, dated June 3, 2022

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

IDAPA 08.02.04.403.08 requires that the Board, at its "next regularly scheduled meeting" after the hearing presided over by the hearing officer and within 60 days of that hearing, issue a final written decision on the appeal and either grant or reverse the decision of the Commission. IDAPA 08.02.04.403.08 states that the Board may:

- a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity:
  - failed to appropriately consider the non-renewal, or
  - acted in an arbitrary manner in determining to non-renew the charter.

OR

- b. Deny the appeal filed by the appellants.

**BOARD ACTION**

I move to direct the Board's president to issue an order on behalf of the Board to adopt the Recommended Decision of the Hearing Officer dated June 2, 2022 and deny the Another Choice Virtual Charter School appeal of the nonrenewal of its charter.

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

OR

(alternative motion if the Board determines to grant the ACVS appeal and reverse the decision of the Commission to non-renew the ACVS charter)

I move to reverse the decision of the Commission to non-renew the ACVS charter.

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

**BEFORE THE STATE BOARD OF EDUCATION  
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

ANOTHER CHOICE VIRTUAL CHARTER  
SCHOOL, INC.

PCSC Case No. 21-52502

Order Governing Proceedings

Having considered the briefing filed by counsel and arguments by counsel during the status conference call held May 2, 2022, at 10:30am MT, I issue the following order to govern the appeal proceedings:

1. In this appeal, Appellant (ACVS) seeks to have the State Board of Education (SBOE) approve its application for charter renewal, thus overturning denial of the renewal application by the Public Charter School Commission (Commission) which occurred at the Commission hearing on February 11, 2022. ACVS proposes that the SBOE consider new evidence of steps taken by ACVS since February 11, 2022, to address concerns identified by the Commission in its decision not to renew the charter. The proposed evidence will not be considered in this appeal. This ruling is based on the clear language of Idaho Code section 33-5207(5) which limits the SBOE to determining whether “the authorized chartering entity (the Commission) failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition...” The new evidence proposed by ACVS lies outside of the scope of the Commission’s consideration of the renewal petition and thus lies outside the scope of the appeal to the SBOE.
2. ACVS has raised the issue of whether the Commission improperly limited its discretion while considering the charter renewal application. This is regarding the discussion during deliberations that the Commission was limited in the conditions it could place on charter renewal with regard to changes in management and board membership. This appeal will proceed to a public hearing on the issue whether the Commission failed to properly consider the renewal application or acted in an arbitrary manner with respect to perceived limits of the Commission’s discretion in placing conditions on a charter renewal.

3. Public hearing for this appeal is tentatively set for May 24, 2022, (subject to verifying an available hearing room) with a place and time to be set with a later order.

Dated this 2nd day of May 2022.



Kent E. Nelson

Public Hearing Officer

[kentnelson@gold.uidaho.edu](mailto:kentnelson@gold.uidaho.edu)

208-761-4995

#### CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 2nd day of May, 2022, I served a true and correct copy of the foregoing ORDER GOVERNING PROCEEDINGS by delivering the same to each of the following party of record, by the method indicated below, addressed as follows:

Rachel Kolts - [Rachel.Kolts@ag.idaho.gov](mailto:Rachel.Kolts@ag.idaho.gov)

Bret A. Walther - [bwalther@ajhlaw.com](mailto:bwalther@ajhlaw.com)

With CC to Jenifer Marcus, SBOE counsel - [jenifer.marcus@osbe.idaho.gov](mailto:jenifer.marcus@osbe.idaho.gov)



Kent E. Nelson

Public Hearing Officer

[kentnelson@gold.uidaho.edu](mailto:kentnelson@gold.uidaho.edu)

208-761-4995

**BEFORE THE STATE BOARD OF EDUCATION  
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

ANOTHER CHOICE VIRTUAL CHARTER  
SCHOOL, INC.

PCSC Case No. 21-52502

Supplemental Order Governing Proceedings

This supplemental order confirms the date of May 24, 2022, for the public hearing of this appeal before the undersigned Hearing Officer.

The hearing will begin at 9:00am MT and continue until concluded.

The hearing will be held in Room EW42 of the Idaho Capital Building located at 700 W Jefferson St, Boise, Idaho.

The hearing is open to the public to attend and observe. There will be no public comment.

Dated this 9th day of May 2022.



