

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

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SUBJECT

Temporary Rule – Docket 08-0113-2301, Rules Governing Opportunity Scholarship

REFERENCE

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship, making technical corrections and clarifying that GPAs of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.
April 2018	Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for “Adult Learners.”
August 2018	Board approved proposed rule Docket 08-0113-1802 establishing provision for the Opportunity Scholarship for Adult Learners.
November 2018	Board vacated proposed rule Docket 08-0113-1802 and directed staff to bring back a version allowing certificates to be stackable during the 2019-2020 rulemaking cycle.
August 2019	The Board approved rule Docket 08-0113-1901 establishing requirements for awarding Opportunity Scholarships to Adult Learners.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, 33-4303, 67-5226, Idaho Code
Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship

BACKGROUND/DISCUSSION

During the 2023 legislative session, the Idaho Launch Grant Program was created by House Bill 24 and Senate Bill 1167, and codified at Idaho Code § 77-1205. These bills also amended Section 33-4303, Idaho Code, regarding the Idaho Opportunity Scholarship.

It is desired that the Idaho Launch Grant Program and the Opportunity Scholarship share an award notification timeline for initial awards. This will require an amendment to Administrative Code, IDAPA 08.01.13 that changes the initial award deadline from June 1 to December 31 of each year. Additionally, the new legislation removes community colleges from the list of eligible recipients of Opportunity Scholarship funds which will require the removal of a few, now

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irrelevant, references to community college programs. Necessary changes are indicated in Attachment 1.

Separately, the U.S. Department of Education is currently engaged in a revision of the Free Application for Federal Student Aid (FAFSA). This process will result in changes in naming conventions of FAFSA-related terms and reports as well as a one-time delay in application accessibility for students. Specifically, the “expected family contribution” will now be known as the “Student Aid Index” and the “Student Aid report” will now be known as the “FAFSA Submission Summary”. With regard to delayed accessibility of the application, in previous years students have been able to complete the FAFSA as early as October. However, in 2023, due to the length of the U.S. Department of Education’s revision process, the FAFSA will not be available until December.

As a result of the new legislation (which goes into effect on July 1, 2023) and considering the delayed accessibility of the FAFSA this year only, a temporary rule (Attachment 1) is necessary to ensure that the new legislation and corresponding rule are aligned as of July 1, 2023, and that the Opportunity Scholarship administrative team can make awards pending verification of FAFSA data when such becomes available. This proposed rule is allowable pursuant to 67-5226(c), Idaho Code.

A proposed rule that addresses the necessary permanent changes to IDAPA 08.01.13 will be forthcoming. This temporary rule is being addressed as a separate item because the need to accommodate the FAFSA delay will not be necessary beyond 2023.

IMPACT

Should the Board approve the proposed temporary rule and the Governor approve promulgation of the temporary rule, the temporary rule would go into effect on July 1, 2023, and expire upon the legislature adjourning sine die at the conclusion of the 2024 legislative session.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0113-2301– Opportunity Scholarship

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the temporary rule as proposed in Attachment 1.

BOARD ACTION

I move to approve the Temporary Rule Docket 08-0113-2301, as presented in Attachment 1, effective July 1, 2023, and expiring upon the legislature adjourning sine die at the conclusion of the 2024 legislative session, contingent on approval to promulgate the temporary rule by the Governor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.01.13 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

(BREAK IN CONTINUITY OF SECTIONS)

101. ELIGIBILITY.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award. (4-6-23)

01. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (4-6-23)

a. A student who has not yet graduated from an eligible secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of two point seven (2.7) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (4-6-23)

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (4-6-23)

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of two point seven (2.7) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. (4-6-23)

d. An Adult Learner must have a minimum cumulative grade point average of two point five (2.5) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. (4-6-23)

02. Financial Eligibility. The financial need of an applicant for an opportunity scholarship will be based upon the ~~verified expected family contribution~~ Student Aid Index (SAI), as identified by the free application for federal student aid (FAFSA) Student Aid report Submission Summary. ~~The Student Aid report used to calculate financial need will be the report generated on the scholarship application deadline.~~ (4-6-23) ()T

03. Additional Eligibility Requirements. (4-6-23)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (4-6-23)

b. If a student has attempted or completed more than one hundred and twenty (120) postsecondary credits, then such student must identify a major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (4-6-23)

i. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-6-23)

ii. Upon review of the student's academic transcript(s), the student cannot complete a degree/certificate in the major identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (4-6-23)

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102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the ~~date specified in the application, but not later than the~~ deadline set by the executive director each year. Adult Learner applications will be processed and awarded on a monthly basis up to the application deadline. An applicant without electronic capabilities may request a waiver of this requirement and, if granted, submit an application on the form established by the Board through the United States Postal Service that must be postmarked not later than the applicable application deadline. The FAFSA must be completed on or prior to the application deadline except for any applications for the 2024-2025 academic year. ~~(4-6-23)~~ ()T

02. Announcement of Award. ~~For the 2024-2025 academic year, a~~Announcement of the award of initial scholarships will be made no later than ~~June 1~~December 31, 2023~~of each year,~~ with awards to be effective at the beginning of the first full term ~~following July 1 of that year~~of the next fiscal year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds~~and the acceptance rate of the initial awards.~~ ~~(4-6-23)~~ ()T

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (4-6-23)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (4-6-23)

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted an application to the Board earlier in time will be assigned a higher rank. (4-6-23)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (4-6-23)

02. Monetary Value of the Opportunity Scholarship. (4-6-23)

a. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-6-23)

i. The amount of the assigned student responsibility, established by the Board annually; (4-6-23)

ii. The amount of federal grant aid, as identified by ~~the Student Aid Report (SAR) that is the FAFSA~~Submission Summary if known at the time of award determination; ~~(4-6-23)~~ ()T

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iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (4-6-23)

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution, ~~or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution,~~ will be prorated as follows: (4-6-23) ()T

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term - fifty percent (50%) of the maximum; (4-6-23)

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term - seventy-five percent (75%) of the maximum; and (4-6-23)

(3) Enrolled in twelve (12) or more credits or its equivalent per term - one hundred percent (100%) of the maximum. (4-6-23)

b. The amount of an opportunity scholarship award to an individual student shall not exceed the actual cost of tuition and fees at the institution the student attends or will attend, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (4-6-23)

c. Due to federal delays in FAFSA applications for the 2024-25 academic year, the Board may determine monetary value of the scholarship without the FAFSA Submission Summary and may adjust the final award and payment upon receipt of the FAFSA Submission Summary.

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. **Payment.** Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-6-23)

02. **Duration.** Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (4-6-23)

03. **Eligibility.** If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-6-23)

04. **New Scholarships for Community College.** The board may not award any new scholarship, excluding renewals, to any student attending community college on or after July 1, 2023.

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program. (4-6-23)

01. **Credit Hours.** To remain eligible for renewal of an opportunity scholarship, the scholarship

recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. ~~A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award.~~ Notwithstanding these provisions, a scholarship recipient who has received the Opportunity Scholarship as an Adult Learner may retain eligibility by completing twelve (12) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award. All students may use the summer term to meet the annual credit accumulation requirements. (4-6-23) ()T

02. Academic Progress. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point seven (2.7) on a scale of four point zero (4.0), and must be maintaining satisfactory academic progress toward their identified postsecondary credential as determined by the institution they are enrolled in. Students receiving an Opportunity Scholarship award as an Adult Learner must make satisfactory progress on their graduation plan established with the eligible institution at the time of admission. (4-6-23)

03. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than thirty (30) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made thirty (30) days prior to the start of the succeeding academic year. (4-6-23)

(BREAK IN CONTINUITY OF SECTIONS)

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SUBJECT

Board Policy IV.B. State Department of Education and IV.D. Educator Preparation, Certification, and Standards (new section) – Second Reading

REFERENCE

August 2021	State Board of Education (Board) approved proposed rules Dockets 08-0201-2102, 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.
June 2022	Board approved the first reading of proposed changes to Board Policy IV.B., adding instructional staff certificate endorsements that had been removed from Idaho Administrative Code 08.02.02 effective March 15, 2022.
August 2022	Board approved the second reading of proposed changes to Board Policy IV.B.
October 2022	Board approved the first reading of proposed policy amendments, incorporating amendments to the certification endorsements requested by the PSC and Department staff.
December 2022	Board approved second reading of proposed amendments to Board policy IV.B. requested by the PSC.
April 2023	Board approved first reading of proposed amendments to Board policy IV.B. State Department of Education and IV.D. Educator Preparation, Certification, and Standards (new section).

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

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

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duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsement in rule, and by moving these provisions to Board policy, the Board is now able to be more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

Over the previous two years the Board has approved amendments to Administrative Code and Board policy incorporating the endorsement portion of the certification requirements into Board Policy IV.B. Prior to this work, the standards review requirements were already established in this section of Board policy.

The proposed amendments move the existing requirements from Board Policy IV.B., the section of policy specific to the Department of Education, to a new section of Board Policy, Board policy IV.D. The provisions being moved are not specific to the Department of Education. Rather, the provisions pertain to certificate endorsement requirements and standards approval processes in general. This move will make the endorsement requirements easier to find and search. Only non-substantive changes have been made to the existing language in Board policy IV.B.

IMPACT

Amendments to Board Policy IV.B. and the creation of a new section of Board policy, Board Policy IV.D., will make it easier for individuals to access the certification endorsement requirements and find language regarding the review and approval of certification standards.

ATTACHMENTS

Attachment 1 – Board Policy IV.B. – Second Reading

Attachment 2 – Board Policy IV.D. – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board adopt the proposed amendments to Board Policy IV.B., as presented in Attachment 1, and that the Board adopt new Board Policy IV.D., as presented in Attachment 2.

There have been no amendments between what was approved as the first reading and the second reading.

BOARD ACTION

I move to adopt the proposed amendments to Board Policy IV.B., as presented in Attachment 1, and to adopt Board Policy IV.D., as presented in Attachment 2.

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 2023

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 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 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.

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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.

i.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards****June 2023****1. 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 Certificated School Personnel

The Standards for Certificated 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 certifications 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. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (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 non-CTE educator standards. 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.

2. 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. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. 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.

- a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.
- b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.
- c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.
- d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; 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 biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (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.
- e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.
- f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and 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.
- g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early

Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.

- h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.
- i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.
- j. Communication (5-9 or 6-12). Complete one (1) of the following options:
 - i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
 - ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.
- k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.
- l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.
- m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours to include coursework in methods of teaching early childhood; 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; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education

law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

- n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.
- o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.
- p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.
- q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.
- r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.
- s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.
- t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and

interventions, special education law, family and community relationships, and accommodations and modifications.

- u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.
- v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.
- w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.
- x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.
- y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.
- z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:
 - i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.
 - ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
 - iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance,

- history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.
 - iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.
 - v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.
 - vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.
- aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
- i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.
 - ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.
- bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.
- cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.
- dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

- ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.
- ff. Natural Science (5-9 or 6-12). Complete one (1) of the following options:
 - i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
 - 1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
 - 2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
 - 3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
 - 4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.
 - ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.
- gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.
- hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.
- ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical

science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

- jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.
- kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.
- ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.
- mm. Social Studies (6-12). Complete one of the following options:
 - i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history
 - ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.
 - iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:
 - 1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
 - 2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
 - 3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
 - 4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.
- nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.
- oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.

pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals 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

- 1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
- 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii. Teacher Leader – Instructional Technology

- 1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.
- 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iii. Teacher Leader – Literacy

- 1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher

Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are 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.

- 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iv. Teacher Leader – Mathematics

- 1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
- 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

v. Teacher Leader – Special Education

- 1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.
- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include 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; 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.

- 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

- qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.
- rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.
- ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.
- tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world 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 board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
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SUBJECT

Strategic Plans – Postsecondary Institutions and Agencies under the Board's Governance

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 FY2021-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 discussed progress and priority areas for the institution FY2023-2027 Strategic Plans
October 2022	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2022-FY2026 strategic plan goals.
December 2022	The Board discussed changes to the K-20 FY2024-FY2028 Strategic Plan.
February 2023	The Board approved the K-20 Education FY2024-FY2028 Strategic Plan, including additional definition of some performance measures.
April 2023	The Board discussed institution and agencyFY2024-FY2028 strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The institutions and agencies 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

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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 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.

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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 “systemwide” postsecondary performance measures. At the December 2017 Regular Board meeting, the Board discussed and approved the current systemwide performance measures. These systemwide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The systemwide performance measures are required by the Board to be reported consistently across institutions. While each institution is required to include the systemwide performance measures in their strategic plans and performance measures reports, each institution currently sets their own benchmarks. In addition to these systemwide performance measures, systemwide performance measures in the Board’s K-20 Education Strategic Plan that are dependent on data from the postsecondary institutions are required by the Board to be reported consistently between all eight postsecondary institutions.

The postsecondary systemwide performance measures set by the Board 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

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- 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 systemwide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the “status quo.”

All of the strategic plans are required to be in alignment with Idaho’s K-20 Education strategic plan, approved by the Board in February.

IMPACT

OSBE Staff will proceed with submitting Board-approved strategic plans to DFM on behalf of the institutions, agencies, and special and health programs by the DFM deadline of July 1, 2023.

ATTACHMENTS

- Attachment 01 – K-20 Education 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 – Idaho Division of Vocational Rehabilitation
Attachment 13 – Idaho Public Television
Attachment 14 – Idaho Public Charter School Commission
Attachment 15 – Idaho Public Schools/Department of Education

BOARD STAFF COMMENTS AND RECOMMENDATIONS

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The Board reviewed the attached strategic plans during the April meeting work session.

Board staff has discussed with the Division of Financial Management the requirement that the Special and Health programs also submit strategic plans. At this time, the Division of Financial Management staff have agreed that these plans will not need to be submitted this year. Based on this approval, only the postsecondary institution and agency strategic plans will be brought forward for approval by the Board at the June 2023 Board meeting. The Special Programs and Health Programs have submitted strategic plans to the Board Office, should Board members wish to review them. If they are required to be submitted to the Division of Financial Management this year, Board staff will include delegation of their approval to the Executive Director.

Staff recommends that the Board approve the institution and agency strategic plans as presented in Attachments 3-15.

BOARD ACTION

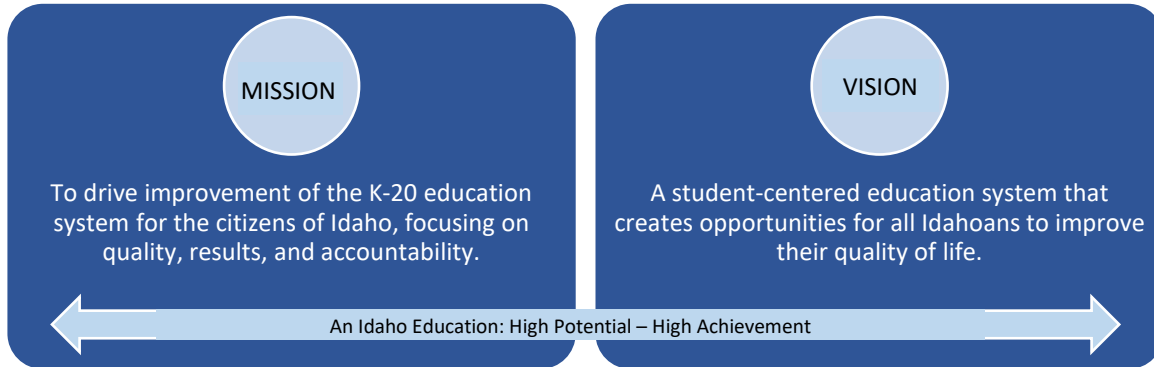
I move to approve the institution and agency strategic plans as presented in Attachments 3-15.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



FY2024-2029

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.



FY2024-2029
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.

L	M	HS	R/A	R	T/C
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Performance Measures:

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

Benchmark: Completed by FY2024

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

L	M	HS	R/A	R	T/C
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Performance Measures:

- I. **Percent of Idaho community college transfers who graduate from a four-year institution.**

Benchmark: 25% or more

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

Benchmark: 2 year – less than 20%⁴

4 year – less than 20%⁴

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.

L	M	HS	R/A	R	T/C
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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	55%
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	50%
High School	45%

III. High School 4-year and 5-year Cohort Graduation rates.

Benchmark: 95%⁴ or more

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

Benchmark: SAT Composite – 45%¹ or more

Evidence-Based Reading and Writing – 65% or more

Mathematics – 60% or more ACT Composite – 45%¹ or more

English – 80% or more

Mathematics – 65% or more

Reading – 70% or more

Science – 60% or more

V. Percent of high school graduates who completed² one or more advanced opportunities (break out by type of advanced opportunity).
Benchmark: 90%¹ or more

VI. Percent of dual credit students who graduate high school with a certificate or associates degree.
Benchmark: 3%³ or more

VII. Percent of high school graduates who enroll in a postsecondary institution:
 Within 12 months (within following academic year¹) of high school graduation year.
Benchmark: 60%⁴ or more
 Within 36 months (within three academic years) of high school graduation year.
Benchmark: 80%⁵ or more

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

L M

Performance Measures:

- I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in kindergarten.**
Benchmark: 50%

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 number 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.

L M HS R/A R T/C

Performance Measures:

- I. 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

¹ Academic year = fall, spring, and summer terms starting with the fall term.

Total number of certificates/degrees produced, by institution annually	FY 2022 Results	Benchmark FY 2025	Benchmark FY2027
Workforce Certificates (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	95
Certificates of at least one academic year	2485	2485	3218
College of Eastern Idaho	80	112	125
College of Southern Idaho	134	159	178
College of Western Idaho	1327	1486	1531
North Idaho College	568	690	711
Boise State University	0	NA	
Idaho State University	357	400	412
Lewis-Clark State College	19	27	28
University of Idaho	0	NA	
Associate degrees	3891	4514	4649
College of Eastern Idaho	276	309	318
College of Southern Idaho	1009	1130	1164
College of Western Idaho	1037	1161	1196
North Idaho College	717	700	721
Boise State University	127	150	155
Idaho State University	521	467	481
Lewis-Clark State College	204	275	283
University of Idaho	0	30	31
Baccalaureate degrees	7309	8348	12911
Boise State University	4,078	4351	4482
Idaho State University	1,073	1209	1245
Lewis-Clark State College	579	534	550
University of Idaho	1,579	1802	1856
Masters degrees	2149	2399	2518
Boise State University	1,062	1160	1195
Idaho State University	556	623	642
Lewis-Clark State College	0	NA	
University of Idaho	531	616	634
Doctoral or Professional degrees	518	572	600
Boise State University	58	65	67
Idaho State University	196	212	218
Lewis-Clark State College	0	NA	
University of Idaho	264	296	305

III. **Percentage of new full-time degree-seeking students who return (or who graduated) for second year in an Idaho postsecondary public institution.**
(Distinguish between new freshmen and transfers)

Benchmark: 2 year institutions - 75%⁴ or more
4 year institutions - 85%⁴ or more

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

Benchmark: 2 year institutions - 50%⁴ or more
4 year institutions – 60% or more

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).