Kent E. Nelson

Public Hearing Officer

[kentnelson@gold.uidaho.edu](mailto:kentnelson@gold.uidaho.edu)

208-761-4995

## CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 9th day of May 2022, I served a true and correct copy of the foregoing SUPPLEMENTAL ORDER GOVERNING PROCEEDINGS by delivering the same to each of the following parties of record, by the method indicated below, addressed as follows:

Rachel Kolts - [Rachel.Kolts@ag.idaho.gov](mailto:Rachel.Kolts@ag.idaho.gov)

Bret A. Walther - [bwalther@ajhlaw.com](mailto:bwalther@ajhlaw.com)

With CC to Jenifer Marcus, SBOE counsel - [jenifer.marcus@osbe.idaho.gov](mailto:jenifer.marcus@osbe.idaho.gov)



Kent E. Nelson

Public Hearing Officer

[kentnelson@gold.uidaho.edu](mailto:kentnelson@gold.uidaho.edu)

208-761-4995

BEFORE THE STATE BOARD OF EDUCATION  
STATE OF IDAHO

In the Matter of the Charter Renewal for:

PCSC Case No. 21-52502

ANOTHER CHOICE VIRTUAL CHARTER  
SCHOOL, INC.

Recommended Decision of the Hearing Officer

This matter came to the Idaho State Board of Education (State Board) upon the appeal of Another Choice Virtual Charter School (ACVS) from the decision of the Idaho Public Charter School Commission (Charter Commission) to nonrenew the ACVS charter. The undersigned Hearing Officer was appointed by contract approved by the State Board to conduct a public hearing in this appeal and to prepare a recommended decision, including findings of fact, conclusions of law and recommended board decision, for consideration by the State Board.

Summary of Recommended Decisions:

Based on the findings of fact, conclusions of law and analysis set out below, the recommendation of the Hearing Officer is that the State Board of Education rule as follows:

1. That new evidence proffered by ACVS of events and actions that occurred after the date of the hearing by the Charter Commission are outside the scope of the State Board's consideration in this appeal.
2. That the Charter Commission did not fail to appropriately consider the petition for renewal submitted by ACVS nor did it act in an arbitrary manner in denying the petition for renewal.  
AND
3. That even if the Charter Commission did not accurately recognize the boundaries of its discretion in deciding that it would not grant renewal with the condition that the board of directors of ACVS be completely changed, placing such a condition is not good public policy. Thus, the State Board, in the exercise of its discretion, declines to do so and denies the petition for renewal.

More specific language for these decisions is set forth in the materials below.

ADMINISTRATIVE TIMELINE:

1. 2009-0509: IPCSC approves charter petition
2. 2010: ACVS operations begin
3. 2017-0207: Charter renewed with conditions
4. 2021-1115: Director's Recommendation for non-renewal. (*Charter Commission Hearing Record, Tab C, Director's Exhibit C, pages 18-198 of Director's Exhibits*)
5. 2021-1209: ACVS Request for Administrative Hearing before the Charter Commission. (*Charter Commission Hearing Record, Tab C, Director's Exhibit E, page 236 of Director's Exhibits*)
6. 2021-1215: ACVS Charter Renewal Request. (*Charter Commission Hearing Record, Tab C, Director's Exhibit D, pages 211-235 of Director's Exhibits*)
7. 2022-0211: Hearing before the Charter Commission
8. 2022-0310: Written decision of the Charter Commission denying renewal of the ACVS charter. (*Charter Commission Hearing Record, Tab E, 2022-0404\_ACVS Notice of Appeal to SBOE*)



9. 2022-0404: Notice of Appeal of ACVS to the State Board of Education. (*Charter Commission Hearing Record, 2022-0404\_ACVS Notice of Appeal to SBOE*)
10. 2022-0421: Notice of Appointment of Hearing Officer. (*SBOE Hearing Officer Record, 2022-0421\_Notice of Appointment and Order for Status-Scheduling Conf*)
11. 2022-0502: Order Governing Proceedings issued by Hearing Officer. (*SBOE Hearing Officer Record, 2022-0502\_Order Governing Proceedings*)
12. 2022-0509: Supplemental Order Governing Proceedings. (*SBOE Hearing Officer Record, 2022-0509\_Supplemental Order Governing Proceedings*)
13. 2022-0524: Public Hearing before the Hearing Officer.

**PROPOSED FINDINGS**

14. Finding: The Charter Commission and ACVS entered into a Performance Certificate dated May 30, 2017 which set out the Performance Standards for ACVS for the ensuing 5-year term. (*Charter Commission Hearing Record, Tab C, Director's Exhibit B, pages 18-198 of Director's Exhibits*)
15. Finding: As of February 11, 2022, the date of the Charter Commission hearing, numerous failures by ACVS to meet the Performance Standards set out in the Performance Certificate over the 5-year term of the Performance Certificate had been documented by the Charter Commission staff, including the following documented in the Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021. (*Charter Commission Hearing Record, Tab C, Director's Exhibit C, pages 199-204 of Director's Exhibits*):
  - a. Operational Measure 3a: Governance Requirements:
    - i. An ACVS board member may have received a personal pecuniary benefit from a contract entered into by and between ACVS's governing board and a company the board member co-owned, in violation of Idaho Code section 33-5204A(2).
    - ii. ACVS's governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a).
    - iii. ACVS's governing board was notified of the Commission's concerns in April of 2020, the governing board did not immediately take corrective action on existing contracts entered into in violation of section 33-5204(6)(a), but instead waited until the fall of 2021 to begin taking corrective action.
  - b. Operational Measure 3d: Public Transparency:
    - i. ACVS failed to publish the following documentation to its website as required by law: its most recent annual performance report, pursuant to Idaho Code section 33-5209C(2); the State Board of Education's updated model policy governing data collection, access, security, and use of such data pursuant to Idaho Code section 33-133(7); and its updated continuous improvement plan, pursuant to Idaho Code sections 33-320(2)(c) and 33-320(3).
    - ii. ACVS failed on multiple occasions to electronically post meeting notices and agendas by the corresponding deadlines, pursuant to Idaho Code section 74-204(1).

- iii. ACVS failed to reasonably cooperate with the Commission’s verbal and written requests for documentation necessary for it to fulfill its statutory responsibilities.
- c. Operational Measure 3c: Reporting Requirements:
  - i. In September of 2020, the State Department of Education notified ACVS that it reported numerous teacher certifications inaccurately. This inaccurate reporting resulted in the State Department of Education issuing corrections to ACVS’s data and making appropriate adjustments to ACVS’s financial distributions.
- d. Operational Measure 3b: Board Oversight and “Operational Measure 5a: Additional Obligations
  - i. After conducting an investigation into the conduct of ACVS’s administrator, Laura Sandidge, the Commission found there was reason to believe that Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned. ACVS’s governing board failed to exercise consistent and effective oversight over the school and its administrator.
  - ii. The State Department of Education’s Professional Standards Commission (“PSC”) issued a stipulation, signed by Dr. Sandidge, on March 25, 2021 and executed by the PSC on April 8, 2021, which determined that probable cause existed for initiating administrative action against Ms. Sandidge for two code of ethics violations. The stipulation required, in part, that Ms. Sandidge complete a PSC-approved ethics course. As of the date of [the Director’s Recommendation for Nonrenewal], the Commission has not been informed by either Ms. Sandidge or the ACVS governing board that Ms. Sandidge has completed this required ethics course.
- e. ACVS’s academic performance has been consistently low throughout the current Performance Certificate term:
  - i. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of “critical”. Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth).
  - ii. At the end of the 2018-2019 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of “critical”. Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced ELA Growth).
- f. ACVS’s financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress:
  - i. The Commission’s Performance Framework includes eight (8) measures that consider a school’s likelihood of short-term and long-term financial stability. ACVS achieved low outcomes on five (5) of these measures during FY21.
  - ii. ACVS only maintained 88% of its projected enrollment through the first funding period of the 2020-2021 school year. As a result of the school not achieving its enrollment projections, several other measures were impacted:

1. ACVS's FY21 total margin was negative, indicating that ACVS expended more than it received in FY21.
  2. Both ACVS's most recent year cash flow and its multi-year cash flow were negative, indicating that the school did not build its reserves, but instead its reserves decreased significantly between the end of FY19 and the end of FY21.
  3. ACVS's number of days of unrestricted cash on hand dropped from one-hundred (100) days at the end of FY20 to forty-one (41) days at the end of FY21, indicating that the school has largely depleted its most readily available financial resource.
  4. The school's debt service coverage ratio was negative, indicating that the school may have greater financial obligations than it can sustain long-term with its current levels of enrollment
16. Finding: The failures listed under items a-e of Finding 15 above were essentially undisputed by ACVS. The failure listed under item f was disputed by an accountant based on an analysis of fund balances (not cash balances) and noting substantial receivables at financial year end.
17. Finding: As of the date of the Charter Commission hearing, future corrective actions regarding the ACVS Board of Directors and Administrators, proposed in writing by ACVS in its Renewal Request dated December 15, 2021, were as follows: (*Charter Commission Hearing Record, Tab A, Pre-Hearing Documents, 2021-1215 Charter Renewal Request*)
- a. *Charter Renewal Request page 2.* The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance are as follows:
    - i. The ACVS Director involved in the questioned contract [See Finding 15.a. above] resigned and is no longer affiliated with the school.
    - ii. The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
    - iii. The Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
    - iv. Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
    - v. ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.
  - b. *Charter Renewal Request page 3.* The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance oversight and operational compliance are as follows:
    - i. At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year.
    - ii. At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited to replace

the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal.

- iii. Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.

18. *Finding: As of the date of the Charter Commission hearing the improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows ((Charter Commission Hearing Record, Tab A, Pre-Hearing Documents, 2021-1215 Charter Renewal Request page 10):*

- i. ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.