R/A	R	T/C
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Performance Measures:

- I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year⁶ at the institution reporting.**
Benchmark: 50% or more
- II. **Percent of new degree-seeking freshmen completing a gateway math course within two years.**
Benchmark: 80% or more
- III. **Median number of credits earned at completion of associate's and baccalaureate degree program.**
Benchmark: Transfer Students: 69/138³ or less
Benchmark: non-transfer students: 69/138³ or less

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

L	M	HS	R/A	R	T/C
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Performance Measures:

- I. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more
- II. **Unduplicated headcount of graduates, by highest level credential attained by academic year.**
Benchmark: TBD

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.

HS	R/A	R	T/C
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Performance Measures:

- I. **Percentage of high school student participating in apprenticeships and postsecondary students participating in internships.**
Benchmark: New measure
- II. **Percent of STEM baccalaureate degrees conferred compared to non-STEM degrees conferred (CCA/IPEDS Definition of STEM fields).**
Benchmark: 25% more
- III. **Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.**
Benchmark: 50 or more per year up to identified need

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

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.

¹ Benchmark is set based on the increase needed to meet the state educational attainment goal.

² Completed means dual credits earned, AP assessment with a score of 3 or greater, IB earned, etc.

³ Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁶ Academic year means fall through summer term.

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, using a the template the Board requested at the June 2016 Board meeting. Additionally, Board policy I.M. requires the institutions to use a consistent methodology across institutions when reporting out on any systemwide performance measures. This includes the systemwide performance measures the Board has identified that each institution must include in their strategic plans and performance measure reports, and the performance measures in the Board's strategic plant that each of the postsecondary instiutions provides data for, that is then aggregated into a statewide measure.



University of Idaho Strategic Plan and Process

FY24 – FY28

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted March 2023 for FY24 – FY28

MISSION STATEMENT

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

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

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

VISION STATEMENT

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

GOAL 1: Innovate

Scholarly and creative work with impact

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

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

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
111,590	113,107	112,810	105,900	Available Later	114 ²	116 ³

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.)**

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023- 2024)	FY28 (2027-2028)
251	242	322	403	Available Later	325 ²	345 ²

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
83	103	106	122	Available Later	110 ²	120 ²

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total	740 (UG) & 336 (GR) 1,076 Total	Available Later	675 (UG) & 425 (GR) 1,100 Total ²	700 (UG) & 500 (GR) 1,200 Total ²

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
58%	60%	56%	53%	Available Later	60% ²	65% ²

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

Performance Measures**I. Invention Disclosures**

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
26	35	29	20	Available Later	30 ²	33 ²

GOAL 2: Engage**Outreach that inspires innovation and culture**

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

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

Performance Measures:***I. Go-On Impact⁴***

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023- 2024)	FY28 (2027-2028)
41.4%	41.4%	41.4%	41.4%	Available Later	42% ^{Error!} Bookmark not defined.	43% ^{Error!} 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)***

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
57%	57%	57%	57%	Available Later	60% ^{Error!} Bookmark not defined.	65% ^{Error!} Bookmark not defined.

II. Economic Impact (\$ Billion)

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
1.10	1.10	1.01	1.01	Available Periodically	1.1 ^{Error! Bookmark not defined.}	1.2 ^{Error! Bookmark not defined.}

Objective C: Engage individuals (, 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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
425,128	440,793	220,402	265,661	Available Later	350,000 ⁵	430,000 ⁵

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
52%	53%	53%	45%	Available Later	55% ^{Error! Bookmark not defined.}	60% ^{Error! Bookmark not defined.}

III. Alumni Participation Rate⁶

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
9.4%	8.0%	7.4%	6.5%	Available Later	8.5% ^{Error! Bookmark not defined.}	10% ^{Error! Bookmark not defined.}

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

					Benchmark
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FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY28 (2027-2028)
11,606 / 2,450	11,504 / 2,371	8,996 / 1,886	8,835 / 1,868	Available Later	11,500/2,370 ^{Error!} Bookmark not defined.	12,500/2,660 ^{Error!} 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***

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
11,841	11,926	10,791	11,303	11,507	11,750 ²	13,000 ²

Objective B: *Foster educational excellence via curricular innovation and evolution.***Performance Measures:*****I. Retention – New Students (System wide metric)***

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
76.7% Cohort 2018-19	76.7% Cohort 2019-20	74.3% Cohort 2020-21	73.5% Cohort 2021-22	Available Census Date	80% ⁷	84% ⁷

II. Retention – Transfer Students (System wide metric)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
82.6% Cohort 2018-19	82.9% Cohort 2019-20	79.7% Cohort 2020-21	79.6% Cohort 2021-22	Available Census Date	80% ^{Error! Bookmark not defined.}	84% ^{Error! Bookmark not defined.}

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III. Graduates (All Degrees:IPEDS)⁸, 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)

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
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	2,543 1,507 595/208 Retired by SBOE Retired by SBOE	Available Later	2,500 ² 1,600 ² 600/150 ^{Error!} Bookmark not defined. 20% ^{Error!} Bookmark not defined. 31% ^{Error!} Bookmark not defined.	3,000 ² 1,850 ² 800/150 ^{Error!} Bookmark not defined. 20% ^{Error!} Bookmark not defined. 31% ^{Error!} Bookmark not defined.

IV. NSSE High Impact Practices

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
73%	77%	77%	70%	Available Later	77% ^{Error!} Bookmark not defined.	80% ^{Error!} Bookmark not defined.

V. Remediation a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
203/970 21%	220/1,005 22%	351/1,054 33%	402/1157 35%	Avail Later	250/ 25% ^{Error!} Bookmark not defined.	142/ 12% ^{Error!} Bookmark not defined.

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)

Bachelors: 1,848	Bachelors: 1,881	Bachelors: 1,738	Bachelors: 1,712	Available Later	1,800 ⁴	2,000 ⁴
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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
Statewide Performance Measure

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
Math 51.9%	Math 50.0%	Math 52.4%	Math 56.6%	Available Later	Math 54% ⁴ ENGL 70% ⁴	Math 56% ⁴ ENGL 77% ⁴
ENGL 74.9%	ENGL 73.4%	ENGL 69.0%	ENGL 71.0%			

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
59.0%	59.1%	60.7%	59.3%	Available Later	62% ⁴	74% ⁴

* Course meeting the Math general education requirement.

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
7,022	6,641	6,288	6,368	Available	42% ⁴	44% ⁴
3,068	2,787	2,631	2,455	Later		
43.7%	42%	41.8%	38.6%			

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

					Benchmark
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FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023-2024)	FY28 (2027-2028)
38.2% Cohort 2015-16	40.7% Cohort 2016-17	41.1% Cohort 2017-18	42.9% Cohort 2018-19	Available Later	42% ⁴	44% ⁴

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
56.1% Cohort 2013-14	59.5% Cohort 2014-15	59.1% Cohort 2015-16	61.0% Cohort 2016-17	Available Later	60% ⁴	62% ⁴

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	155/155 ⁴	155/155 ⁴

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

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023- 2024)	FY28 (2027-2028)
Bachelors: 1,639	Bachelors: 1,675	Bachelors: 1,568	Bachelors: 1,507	Available Later	1,650 ⁴	2,000 ⁴

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

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
62.5%/50%	62.5%/62.5%	75%/75%	75%/87.5%	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)**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
2,764	2,613	2,406	2,607	2,690	2,750 ⁹	3,305 ⁹

II. International Student Enrollment (heads)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
755	662	475	526	648	500 ^{Error!} Bookmark not defined.	750 ^{Error!} Bookmark not defined.

III. Percentage Multicultural a) Faculty and b) Staff

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)

20.6% / 12.1%	21.3% / 13.2%	20.6% / 13.4%	21.0% / 14.6%	Available Later	22% / 14% ^{Error!} Bookmark not defined.	23% / 15% ^{Error!} Bookmark not defined.
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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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023- 2024)	FY28 (2027-2028)
Survey avg in the 2 nd group of 5	Survey avg in the 2 nd group of 5	Survey avg in the 3 rd group of 5	Survey avg in the 3 rd group of 5	Available Later	Survey avg in the 4 th group of 5 ¹⁰	Survey avg in the 4 th group of 5 ¹⁰

II. Full-time Staff Turnover Rate

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027- 2028)
15.8%	23.5%	19.7%	30%	Available Later	17% ¹¹	15% ¹¹

Objective C: Improve efficiency, transparency and communication.

Performance Measures:

I. Cost per credit hour (System wide metric)

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027- 2028)
\$412	\$423	\$507	\$404	Available Later	\$500 ¹²	\$400 ¹²

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

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027- 2028)

0.96	0.97	0.88	1.06	Available Later	1.00 Error! Bookmark not defined.	1.25 Error! Bookmark not defined.
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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.

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

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

³ This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

⁴ 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?"

⁵ Internally set standard to assure program quality.

⁶ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

⁷ Based on a review of our SBOE peer institutions

⁸ 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.

⁹ Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

¹⁰ Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.

¹¹ Based on HR's examination of turnover rates of institutions nationally.

¹² Established by SBOE.

Appendix 1

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate <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>			✓	
GOAL 2: Engage <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>	✓	✓		
GOAL 3: Transform <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>		✓		
GOAL 4: Cultivate <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 Managers 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 4th 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

FY2024 THROUGH FY2028

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) ¹	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Undergraduate Certificate	360	413	515	629	Available Sept. 2023	727	1,012
>Associate	131	109	132	127		150	150
>Baccalaureate	3,289	3,525	3,754	3,947		4,074	4,933
>(SBOE target for bacc graduates ²)	(3,273)	(3,500)	(N/A)	(N/A)		N/A	N/A
>Graduate Certificate	219	184	166	174		175	200
>Master's	862	954	1,075	1,063		1,198	1,426
>Education Specialist	19	24	23	16		25	30
>Doctoral	45	53	50	58		60	75
Total Distinct Graduates	4,455	4,760	5,126	5,313		5,600	7,500

¹ SBOE required metric: timely degree completion. Distinct graduates by award level per year (summer, fall, and spring terms) as reported to IPEDS. 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.

² 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.

First year retention rate ³	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Benchmark	
						F2023 cohort	F2027 cohort
>Percent of first-time, full-time freshmen retained	79.5%	77.8%	76.0%	79.2%	Available Oct. 2023	79.4%	80.6%
-Resident, Pell-Eligible only	72.0%	70.6%	67.0%	67.5%		73.3%	76.3%
-Resident, Not Pell-Eligible only	76.4%	75.1%	70.3%	76.8%		77.2%	78.0%
-Non-Resident, Pell-Eligible only	76.7%	75.6%	71.1%	76.3%		76.7%	77.5%
-Non-Resident, Not Pell-Eligible only	86.4%	83.7%	83.9%	84.4%		84.9%	85.7%
>Percent full-time transfers retained or graduated	74.7%	78.4%	77.8%	78.4%		79.0%	83.0%

4-year graduation rate ⁴	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Benchmark	
						Fall 2020 cohort	Fall 2024 cohort
> % of first-time, full-time freshmen who graduated	30.7%	38.2%	39.7%	41.4%	Available Sept. 2023	43.0%	45.5%
-Resident, Pell-Eligible only	18.3%	20.5%	26.3%	27.8%		30.3%	35.0%
-Resident, Not Pell-Eligible only	25.0%	30.7%	33.1%	34.1%		35.1%	37.1%
-Non-Resident, Pell-Eligible only	35.5%	38.4%	34.1%	41.1%		42.1%	44.1%
-Non-Resident, Not Pell-Eligible only	48.0%	56.0%	53.5%	54.7%		55.5%	57.5%
>% of full-time transfers who graduated	50.4%	54.2%	57.7%	57.6%		59.0%	63.0%

6-year graduation rate ⁵	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Benchmark	
						Fall 2018 cohort	Fall 2022 cohort
> % of first-time, full-time freshmen who graduated	50.4%	54.1%	53.0%	59.1%	Available Sept. 2023	62.0%	65.1%
-Resident, Pell-Eligible only	38.1%	42.5%	40.1%	41.8%		48.3%	55.3%
-Resident, Not Pell-Eligible only	48.0%	50.7%	52.6%	56.1%		57.1%	59.1%
-Non-Resident, Pell-Eligible only	52.5%	56.5%	55.5%	57.3%		58.3%	60.3%
-Non-Resident, Not Pell-Eligible only	67.1%	71.6%	68.2%	73.1%		74.1%	76.1%
>% of full-time transfers who graduated	58.5%	56.9%	59.7%	60.4%		62.0%	65.0%

³ 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.

⁴ 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.

⁵ 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.

Gateway math success of new degree-seeking freshmen ⁶	FY19 (FA17 cohort)	FY20 (FA18 Cohort)	FY21 (FA19 cohort)	FY22 (FA20 cohort)	FY23 (FA21 cohort)	Benchmark	
						Fall 2022 cohort	Fall 2026 cohort
>% completed within two years	86.6%	86.8%	85.9%	85.7%	Available Sept. 2023	85.0%	87.0%

Progress indicated by credits per year ⁷	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of undergraduate degree seeking students with 30 or more credits per year	26.5%	28.7%	28.3%	27.9%	Available July 2023	29.0%	31.0%

Success in credit-bearing course (gateway) after remedial course ⁸	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>English	88.5%	87.1%	84.8%	78.9%	Available July 2023	83.0%	88.0%
>Mathematics	55.8%	56.7%	59.6%	65.1%	Available July 2023	65.0%	67.0%

Degrees and Certificates Awarded ⁹	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Undergraduate Certificate	360	411	515	629	Available Sept. 2023	727	1,012
>Associate	133	111	132	127		150	150
>Baccalaureate	3,472	3,680	3,929	4,080		4,211	5,099
>Graduate Certificate	221	189	170	185		185	200
>Master's	861	954	1,074	1,063		1,198	1,426
>Education Specialist	19	24	23	16		25	30
>Doctoral	45	53	50	58		60	75

⁶ 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, etc.).

⁷ 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.

⁸ 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, 103, 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.

⁹ 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.

NSSE ¹⁰ High Impact Practice (HIP) ¹¹ Participation	FY 2019 ¹²	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of seniors who participated in at least one HIP vs. Peer Institutions	90% vs. 83% peers (+)	NSSE every three years	NSSE postponed until Spring 2022	87% vs. 82% peers (+)	NSSE every three years	90%	90%
>% of seniors who participated in two or more HIPs vs. Peer Institutions	71% vs. 54% peers (+)			61% vs. 51% peers (+)		70%	70%

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:

Students participating in courses with service-learning component	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,482	1,557	1,537	1,466	Available July 2023	1,400	1,800
>Percent of baccalaureate students participating in service-learning course	46%	44%	42%	38%		35%	50%

Students participating in internships ¹³	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of students with internship credit	927	938	697	940	Available July 2023	1,000	1,200

NSSE ¹⁴ % participation in internships or similar experiences and in research	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of seniors participating in internships and other applied experiences	52%	NSSE every three years	NSSE postponed until Spring 2022	51%	NSSE every three years	54.0%	56.0%
>% of seniors participating in research with faculty members	27%			21%		28.0%	30.0%

¹⁰ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. NSSE gathers information from first-years 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; peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

¹¹ High Impact Practices (HIPs) are widely known to positively affect student learning and retention. HIPs include service-learning, internships, research with faculty, study abroad, learning communities, and capstone courses. Comparisons are made to a set of Urban Peer institutions.

¹² FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

¹³ Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

¹⁴ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

Post-graduation outcomes ¹⁵	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
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%	84%	82%	79%	Available Feb. 2024	82%	85%
>Graduate degree completers	85%	90%	89%	86%		88%	90%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	83%	78%	82%	83%	Available Feb. 2024	83%	85%
>Graduate degree completers	95%	94%	94%	95%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	84%	83%	84%	86%	Available Feb. 2024	85%	87%
>Graduate degree completers	97%	95%	97%	96%		97%	98%

Objective C: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

Access for Underserved Groups identified by SERP ¹⁶ (inclusive of First-time and Transfer and of Full-time and Part-time)	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Targets	
						Fall 2023 cohort	Fall 2026 cohort
Cohort Size of Idaho Resident Students							
>Pell-eligible ¹⁷	1,043	996	901	886	929	943	1,028
>First Generation Rural	1,083	1,141	1,040	885	974	945	1,035
Cohort Size as a Percent of Cohort from Service Region 3 ¹⁸							
>Rural	12.6%	12.9%	14.8%	14.1%	14.0%	15.3%	17.3%
>Hispanic/Latinx	15.0%	15.2%	14.9%	15.5%	16.7%	16.2%	17.8%

¹⁵ 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 knowledge rates across the two surveys were as follows: 36% (+/-2% MoE) in FY19; 27% (+/- 2.3% MoE) in FY20; 37% (+/- 1.8% MoE) in FY21; and 35% (+/-1.9% MoE). Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

¹⁶ Boise State's Strategic Enrollment and Retention Plan (SERP) specifies targets for access and progression for four groups identified as traditionally underserved: Rural, Hispanic/Latinx, First Generation, and Pell-eligible. The access measures are focused on Bachelor's Degree-seeking students.

¹⁷ Pell-eligible is defined as Pell-eligible at the time of entry to the university.

¹⁸ Achievement of targets will, in five years, close by half the gap between the composition of Boise State cohorts and the percent in Service Region 3's population as of the 2020 census. In the case of Hispanic/Latinx, the Service Region 3 population is limited to individuals 18 to 24 years old.

Dual / concurrent enrollment ¹⁹	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of credits produced	29,184	33,100	28,756	29,920	Available July 2023	34,000	37,500
Distinct number of students served	6,570	7,062	6,318	6,543	Available July 2023	7,500	9,000

Enrolled Idaho Students (Fall enrollment)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of enrolled degree-seeking resident undergraduates	10,830	10,689	10,309	9,729	9,667	9,850	10,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	5,498	5,982	3,773	5,316	5,935	7,500	9,000
Total number of enrolled students (degree-seeking and non-degree seeking)	16,328	16,671	14,082 ²⁰	15,045	15,602	17,350	19,000
Number of new First-time degree-seeking students who are Idaho residents	1,596	1,630	1,441	1,517	1,831	1,850	1,925
Number of new Transfer degree-seeking students who are Idaho residents	933	901	894	843	862	865	900

Number of graduates with high impact on Idaho's college completion rate	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates from underrepresented groups							
>Rural Idaho ²¹	528	459	505	544	Available Sept. 2023	550	750
>Hispanic/Latinx ²²	439	459	518	542		618	765
>First-generation ²³	1,391	1,476	1,570	1,623		1,791	2,107
>Pell eligible ²⁴	1,090	1,041	1,027	1,001		1,050	1,100
Baccalaureate graduates who are Idaho residents	2,200	2,208	2,284	2,269	Available Sept. 2023	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	845	847	828	879	Available Sept. 2023	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college ²⁵	446	442	461	483	Available Sept. 2023	500	1,000

¹⁹ Dual/concurrent 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.

²⁰ 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.

²¹ 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.

²² Distinct number of graduates who are Hispanic/Latino.

²³ First-generation is defined as students whose parents/guardians have not completed bachelor's degrees.