19. *Finding: As of the date of the Charter Commission hearing Dr. Sandidge had submitted a letter of resignation to the ACVS Board resigning effective with the close of the then current academic year. (Charter Commission Hearing Record, Tab C, Director's Exhibits page 555, Exhibit T – Minutes of ACVS Board Meeting)*

20. *Finding: At the Charter Commission hearing, Dr. Sandidge was still acting as the Administrator for ACVS, including appearing at counsel table as the representative of the charter school. (Charter Commission Hearing Record, Tab D, Commission Hearing Video)*

21. *Finding: As of the date of the Charter Commission hearing, the ACVS Board consisted of 4 members. The Board Chair, Lori Lyman, had been installed as chair in the last Board meeting to occur prior to the Commission hearing and had been a member of the Board since the preceding April, 2021. The Board Chair was unfamiliar with the other members of the Board and needed assistance from Dr. Sandidge to answer questions about Board membership, ultimately stating that the board consisted of 4 members with 2 more members coming on. The Board chair knew only of the former chair indicating that she believed he had a long education background. The Board chair believed the other two board members were parents of students and that all three of the other board members had been there since the beginning. (Testimony of Lori Lynn before the Charter Commission – (Charter Commission Hearing Record, Tab D, Commission Hearing Video at 1.58.57 to 2.05.19)*

22. *Finding: During deliberations by the Commission members at the hearing of February the following points were made regarding renewal of the charter and conditions the Commission might consider imposing as part of renewal of the charter:*

- a. There was a tremendous failure at the administrative and board level of the charter school. *(Statement of Chairman Reed, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.05.29-3.06.30)*
- b. This comes down to autonomy. What is important is to create autonomy which limits the ability to guide and shepherd. It is the leadership failure that is punishing the students and teachers. Leading indicators from the study<sup>1</sup> when applied to ACVS are indicators of problems going forward including lack of leadership development, breakdown of reporting, lack of responding in a timely way, board inability to hold leadership accountable, leadership at the top has been drifting along, and inadequate capacity to govern. The Board has not been proactive in addressing issues including

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<sup>1</sup> Study by the National Charter School Resource Center entitled "Identifying Indicators of Distress in Charter Schools" (Charter Commission Hearing Record, Tab C, Director's Exhibit HH, pages 597-628 of Director's Exhibits)

continuing the leadership contract in spite of ongoing performance issues. *(Statements of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.06.30 to 3.09.54)*

- c. Additional distress indicators are mismatched leadership competencies to context and increased teacher turnover. Teacher turnover does not appear to be a problem. There is an added tier of responsibility for tax dollars and accountability for boards of charter schools. Based on the evidence before the Commission, confidence that the school's governance can pull it off with a renewed certificate "is where we are at." *(Statements of Commissioner Quinn, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.09.54 to 3.12.36)*
  - d. Very concerning that the ACVS board chair does not know the background of the other board members. *(Statement of Commissioner Scigliano, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.12.36 to 3.13.38)*
  - e. Disturbing that the ACVS staff and teachers do not know the terms contained in the Performance Certificate. *(Statement of Commissioner VanOrden, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.13.38 to 3.16.20)*
  - f. There is no question that the data shows ACVS did not meet the terms of the performance certificate. If we were to vote to renew the charter, I don't know what we would make for conditions, other than to put a total replacement of all the board and the administration, to make it work. *(Statement of Chairman Reed, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.17.35 to 3.18.37)*
  - g. That is the condition we can't put. Because of the idea of autonomy, we can't reach into the operations of the school and say change your board or change your leadership. We are dependent on them having figured that out. In the past 5 years, since renewal of the charter, we have been watching this situation where they have conditions that were unresolved, but more important are the leadership failures that are now becoming evident which were not part of the conditions and concerns five years ago. It's the board that isn't robust. The relationship between the board and the leadership that concerns me for operations of the school. *(Statements of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.18.37 to 3.20.15)*
23. Finding: At the call of the chair for a motion, Commissioner Peterson made the motion to non-renew the charter as follows):
- a. A motion to nonrenew the charter for Another Choice Virtual Charter School, thereby requiring the school to cease operations as of June 30, 2022 and directing the Director to begin closure protocol. The motion received a second. *(Motion of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.20.58 to 3.21.23)*
24. Finding: In discussion of the motion the following points were made:
- a. The reasons for the motion include concerns with governance of the school. Both direct action and neglect of responsibilities on the part of the board and the school leader are indicative of a school that will be having problems and indicative of failures to come. The focus is less on the academics, but we know there are other schools with similar populations that are doing better, but critically on the leadership. *(Statements of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.21.26 to 3.22.35)*