²⁴ Denotes students who were Pell eligible during any point of their enrollment at Boise State.

²⁵ 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.

True Blue Scholarship	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Dollars awarded through need-based True Blue Promise Scholarship	\$529,985	\$637,185	\$671,478	\$860,858	Available Oct. 2023	\$1.5M	\$1.9M

Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Performance Measures:

Students participating in courses with service-learning component	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,482	1,557	1,537	1,466	Available July 2023	1,400	1,800
>Percent of baccalaureate students participating in service-learning course	46%	44%	42%	38%		35%	50%

Enrollment in programs delivered online (Fall enrollment) ²⁶	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Undergraduate	1,574	1,911	2,294	2,282	2,271	2,320	2,800
>Graduate	1,198	1,310	1,418	1,511	1,476	1,480	1,715
>Total	2,772	3,221	3,712	3,793	3,747	3,800	4,515

NSSE ²⁷ Indicators: For Freshmen Only (% of peer group rating)	FY 2019 ²⁸	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Academic Challenge							
>Higher-order learning	99% (=)	NSSE every three years	NSSE postponed until Spring 2022	100% (=)	NSSE every three years	100%	105%
>Reflective & integrative learning	103% (=)			102% (=)		105%	105%
Learning with Peers							
>Collaborative learning	107% (+)			100% (=)		107%	107%
>Discussions with diverse others	101% (=)			103% (=)		103%	105%

²⁶ Indicates the number of officially enrolled students in a major or certificate that is delivered online.

²⁷ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

²⁸ FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

NSSE ²⁹ Indicators: For Seniors Only (% of peer group rating)	FY 2019 ³⁰	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Learning with Peers							
>Collaborative learning	103% (=)			96% (-)		105%	105%
>Discussions with diverse others	98% (=)	NSSE every three years	NSSE postponed until Spring 2022	97% (-)	NSSE every three years	100%	102%
Experiences with faculty							
>Student-faculty interaction	101% (=)			98% (=)		103%	105%
>Effective teaching practices	99% (=)			102% (=)		100%	102%

Sponsored Projects funding and awards for Instruction and Training	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Total Funding	\$3.2M	\$5.9M	\$2.3M	\$3.8M	Available	\$7M	\$10M
># of Awards	18	29	19	23	Feb 2024	35	50

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.

Performance Measures:

Vertically Integrated Projects ³¹ (VIPs)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of students enrolled in VIP credit	146	184	182	252	Available	275	350
>Number of VIP teams	18	21	23	33	July 2023	35	35

Percent of research grant awards that are Interdisciplinary vs. single discipline ³²	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available July 2023	25.0%	30.0%

²⁹ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

³⁰ FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

³¹ 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.

³² 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.

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

Performance Measures:

Advancement funding	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Total gift income (outright gifts and previous pledge payments)	\$25.3M	\$15.5M	\$21.1M	\$25.8M	Available January 2024	\$25M	\$35M
>Total Endowment Value	\$122.1M	\$121.2M	\$161.4M	\$141.2M		\$150M	\$170M

Objective C: Establish individual and collective opportunity and accountability for innovation.

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> Inventions Disclosure	20	22	16	13	N/A	20	28
> Patents Issued	2	5	1	8		3	6
> Licenses / Options / Letters of Intent	25	19	22	32		30	40

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 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Expenditures as reported to the National Science Foundation	\$39.8M	\$43.3M	\$46.1M	Available April 2023	Available April 2024	\$47M	\$52M

Sponsored Projects funding: # of Awards by Purpose	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Research	235	255	265	225	Available February 2024	275	375
>Instruction/Training	18	30	19	23		35	50
>Other Sponsored Activities	125	126	141	172		158	200
>Total	378	411	425	420		468	600

Sponsored Projects funding: Dollars awarded by purpose	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Research	\$31.6M	\$38.5M	\$43.9M	\$36.9M	Available February 2024	\$45M	\$55M
>Instruction/Training	\$3.2M	\$6.1M	\$2.3M	\$3.8M		\$7M	\$10M
>Other Sponsored Activities	\$18.7M	\$13.7M	\$19.1M	\$27.1M		\$20M	\$25M
>Total	\$53.5M	\$58.2M	\$65.3M	\$68M		\$72M	\$88M

Publications of Boise State authors and citations of those publications over 5-year period						Benchmark	
	CY 2014-18	CY 2015-19	CY 2016-20	CY 2017-21	CY 2018-22	CY 2019-23	CY 2023-27
>Number of peer-reviewed publications by Boise State faculty, staff, students ³³	2,237	2,479	2,704	2,941	2,533	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students ³⁴	10,167	14,711	17,550	19,217	22,390	20,000	25,000

Objective B: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

NSSE ³⁵ % of senior participating in research	FY 2019 ³⁶	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of students participating in research w/faculty members	27%	NSSE every three years	NSSE postponed until Spring 2022	21%	NSSE every three years	28.0%	30.0%

Number of doctoral graduates	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	45	53	50	58	Available Sept. 2023	60	75

³³ 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.

³⁴ 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.

³⁵ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

³⁶ FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

Carnegie Foundation Ranking ³⁷	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Basic Classification	R3 (Research: High)	R2 (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 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available September 2023	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$323,410	\$293,228	\$333,321	\$461,166		\$350,000	\$450,000
>Average \$\$ per grant award for single-discipline grants	\$126,726	\$227,654	\$181,531	\$147,401		\$200,000	\$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:

NSSE ³⁸ : Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2019 ³⁹	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Quality of interaction with academic advisors	100% (=)	NSSE every three years	NSSE postponed until Spring 2022	105% (+)	NSSE every three years	102%	105%

³⁷ 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).

³⁸ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

³⁹ FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

>Quality of interaction with student services staff (career services, student activities, housing, etc.)	100% (=)			103% (+)		102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	103% (+)			103% (+)		105%	105%

NSSE ⁴⁰ Indicators: For Seniors Only (% of peer group rating)	FY 2019 ⁴¹	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Experiences with faculty	101% (=)			98% (=)		103%	105%
>Student-faculty interaction							
Campus Environment	101% (=)	NSSE every three years	NSSE postponed until Spring 2022	104% (+)	NSSE every three years	103%	105%
>Quality of interactions	90% (-)			91% (-)		95%	100%
>Supportive environment							

National College Health Assessment ⁴²	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> Response to statement: "I feel that I belong at my college/university" (% agree)		90.2%		84.8%		92%	>95%
> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)	Survey instrument changed in 2019-20 so prior results NA	85.7%	Survey conducted every 2 years	82.7%	Survey in progress Spring 2023	90%	>95%
> Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)		89.6%		82.8%		90%	>95%

Human Resources Survey ⁴³	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> 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%	Survey conducted every 3-5 years	Survey conducted every 3-5 years	NA	Survey conducted every 3-5 years	82%	85%

⁴⁰ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

⁴¹ FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

⁴² Boise State conducts the National College Health Assessment through the American College Health Association. The survey is conducted on a regular cycle, typically every two years. The survey instrument changed in 2019-20, so prior comparisons are not available. Response rates were 14.9% in FY20 (MoE +/- 3.5%) and 12.0% in FY22 (MoE +/- 3.9%).

⁴³ 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.

> Response to statement: "I would refer someone to work at Boise State" (% agree/yes)	82%			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%

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 ⁴⁴	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> 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)	75%	Survey conducted on a cycle	75%	Survey conducted on a cycle	Survey conducted on a cycle	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 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Classified	20.9%	19.7%	18.4%	27.5%	Available January 2024	20%	15%
>Professional	17.1%	15.3%	16.0%	17.4%		15%	10%
>Faculty	6.5%	5.4%	7.1%	7.6%		6.5%	6.5%

Objective C: Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, furthers academic-athletic connections, and promotes consistency across individual campus units.

⁴⁴ Boise State conducts the National Faculty & Staff Health Assessment through the American College Health. The survey cycle is being adjusted in FY23 and the survey will resume in FY24The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).

Performance Measures:

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
\$ per Resident Undergraduate SCH ⁴⁵ >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$309.21 \$331.21	\$327.61 \$352.89	\$318.45 \$357.17	\$321.82 \$386.62	Available Jan. 2024	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	\$275.25 \$294.83	\$287.91 \$310.12	\$277.32 \$311.04	\$275.79 \$331.32	Available Jan. 2024	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$
\$ per Total Undergraduate SCH ⁴⁶ >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$255.42 \$273.59	\$256.42 \$276.21	\$240.94 \$270.24	\$231.70 \$278.35	Available Jan. 2024	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	\$237.14 \$254.01	\$238.14 \$256.52	\$223.85 \$251.07	\$214.49 \$257.67	Available Jan. 2024	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$

Cost of Education ⁴⁷ (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Boise State	\$7,694	\$8,068	\$8,060	\$8,060	\$8,364	Remain less than the WICHE state average	
>WICHE average	\$8,630	\$8,934	\$9,154	\$9,305	\$9,588		
>Boise State as % of WICHE	89.2%	90.3%	88.0%	86.6%	87.2%		

⁴⁵ 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.

⁴⁶ 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.

⁴⁷ 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>.

Graduates per FTE	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates per undergraduate FTE ⁴⁸	21.6	22.1	23.8	24.7	Available Sept. 2023	25.0	26.5
Baccalaureate graduates per junior/senior FTE ⁴⁹	41.2	42.5	43.7	47.2		48.0	50.0
Graduate degree graduates per graduate FTE ⁵⁰	42.7	45.3	48.5	47.9		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 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
"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." ⁵¹	Not Applicable	Program Participant	Program Participant	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Gold Award Recognition 

Goal 5: Trailblaze Programs and Partnerships

By partnering with industry, government, and community organizations, 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, service, and athletic needs.


⁴⁸ 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.

⁴⁹ 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.

⁵⁰ 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.

⁵¹ Additional information on the STARS program may be found at <https://stars.aashe.org/about-stars/>

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
“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.” ⁵²	<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 ⁵³	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Total Distinct Number of Partners Classified by organizational type			301				
> Industry			58	Available May 2023			
> Government	NA	NA	124		NA	Increase number of partners	Increase number of partners
> 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:

Community Impact Program Participants ⁵⁴	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Community Impact Program participants (new starts)			16	28	34	45	75
>Professional development participants	NA	NA	NA	35	52	35	50
>Academic certificates issued and percent of new starts			11 (69%)	24 (86%)	32 (94%)	36 (86%)	65 (86%)

⁵² 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.

⁵³ 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.

⁵⁴ 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.

Number of graduates with high impact on Idaho's college completion rate	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates from underrepresented groups >Rural Idaho ⁵⁵	528	459	505	544	Available Sept. 2023	550	750
Baccalaureate graduates who began as transfers from Idaho community college ⁵⁶	446	442	461	483	Available Sept. 2023	500	1,000

Objective C: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects ⁵⁷ (VIPs)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of students enrolled in VIP credit	146	184	182	252	Available	275	350
>Number of VIP teams	18	21	23	33	July 2023	35	35

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available September 2023	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$323,410	\$293,228	\$333,321	\$461,166		\$350,000	\$450,000
>Average \$\$ per grant award for single-discipline grants	\$126,726	\$227,654	\$181,531	\$147,401		\$200,000	\$300,000

⁵⁵ 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.

⁵⁶ 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.

⁵⁷ 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.

Key External Factors

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present four factors that we regard as impediments to progress, the first two 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 fully implement our new strategic plan, *Blueprint for Success*. More significantly, lack of consistent funding for the Enrollment Workload Adjustment (EWA) 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. Boise State University has \$8.9 million in cumulative unfunded EWA.

Compliance and Administrative oversight. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency. Boise State University is subject to substantial administrative oversight through the State of Idaho Departments of Administration and Human Resources as well as 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.

Global Pandemic. This historic occasion, which created large new expenses and lost revenues in higher education, continues to affect our operations. Mental distress and burnout among students, faculty and staff remain. New cohorts of college students are more likely to have experienced learning loss while in high school (due to remote education and other stressors of the pandemic), which impacts their academic success in the university.

Effects of the economy and the market conditions. Increasing inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in State 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 our current revenue streams. In addition, a strong job market with higher entry-level wages and lower employment in the State affecting the college-going rates as fewer high school graduates are choosing to enroll in college.

Positive External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. Presidents of all universities 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

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 vice presidents 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 all divisions in 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.

	<i>Goal 1: Improve educational access and student success</i>	<i>Goal 2: Innovation for institutional Impact</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>
Institution/Agency Goals and Objectives					
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
<u>Objective A: Data Access and Transparency</u> - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.	✓			✓	
<u>Objective B: Alignment and Coordination</u> - Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).	✓				✓
GOAL 2: EDUCATIONAL ATTAINMENT - Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
<u>Objective A: Higher Level of Educational Attainment</u> - Increase completion of certificates and degrees through Idaho's educational system.	✓	✓			✓
<u>Objective B: Timely Degree Completion</u> - 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).	✓				

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

Boise State Cybersecurity Report to the State Board of Education

February 2023

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 pattern with BitSight to provide real-time feedback on University systems CSF maturity. Average BitSight maturity is 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

- Reviewed and updated all OIT Policies, waiting on implementation of policies
 - 8020 Server Administration
 - 8030 Desktop, Laptop, and Tablet PC Computing Standards
 - 8050 Software Patch Management
 - 8060 Information Privacy and Data Security
 - 8120 Identity Theft Prevention Program
 - 8180 Information Technology Change Management
- Implemented policy for change management
- Implemented minimum security standards for travel, server rooms, and servers
- Conducted 2 penetration tests and external review of critical systems
- Established a RansomWare playbook
- Implemented and replace several key security assets including threat detection and data loss prevent on Windows servers

In the next 12 months we plan

- Continuing maturity growth of CSF and CSC as outlined by State
- Compliance and assurance of inventory
- Reduce attack surface by removal of unused student accounts



Idaho State
University

STRATEGIC*PLAN*

2024-2028

Idaho State University

**Strategic Plan
2024-2028**

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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
9,114	9,115	9,115	9,087	9,370	9,753

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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
1,725	1,622	1,570	1,480	1,617	1,744

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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
2,501	2,485	2,505	2,493	2,555	2,609

Benchmark: Using 2021 as a baseline, increase the # of Idaho rural students by 5% (124) by FY28.

Objective 1.2: Improve student retention by strengthening students' ISU experience**Performance Measures:****1.2.a Increase by 7% the fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate by FY28**

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
63%	67%	71%	Available AUG. 2023	73%	74%

Benchmark: Using the FY21 outcome, increase by 7% by FY28.

1.2.b. Increase by 7% the percent of new degree-seeking freshmen completing a gateway math course within two years by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
68%	71%	73%	Available AUG. 2023	75%	80%

Benchmark: Using the FY22 outcome, increase by 7% by FY28. The methodology for this metric was revised by SBOE in 2022 for all years. *All first-time undergraduate bachelor degree-seeking students in the fall term that are still enrolled for their second year that completed their gateway math course within two years. Transcribed credit from other institutions and secondary coursework is evaluated for this metric.*

1.2.c. Increase to 75% 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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
57%	64%	69%	Available AUG. 2023	70%	75%

Benchmark: Using the 2021 data, increase by 11% the total number of undergraduate students registering by 2028.

Objective 1.3: Improve ISU's graduation rate

Performance Measures:

1.3.a Increase by 9% the percent of first-time, full-time, freshmen graduating within 150% of time by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
33%	36%	34%	Available AUG. 2023	38%	45%

Benchmark: Benchmark set by SBOE at 50%, increase by 9% using FY21 data by FY28. The FY24 and FY28 benchmarks were adjusted to be more realistic based on current trends.

1.3.b. Increase by 5% the percentage of undergraduate and graduate degrees awarded by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
2,462	2,756	2,737	Available AUG. 2023	2,811	2,894

Benchmark: Using the 2021 outcome, increase by 5% the number of degrees awarded by FY28.

1.3.c. Increase by 16% the percent of undergraduate, degree-seeking students completing 30 or more credits per academic year by FY28.

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
26%	24%	25%	Available AUG. 2023	36%	40%

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 16% by FY28. The methodology for this metric was revised by SBOE in 2022 for all years. Students that earn a degree in the academic year are not included. Transfer credits are excluded. Only undergraduate degree-seeking students in the fall term of the academic year are included in the metric.

1.3.d. Increase by 8% the percent of first-time, full-time, bachelor degree-seeking freshmen graduating within 150% of time.

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
33%	36%	39%	Available MAR. 2024	41%	44%

Benchmark: Using FY21 (36%) IPEDs data, increase the overall goal to 44% 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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
26%	24%	25%	Available AUG. 2023	36%	40%

Benchmark Definition: Benchmark set by the SBOE.

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

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
33%	36%	34%	Available AUG. 2023	37%	39%

Benchmark Definition: The SBOE set a benchmark of 50%, but this is an unrealistic goal for ISU. ISU identified the stretch goal as 40% for FY26.

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

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
219	300	357	Available AUG. 2023	360	365

Benchmark Definition: ISU increased its overall benchmark to 365 to account for the significant increase in FY22. **1.3b Total number of associate degrees**

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
420	494	521	Available AUG. 2023	512	519

Benchmark Definition: ISU identified its benchmark at 519, a 5% increase over FY2021.

1.3c Total number of baccalaureate degrees

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
1,155	1,284	1,073	Available AUG. 2023	1,340	1,356

Benchmark Definition: ISU identified its benchmark at 1,356, a 6% increase over FY2021.

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

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
218	288	335	Available AUG. 2023	343	350

Benchmark Definition: ISU increased its benchmark at 350 to account for the significant increase in 2022.

1.4b Total number of unduplicated graduates (associate degrees)

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
411	489	509	Available AUG. 2023	515	519

Benchmark Definition: ISU identified its benchmark at 519, a 10% increase over FY2018.

1.4c Total number of unduplicated graduates (baccalaureate degrees)

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
1,104	1,227	1,031	Available AUG. 2023	1,255	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
					FY2024	FY2025
Math	22%	28%	38%	Available AUG. 2023	44%	45%
English	68%	60%	64%	Available AUG. 2023	96%	72%

Benchmark Definition: The methodology for this metric was revised by SBOE in 2022 for all years. Student cohorts are all undergraduate degree-seeking students enrolled in a remedial or co-requisite course. The student has until the end of the next year’s semester to successfully complete a college-level course. If the student passed a co-requisite course with a C- or higher, the student is counted as completing a college-level course within a year.

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

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
68%	71%	73%	Available AUG. 2023	44%	80%

Benchmark Definition: The SBOE changed its benchmark definition which resulted in ISU’s data changing and overall benchmark adjusted to 80%

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

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY2024 (2023-2024)	FY2025 (2024-2025)
19%	24%	19%	Available AUG. 2023	25%	30%

Benchmark Definition: ISU identified its benchmark at 30%, a 6% increase over FY2021.

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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	74%	Not Available	72%	76%	79%

Benchmark: Using FY2019 and 2021 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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	>1%	>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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	= 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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
\$4,827,632	\$7,938,854	\$7,020,339	Available AUG. 2023	15,000,000	\$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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
0	0	17	Available AUG. 2023	20	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	16%	Available AUG. 2023	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
637	735	701	Available AUG. 2023	757	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
93%	92%	Available AUG. 2023	Available AUG. 2024	93%	95%

Benchmark: Using the 2021 data, increase by 3% the first-time pass rate by FY28. Data from many programs are not available until August of the following FY.