- b. Can we condition replacement of the board somehow, so we don't suffer those who are innocent in all of this? (*Statement of Chairman Reed, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.22.58 to 3.23.25*)
- c. I attempted to work out conditions last night and basically came down to must meet all the terms of the performance certificate. But that has been essentially what they have been operating under, but they haven't. To say that they must meet the governance portions, we can't say how, just that they must – hard to predict what those conditions would yield. (*Statements of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.23.25 to 3.24.05*)
- d. I too spent significant time trying to figure out what conditions we could do. Teachers and students are not responsible for this failure, yet they will be the losers in the situation. I spent significant time since we got the packet trying to figure out how we could do that, and I don't know how to do that. (*Statements of Commissioner Behr, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.24.05 to 3.24.47*)
- e. It is deeply uncomfortable to make a decision like this, but I feel more uncomfortable after the testimony today than I did before with reading for hours all the documents, of the ability to leave the school sustainable. (*Statements of Commissioner Scigliano, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.24.48 to 3.25.01*)
- f. The motion then passed unanimously. (*Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.25.30*)

#### APPLICABLE LAW AND CONCLUSIONS OF LAW

##### 25. Law applicable to renewal of existing charter

- a. Idaho Code Section 33-5209B.
  - i. (1) A charter may be renewed for successive five (5) year terms of duration. An authorized chartering entity may grant renewal with specific, written conditions for necessary improvements to a public charter school. Any such specific, written conditions shall state the date by which the conditions must be met.
  - ii. (2) The renewal decision is based upon the performance of the public charter school on the performance indicators, measures and metrics contained in the performance certificate. Subsequent renewals shall be for a term of five (5) years.
  - iii. (7) In making charter renewal decisions, every authorized chartering entity shall: (a) Ground its decisions in evidence of the school's performance over the term of the performance certificate in accordance with the performance framework set forth in the performance certificate; (b) Ensure that data used in making renewal decisions are available to the school and the public; and (c) Provide a public report summarizing the evidence basis for each decision.
  - iv. (9) An authorized chartering entity **shall renew** any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal. An authorized chartering entity **may renew or nonrenew** any charter in which the public charter school failed to meet one (1) or more of the terms of its performance certificate. (*emphasis supplied*)

## CONCLUSIONS OF LAW:

- b. Renewal of the charter by the authorized chartering entity is mandatory if the charter school has met all of the terms of the performance certificate, however renewal is discretionary if the charter school has failed to meet one or more of the terms of its performance certificate.
  - c. The record of the Commission hearing reflects numerous, documented and uncontroverted instances of failure by ACVS to meet terms of the performance certificate, both academic and operational terms, thus allowing the Commission in its discretion to choose nonrenewal of the charter.
26. Law applicable to the authority of the Charter Commission to impose renewal conditions.
- a. Idaho Code Section 33.5209B(1) states: A charter may be renewed for successive five (5) year terms of duration. An authorized chartering entity may grant renewal with specific, written conditions for necessary improvements to a public charter school. Any such specific, written conditions shall state the date by which the conditions must be met.

## CONCLUSIONS OF LAW:

- b. The Commission has authority to impose conditions for necessary improvements to a charter school.
  - c. Once one or more failures of the charter school to comply with the terms of its Operating Agreement are established, any renewal of the charter by the Commission lies within the discretion of the Commission, including the discretion whether to impose conditions on renewal or to nonrenew the charter rather than impose any conditions.
  - d. The Commission can't impose conditions for renewal that are contrary to existing law applicable to the charter school.
27. Law applicable to charter school independence and autonomy.
- a. Idaho Code Section 33-5204
    - i. (1) ... The board of directors of a public charter school shall be deemed public agents authorized by a public school district, the public charter school commission, or the state board of education to control the public charter school, but shall function independently of any school board of trustees in any school district in which the public charter school is located or independently of the public charter school commission, except as provided in the charter. (underlined italics added)
    - ii. (1)(b) Each public charter school must be independently accountable for its academic, financial and operational outcomes.
    - iii. The underlined and italicized language in a.i. above came from amendments by the legislature in 2000 and 2005.
      - 1. The statement of purpose for the 2000 amendments reads as follows: The purpose of this bill is to clarify that public charter schools are governed only by the terms of their charter and by applicable law. The concern that has been expressed to the Legislature is that local boards of trustees are attempting to exercise governance and control over the management of the public charter schools. Since it was the clear intent of the Legislature to create the public charter schools as autonomous actors within the school districts, this bill is designed to clarify that once the local district approves the charter, its only duties are to ensure that the terms of the charter are being met and that the law is not being

violated. However, all duty and authority to operate and manage the public charter school is vested in the board of directors of the public charter school. (underlined italics supplied)

2. The 2005 amendments added reference to the public charter school commission, thereby creating the same independence and autonomy for charter commission schools. Note that the Charter Commission was created by the Legislature in 2004.
- b. Idaho Code Section 33-5202
  - i. It is the intent of the legislature to provide opportunities for teachers, parents, students, and community members to establish and maintain public charter schools that operate independently from the existing traditional school district structure but within the existing public school system. (underlined italics supplied)
  - ii. The underlined italics in b.i. above were also added by the Legislature in 2000 within the same bill that amended Idaho Code Section 33.5204 as described in a. above.
- c. Idaho Code Section 33-5209C(1) states in part: "Every authorized chartering entity shall have the authority to conduct or require oversight activities that enable the authorized chartering entity to fulfill its responsibilities pursuant to the provisions of this chapter, including conducting appropriate inquiries and investigations, as long as those activities are consistent with the intent of this chapter, adhere to the terms of the performance certificate and do not unduly inhibit the autonomy granted to public charter schools."

#### CONCLUSIONS OF LAW:

- d. The Legislature's requirement for operational independence of the charter school from the chartering entity is clear. The legislature appears to use the terms independence and autonomy interchangeably in this regard.
  - e. The requirement that the Commission maintain the independence and autonomy of the charter schools it oversees is a matter of existing law, and the Commission can't impose conditions for renewal that violate the independence and autonomy of the charter school.
28. Law applicable to exercise of discretion by a decision-making body.
- a. While there is no specific language in addressing a test for abuse of discretion by a charter issuer such as the Charter Commission, there is parallel analysis in case law addressing the exercise of discretion by judges. "Abuse of discretion is determined by a three-part test which asks whether the district court: (1) correctly perceived the issue as one of discretion; (2) acted within the outer boundaries of its discretion and consistently with the legal standards applicable to the specific choices available to it; and (3) reached its decision by an exercise of reason." *Sherman Storage, LLC v. Global Signal Acquisitions II, LLC*, 159 Idaho 331, 335 (2015); *Cobbley v. City of Challis*, 138 Idaho 154, 159-60 (2002).
  - b. "An abuse of discretion will be found when the lower court does not perceive the issue as one of discretion. (Citation omitted.) Likewise, a lower court's failure to articulate and apply the relevant legal standard is an abuse of discretion." *Nelson v. Nelson*, 2022 WL 1172672, dated April 19, 2022, at \*19 (Idaho Sup. Ct.)

#### CONCLUSIONS OF LAW :

- c. Although the charter school law does not define abuse of discretion or arbitrary action, application of the analysis applied to the courts is appropriate.



- d. Applying this analysis to the Commission deliberations regarding statements that the Commission can't impose a renewal condition requiring replacement of the ACVS board and administration:
  - i. If there is a legal impediment barring such a condition, then the Commission's decision against imposing the condition would be a proper exercise of its authority and discretion.
  - ii. If there is NO legal impediment barring such a condition, then the State Board could conclude that the Commission deliberations evidence a failure of the Commission to recognize the full extent of its discretion. This could be considered an abuse of discretion under the three-part test applied in the courts.
- 29. Law applicable to the appeal to the State Board of Education.
  - a. IC 33-5209C(8) A decision to revoke or non-renew a charter ... may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in Section 33-5207(5)(b) Idaho Code.
  - b. IC 33-5207(5)(b)
    - i. The State Board shall hold a public hearing no later than 60 days after notice of appeal.
    - ii. After the public hearing, the State Board shall approve or deny the petition for the public charter school, provided that the state board of education shall only approve the petition if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition.
  - c. Idaho Code Section 33-5207(7). The decision of the state board of education shall be subject to review pursuant to chapter 52, title 67, Idaho Code. Nothing in this section shall prevent a petitioner from bringing a new petition for a public charter school at a later time.

#### CONCLUSIONS OF LAW

- d. When nonrenewal of a charter by the Commission is appealed to the State Board, the Board cannot consider reversing the decision of the Commission unless the Board first finds either (a) that the Commission failed to appropriately consider the charter school's petition for renewal or (b) that the Commission acted in an arbitrary manner in determining to deny renewal. In making this determination, the Board is limited to considering the record presented to the Charter Commission as part of the renewal hearing process, since the Commission can only consider (appropriately or otherwise) information presented to it in the renewal process and can only act (arbitrarily or otherwise) on that information.
- e. In this appeal, if the State Board finds either a failure to appropriately consider or arbitrary action by the Commission in denying renewal, then the State Board can renew the charter.
  - i. However, any such renewal of the charter remains at the discretion of the State Board with only one exception, which is that Idaho law mandates renewal of a charter if the State Board also finds that the charter school met all of the terms of its performance certificate at the time of renewal.

- ii. Since the record clearly shows numerous failures of ACVS to meet terms of the performance certificate, any such renewal of the ACVS certificate is at the discretion of the State Board.