Objective 2.4: Align ISU's programs with community, regional, and national needs

Performance Measures:

2.4.a Increase by 65 the number of certificates and other stackable "microcredentials" offered at ISU by FY28.

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
252	327	378	Available AUG. 2023	347	392

Benchmark: Using the 2021 outcome, increase by 65 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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
736	759	758	Available AUG. 2023	782	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	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 100 the number of corporate donors providing student education funding by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
462	249	304	Available AUG. 2023	315	349

Benchmark: Using 2021 data, increase 20 annually the number of new funds by FY28.

3.1.b. Increase by ### the number of new/existing ISU partnerships resulting in CPIs/internships and/or clinical opportunities for ISU students

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	To Be Determined

Benchmark: 2023 will be the first year this data is collected

3.2.b. Increase to 40% the number of off-campus CPI by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
18%	17%	30%	Available AUG. 2023	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	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 59 transfer rates from Idaho community colleges to ISU by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
196	224	225	Available AUG. 2023	246	280

Benchmark: Using the 2021 outcome, increase by 59 total transfer students by FY28.

3.3.b. Improve by 12 the number of University collaborations that result in establishing 4+1 and 3+2 degree options by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
4	8	10	Available AUG. 2023	11	15

Benchmark: Using the 2019 data, increase by 12 the total number of collaborations by FY28.

3.3.c. Facilitate outreach programs that bring 60 high school counselors to one of ISU's campuses by FY 28.

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Conducted	Not Conducted	30	Available AUG. 2023	69	60

Benchmark: Using 2022 data (30), increase the number of Counselors attending an ISU Counselor event by 30 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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	3	Available AUG. 2023	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	17	Available AUG. 2023	19	27

Benchmark: Using FY22 data, Office of Research will increase by 2 a year the number of first time submitters over the five years, .

4.1.c. Increase by 1 per year the number of faculty / researchers that apply for Office for Research internal grants by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
31	14	29	Available AUG. 2023	31	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
\$15,170,279	15,684,143	\$17,245,175	Available AUG. 2024	\$17,500,000	\$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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
338	336	296	Available AUG. 2023	347	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
179	159	149	Available AUG. 2023	165	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 12% the percentage of KDHS students that participate in interprofessional educational/clinical research opportunities by FY28**

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
41%	84%	92%	Available AUG. 2023	93%	96%

Benchmark: Using the 2021 data, ISU will work to increase the total percentage by 12% by FY28.

4.3.b. Increase by 10% the percentage of KDHS faculty that participate in interprofessional educational/clinical research opportunities by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
89%	84%	85%	Available AUG. 2023	88%	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	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 75% the number of graduate students participating in Graduate School research/ creative activity symposium / 3MT by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
48	73	85	98	102	128

Benchmark: Using the 2021 outcome, increase the total number by 75% by FY28.

4.4.b. Increase by 25 the number of students who participate in the ISU undergraduate research symposium by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
33	23 (online)	31	Available MAY 2023	41	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
3,064	2,984	2,924	Available AUG. 2023	3,352	3,612

Benchmark: Using the 2019 (3,287) 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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
831	926	Available MAY 2023	Available MAY 2024	956	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	723	Available MAY 2023	1034	1500

Benchmark: The program's expectation was that it would be achievable 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 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
213	213	131	Available AUG. 2023	234	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 FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	75%	Not Available	71%	77%	81%

Benchmark: A 2% increase every other year using the bi-annual employee engagement survey in FY23, FY25, and FY27.

5.2.c. Increase by 47% the number of faculty and staff nominees in the "Be a Bengal" program

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
113	64	78	Available AUG. 2023	92	119

Benchmark: Using 2021 as the baseline, increase the goal by 11% (10) annually by FY28. The data and benchmark were adjusted based on updated information.

Objective 5.3: Increase alumni connections to and participation with ISU.**Performance Measures:****5.3.a Increase by 20% the value of endowed scholarships funded by alumni during the scholarship campaign**

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
\$2,016,509	\$385,401	\$1,129,360	Available AUG. 2023	\$416,233	\$462,481

Benchmark: Using the 2021 outcome, increase new funds by 20% by FY28.

5.3.b. Increase by 3,300 the number ISU alumni participants attending campus events (e.g., speakers, networking opportunities by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
12,743	14,891	24,692	Available AUG. 2023	26,000	28,000

Benchmark: FY2020 and 2021 represent online events. Due to improved tracking, and using 2022 data, increase by annually by 660 per year for 5 years.

5.3.c. Increase by 60% the number of alumni that attend alumni homecoming events by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	522	925	Available AUG. 2023	647	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.

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	To Be Determined	Available AUG. 2023	Available AUG. 2023	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

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
45%	44%	43%	Available AUG. 2023	52%	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

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
31,746	33,054	66,300	Available AUG. 2023	76,681	82,159

Benchmark: Using the 2019 (74,690) data (due to COVID), increase by 10% (7,469) the attendance by FY28.

Key External Factors

Funding

Many of Idaho State University's strategic goals and objectives assume ongoing and sometimes substantive additional levels of State legislative appropriations. Without additional funding from the legislature, increasing operating costs will have to be absorbed by the students through tuition increases, which directly impact their ability to attend.

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. The 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, 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. The evaluation resulted in two minor recommendations that have been addressed and will be resolved during the mid-cycle evaluation in 2024.

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. As with NWCCU, professional programs' specialized accrediting bodies periodically change their accreditation standards and requirements, which we must address.

The health professions' programs rely on the availability of clerkship sites in 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 many 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 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

change slightly, the perceived and actual economic outlooks experienced by students continue to affect enrollment in degree programs and completion rates. A significant proportion of our students must work 20 or more hours 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. Our region's systemic lack of resources is not easily rectified but is something we continually work toward developing solutions for. 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 of 2021 and is already seeing some success. Faculty are fully committed to supporting the program and students seem to be benefiting. We are already seeing improvements.
- Momentum Pathways, and its subordinate programs, is an 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 Leadership Council will forward its recommendations for consideration 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

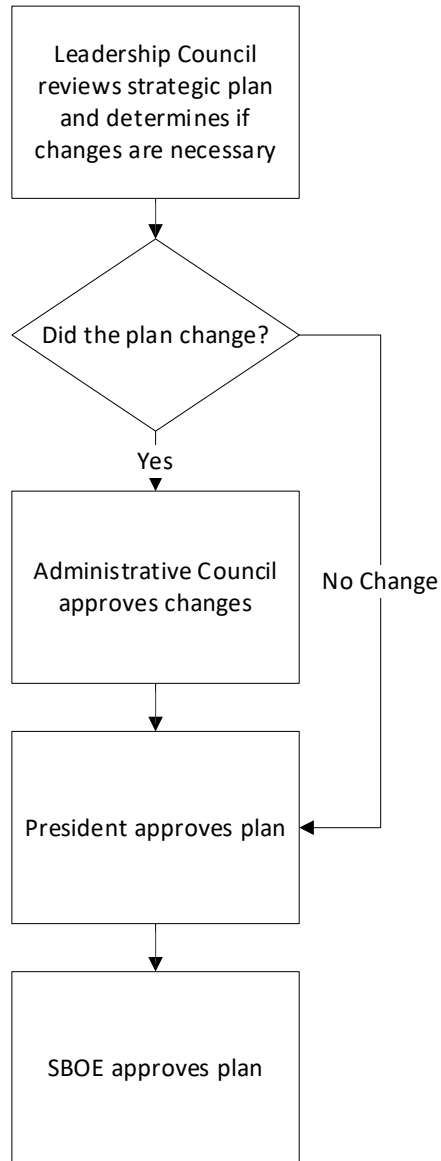
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Evaluation Process



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>
Idaho State University				
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 2024 – FY 2028





Connecting Learning to Life

STRATEGIC PLAN FY 2024 - 2028



Submitted May, 2023

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MISSION STATEMENT

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

VISION STATEMENT

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

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

Objective A: Optimize course and program delivery options

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	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
Online ¹	New Measure	36	40	42	49	57		
Benchmark			37	42	42	42	42	42
Achievement			MET	MET	MET	MET		
Evening/Weekend ²	No Prior Bench marks	0	7	7	7	7		
Benchmark			2	6	7	7	7	7
Achievement			MET	MET	MET	MET		

¹ List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

² 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. Liberal Arts and Business Administration Associates degrees moving towards evening/weekend delivery.

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).³

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

Web Enhanced Courses	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027- 28)
% Sections	New Measure	Inventory current courses content on LMS	69% ⁴	79%	89%	97%	
Benchmark	No Prior Benchmarks			100%	100%	100%	100%
Achievement				NOT MET	NOT MET	NOT MET	

³ 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.

⁴ Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes

Performance Measure 1: Licensing & certification

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

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Professional Degrees	NCLEX Registered Nurse ⁵	LC State	99%	94%	95%	94%	91.4%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	85%	86%	87%	85%	79.4%		
		Achievement	MET	MET	MET	MET	MET		
	NCLEX Practical Nurse ⁵	LC State	100%	91%	100%	Not Available: Program on hiatus following Dec. 2019.			Exceed National Average
		Benchmark: Nat'l Ave.	87%	85%	86%				
		Achievement	MET	MET	MET				
	ARRT Radiology	LC State	95%	89%	76%	86%	90%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	89%	89%	88%	84%	83.5%		
		Achievement	MET	MET	NOT MET	MET	MET		
	PRAXIS Teacher Education ⁶	LC State ⁶	168	170	171	166	166	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	170	168	170	168	167		
		Achievement	NOT MET	MET	MET	MET	NOT MET		
	ASWB Social Work	LC State	78%	57%	86%	77%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	69%	67%	69%	69%			
		Achievement	MET	NOT MET	MET	MET			

⁵ FY 18-21 test results for first time test takers reported for April through March. FY 22 test results are for the 2021-2022 fiscal year.