30. ANALYSIS AND PROPOSED DECISIONS:

a. Analysis of Proposed New Evidence:

- i. Where a charter school seeks to have the State Board reverse a decision of the Commission to nonrenew a charter, the clear language of Idaho Code Section 33-5207(5) limits the State Board to first determining if the Commission failed to appropriately consider the charter petition, or if the Commission acted in an arbitrary manner in denying the petition.
- ii. In its Notice of Appeal to the State Board, ACVS indicated that it wished to present new evidence of events and actions by the ACVS board that occurred after the February 11, 2022 Charter Commission hearing.
- iii. The new evidence proposed by ACVS lies outside of the scope of this appeal since the Commission can only consider (appropriately or otherwise) information presented to it in the renewal process and can only act (arbitrarily or otherwise) on that information.
- iv. As noted in b.i. below, ACVS did present its proposed future actions for addressing governance and academic failures and the record indicates these were not considered adequate by the Commission.

*Recommended Decision: That the State Board hold that evidence proffered by ACVS regarding actions of ACVS and its board and administrators occurring after the date of the Charter Commission hearing is outside the scope of this appeal and not properly before the Board for consideration.*

b. Analysis of Charter Commission's Consideration of Proposed Improvements from ACVS in the Petition for Renewal:

- i. In oral argument at the hearing of May 24, 2022, ACVS argued that the Charter Commission improperly failed to consider proposals from ACVS for improvements undertaken or planned for the school. These improvements included resignation of the Director; restructuring of administrative duties of a future director; increasing the current ACVS board from 5 members to 7; future training for the ACVS board; transition of the prior ACVS board chair to a director position; and a willingness to accept.
- ii. The deliberations of the Charter Commission after close of evidence were held on the record and are contained in the recording of the Charter Commission hearing. The Charter Commission is to be commended for doing so, and for its candor in deliberating over the difficult decision of whether to close ACVS.
- iii. It is clear that the Charter Commission recognized the difficulty of its decision and the collateral consequences of nonrenewal of the charter on the teachers and students of ACVS.
- iv. It is equally clear that the Charter Commission found the proposed changes from ACVS to be wholly inadequate. The Commission Chair stated clearly that there had been a tremendous failure at the administrative and board level of the charter school. Two Commissioners specifically stated they had reviewed

the materials (which included the ACVS proposals) and were unable to arrive at renewal conditions they believed to be workable.

- v. Although there was some discussion of replacement of the full ACVS board, this was never proposed by ACVS. Instead ACVS proposed an expansion from 5 members to 7, this would have left the prior board members with continued voting control over ACVS board decisions.
- vi. Although the resignation of Dr. Sandidge as director of the school was noted for the Commission at the hearing, Dr. Sandidge still appeared at the hearing as the current director and sat at counsel's table as the representative of the school for purposes of the hearing.
- vii. All of the actions described by ACVS (See item 17 above) started only after the Commission Director had delivered a recommendation for non-renewal of the charter. The sole exception was the resignation of the director accused of privately profiting from contracts with ACVS (Item 17.a. above).

*Recommended Decision: That the State Board hold that the record of the Charter Commission hearing when taken as a whole, indicates that the Charter Commission properly considered the materials submitted by ACVS in its petition for renewal, including consideration of the ACVS improvements undertaken or planned for the school.*

- c. Analysis of the Charter Commissions Discretion in Applying Conditions to Charter Renewals.
  - i. At the May 24, 2022 hearing before the Hearing Officer, ACVS argued that the Commission abused its discretion when it erroneously concluded it lacked the authority to authorize a conditional renewal of the charter, despite clear statutory authority to do so, especially in light of ACVS's proposed changes and its invitation for additional Commission guidance.
  - ii. The record simply does not support the wholesale argument presented by ACVS that the commission concluded that it lacked authority to impose conditions at all. Imposing conditions on renewal was clearly discussed as an alternative, with Commission members noting that the prior renewal for ACVS contained at least one condition. At least two Commissioners indicated they had considered whether there were conditions that would be satisfactory and were unable to arrive at conditions they believed would work.
  - iii. What bears some additional attention are the discussions during deliberations regarding whether autonomy of charter schools made it so that the Commission could not impose complete replacement of the ACVS board and administration as a condition of renewal.
  - iv. It is unclear from the deliberations whether the Commissioners who discussed the point believed there was a legal impediment to imposing such a condition, or simply believed that sound policy prevented such a condition.
  - v. If there is a legal impediment barring such a condition, then the Commission's decision against imposing the condition would be a proper exercise of its authority and discretion. There is a strong argument for such a bar.
    - 1. Idaho Code Section 33-5209B(1) which authorizes the Commission to impose conditions on charter renewal (as well as a specific time for meeting those conditions) does not contain reference to any specific limitations on renewal conditions.

2. That said, there is no realistic argument that the ability to impose conditions is without limitation. For example, it is beyond argument that the Commission can't impose a condition that would require the charter school to violate other terms of Idaho law, such as the criminal code.
3. It is axiomatic in the law that one can't do indirectly something that is one is barred by the law from doing directly. Thus, the Commission can't do something through a renewal condition that the Commission is barred from doing directly.
4. In this light we must examine of the laws that define the relationship between the Commission (as the chartering entity) and the charter schools it authorizes to see if there exists a bar against imposing replacement of the charter school board and administration by the Commission.
  - a. As noted in conclusions of law under item 27 above, the Legislature's requirement for operational independence of the charter school from the chartering entity is clear. The legislature appears to use the terms independence and autonomy interchangeably in this regard.
  - b. The intent of the legislature in making revisions to Idaho Code Section 33-5204 in the 2000 legislative session was to clarify that once the chartering entity (the Commission in this instance) approves the charter, its only duties are to ensure that the terms of the charter are being met and that the law is not being violated. All duty and authority to operate and manage the public charter school is vested in the board of directors of the public charter school.
  - c. Even the authority given the chartering entity under Idaho Code Section 33-5209C(1) to conduct oversight activities to fulfill its responsibilities is limited so as to not unduly inhibit the autonomy granted to the charter schools.
  - d. Thus, limiting the authority to impose conditions on renewal of a charter in this same fashion is consistent with the overall legislative intent regarding the independence of the charter schools appears to be consistent with an overall reading of charter school law.
- vi. If the Commission's authority to impose complete replacement of the charter school board and administration is not barred under existing law, then the State Board could conclude that the Commission deliberations evidence a failure of the Commission to recognize the full extent of its discretion. This could be considered an abuse of discretion under the three-part test applied in the courts (see discussion in item 28 above). However, even if the State Board finds such an abuse of discretion, there is no mandate that the renewal petition be granted, even with the conditions that the Commission chose not to impose.
  1. The only time renewal of a charter is mandated is when the charter school has met all of the terms of its performance certificate. It is clear

in this appeal that ACVS failed in many respects to meet terms of its performance certificate.

2. In this appeal, the same strong argument discussed in v.4. above in favor of a legal bar to imposing complete replacement of the charter school board and administration can be made in favor of choosing not to renew with such a condition.

Recommended Decision regarding exercise of discretion by the Commission

- vii. That the State Board hold that the Charter Commission is barred by existing law from imposing as a renewal condition that the entire board and administration of the charter school be changed. Thus, the determination by the Commission that it could not impose such a condition was a proper exercise of its discretion, therefore the State Board denies renewal of the charter.  
AND
- viii. That the State Board hold that even if existing law does not bar imposing a renewal condition that the entire board and administration of the charter school be changed, imposing such a condition in this case is not good policy and not something the State Board chooses to do as part of considering this appeal. Thus, in light of the Charter Commissions rejection of other proposed conditions, the State Board denies renewal of the charter.

Dated this 2nd day of June, 2022.



Kent E. Nelson  
Public Hearing Officer  
[kentnelson@gold.uidaho.edu](mailto:kentnelson@gold.uidaho.edu)  
208-761-4995

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 2nd day of June 2022, I served a true and correct copy of the foregoing RECOMMENDED DECISION OF THE HEARING OFFICER by delivering the same to each of the following parties of record, by the method indicated below, addressed as follows:

Rachel Kolts - [Rachel.Kolts@ag.idaho.gov](mailto:Rachel.Kolts@ag.idaho.gov)  
Bret A. Walther - [bwalther@ajhlaw.com](mailto:bwalther@ajhlaw.com)

With CC to Jenifer Marcus, SBOE counsel - [jenifer.marcus@osbe.idaho.gov](mailto:jenifer.marcus@osbe.idaho.gov)



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June 3, 2022

Re: Another Choice Virtual Charter School, Inc. (ACVS)  
Appeal of non-renewal of charter to Idaho State Board of Education  
PCSC Case No. 21-52502

Sent via email: [Rachel.Kolts@ag.idaho.gov](mailto:Rachel.Kolts@ag.idaho.gov); [bwalther@ajhlaw.com](mailto:bwalther@ajhlaw.com)

Dear Ms. Kolts and Mr. Walther,

At its meeting on April 21, 2022, the State Board of Education (Board) directed me to appoint a public hearing officer to hear ACVS' appeal to the Board of the Public Charter School Commission's non-renewal of the ACVS charter. I subsequently appointed Kent Nelson as the hearing officer. A public hearing was held on May 24, 2022.

On June 2, 2022, Mr. Nelson issued a recommended decision in the matter. The Board will consider the recommended decision at its upcoming meeting at the Idaho State University Pocatello campus on June 15<sup>th</sup>. Also at its April 21<sup>st</sup> meeting, the Board directed me to decide whether to allow oral arguments by representatives for ACVS and the Commission at the meeting scheduled for the Board to consider the hearing officer's recommended findings and decision.

After reviewing Mr. Nelson's recommended findings and decision, I have determined that additional oral arguments by the parties at the Board's June 15<sup>th</sup> meeting are not necessary and will not be allowed.

Sincerely,

Matt Freeman  
Executive Director

MF: fl

Cc: Kent Nelson