Licensing/Certification Exams			FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Workforce Training	HVAC Apprentice	LC State	75%	100%	100%	50%	50%	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	69%	67%	75%	73%	63%		
		Achievement	MET	MET	MET	NOT MET	NOT MET		
	Plumbing Apprentice	LC State	100%	100%	83%	No Students	100%	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	63%	76%	71%	72%	74%		
		Achievement	MET	MET	MET	--	MET		
	Electrical Apprenticeship Idaho Journeyman	LC State	100%	100%	91%	89%	91%	89% ⁷	Exceed State Average
		Benchmark: State Ave.	77%	75%	77%	78%	77%	Not Available	
		Achievement	MET	MET	MET	MET	MET		

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

Connecting Learning to Life has been verified as a curricular component of LC State 2- and 4-year degree programs, making experiential and applied learning a signature hallmark of an LC State education. 'Connecting' experiences fall under *applied learning*⁸ or *experiential learning*⁹. Defined broadly to include internships, practica, apprenticeships, service learning, research, co-curricular engagement, etc., students complete applied or experiential learning within their chosen majors; and /or may reach outside their major for hands-on, co-curricular experiences. Performance measures are added or modified when plans result in measurable outcomes.

⁶ 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.

⁷ Preliminary figure: Reporting of Electrical Journeyman testing was moved to the Idaho Division of Occupational and Professional Licenses (IDOPL). LC State has not received test results back from IDOPL for its program assessment.

⁸ Applied learning = hand's on application of theory.

⁹ Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

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

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

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include expanding the development of signature certificates (currently LC State has three: Cybersecurity, Writing for the Web and Social Media, and Entrepreneurship) and new, interdisciplinary degree options through which “academic” and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21-22 (2020-21 thru 2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Apprenticeships	New	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 signature certificates, retain existing certificate students, and encourage completion.	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						

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. Micro-credentials, now measurable, identified in table below.

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

Co- Curricular Applied & Experiential Learning	FY 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Intramural athletics	New	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. Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.	Co-curricular transcript, integrated with the Do More App , 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.	Increase of micro credentials planned for coming year. Expanded job fair offerings to meet healthcare needs in spring 2023 semester. Invested in menu of outdoor recreation programming to expand experiential learning	100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Intercollegiate athletics							
Club Sports							
Leadership in clubs or organizations							
Peer mentorship							
Reserve Officer Training Corps (ROTC)/Military Education							
Residence life leadership							
Student government							
LC Work Scholars							
Work study/experience including tutoring							
Study abroad							
Micro-Credentials	Leadership Certificate Awardees					4	
	Career Readiness Certificate Awardees					2	

Goal 2: Optimize Student Enrollment, Retention and Completion

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

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of undergraduate 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 expansion¹⁰. 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	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
FTE	479	422	420	407	382	393		Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		429	436	442	449	456	483
Achievement			NOT MET	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 expansion¹⁰. 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.

¹⁰ 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	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
FTE	709	631	608	618	541	517	Available Fall '23 Census	Available Fall '27 Census
2 nd Chance Pell						9		
Benchmark	New Measure – No Prior Benchmarks		641	651	661	671	681	721
Achievement			NOT MET	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).¹¹

Benchmarks derived from financial modeling of institutional viability and expansion¹⁰. 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 below¹².

Online Headcount	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
HC	1,557	1,483	1,368	1,650	1,596	1,471	Available Fall '23 Census	Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		1,507	1,531	1,555	1,578	1,602	1,697
Achievement			NOT MET	MET	MET	NOT MET		

¹¹ Same definition as that used on the IPEDS Fall Enrollment Survey.

¹² This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

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 expansion¹⁰. 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	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
FTE	173	149	171	168	163	156	Available Fall '23 Census	Available Fall '27 Census
Idaho Community Colleges						63		
Co-Enrollment ¹³						4.5		
Benchmark	New Measure – No Prior Benchmarks		151	174	177	179	181	191
Achievement			MET	NOT MET	NOT MET	NOT MET		

¹³ Co-enrollment agreements exist with College of Western Idaho, College of Eastern Idaho, College of Southern Idaho, North Idaho College, Walla Walla Community College.

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 expansion¹⁰. 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	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
Asotin Co. Resident FTE ¹⁴	164	150	149	136	129	142	Available Fall '23 Census	Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		152	155	157	160	162	172
Achievement			NOT MET	NOT MET	NOT MET	NOT MET		
Nonresident FTE	359	329	319	326	351	367	Available Fall '23 Census	Available Fall '27 Census
Benchmark:	New Measure – No Prior Benchmarks		334	339	344	350	355	376
Achievement			NOT MET	NOT MET	MET	MET		

Objective B: Increase credential output

Performance Measure 1: Certificates and degrees¹⁵

Definition: The count of degrees/certificates awarded at each degree-level.¹⁶

¹⁴ 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>

¹⁵ State Board of Education postsecondary system wide measure.

¹⁶ Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

Certificates & Degrees	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
Certificates	21	15	26	51	62	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	21	21	28	23	24	24	27
Achievement		NOT MET	MET	MET	MET			
Associates	425	347	365	218	204	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	430	436	442	256	262	269	295
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			
Baccalaureates	587	626	505	599	579	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	594	646	666	496	509	521	571
Achievement		MET	NOT MET	NOT MET	MET			
Graduate Certificates	New				2	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

¹⁷ Goal 3, Objective A, Performance Measure I: "Total number of certificates/degrees conferred, by institution per year".

¹⁸ Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates.

Performance Measures 2: Graduates¹⁹

Definition: The unduplicated count of graduates by degree-level.²⁰

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

Graduates	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
Certificates	20	15	25	42	54	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	20	20	30	23	24	24	27
Achievement		NOT MET	MET	MET	MET			
Associates	410	325	357	206	192	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	415	420	424	256	262	269	295
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			
Baccalaureates	573	616	491	589	571	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	580	622	628	496	509	521	571
Achievement		MET	NOT MET	NOT MET	MET			
Graduate Certificates	New				2	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

¹⁹ State Board of Education postsecondary system wide measure.

²⁰ 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 attainment²¹

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree²².

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24-28 (2018-22 Cohorts)
Entered as Bacc.-Seeking	Bacc.	33%	32%	31%	32%	29%	Available Spring 2024	
	Benchmark:	24%	25%	33%	34%	39%	39%	39%
	Achievement	MET	MET	NOT MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	40%	38%	36%	37%	35%	Available Spring 2024	
	Benchmark:	29%	30%	39%	40%	38%	38%	38%
	Achievement	MET	MET	NOT MET	NOT MET	NOT MET		

²¹ State Board of Education postsecondary system wide measure.

²² 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 attainment²³

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 Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23 (2019 Cohort)	FY 24-28 (2020-24 Cohorts)
Entered as Bacc.-Seeking	Bacc. ²⁴	15%	21%	20%	24% ²⁵	21% ²⁵		
	Cert. & Assoc.	1%	1%	3%	4%	5%		
Benchmark		22%	23%	24%	23%	23%	23%	23%
Achievement		NOT MET	NOT MET	NOT MET	MET	MET		

²³ State Board of Education postsecondary system wide measure.

²⁴ Consistent with IPEDS Graduation Rates Survey definitions.

²⁵ Figure is preliminary: Policy has been interpreted to mean institutions are required to report data out of cadence with federal reporting, before periods of measurement have ended and before data can be adequately vetted.

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 year²⁶ 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 Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

Retention	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
First-Time, Full-Time, Baccalaureate-Seeking, Students	63%	60%	61%	63%	62%			
Benchmark: +2% annually	New Metric	61%	63%	65%	66%	67%	68%	68%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			
All Degree-Seeking Students	75%	75%	76%	74%	76%			
Benchmark: +2% annually	New Metric	77%	79%	81%	82%	83%	84%	84%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			

²⁶ Those enrolled as degree-seeking students on census day (October 15th for fall terms and March 15th for spring terms).

Performance Measure 6: 30 to Finish²⁷

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 expansion¹⁰. 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	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
%	38%	31%	33%	29%	26%			
Benchmark	New Method	30%	32%	33%	35%	36%	38%	40%
Achievement		MET	MET	NOT MET	NOT MET			

²⁷ State Board of Education postsecondary system wide measure.

Performance Measure 7: Remediation²⁷

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 Plan¹⁷. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025, necessitating a one percent increase annually²⁸.

Remediation	FY18 (Fall 2016- Spring 2018)	FY 19 (Fall 2017- Spring 2019)	FY 20 (Fall 2018- Spring 2020)	FY 21 (Fall 2019- Spring 2021)	FY 22 (Fall 2020- Spring 2022)	FY 23 (Fall 2021- Spring 2023)	FY 24 (Fall 2022- Spring 2024)	FY 28 (Fall 2026- Spring 2028)
%	41%	43%	57%	52%	56%			
Benchmark	New Method	43%	52%	53%	54%	55%	57%	61%
Achievement		MET	MET	NOT MET	MET			

Performance Measure 8: Math Pathways²⁷

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course²⁹ within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025 necessitating a one percent increase annually.²⁸

Math Pathways	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 24 (Fall 2023- Su 2025)	FY 28 (Fall 2027- Su 2029)
%	52%	49%	36%	44%	52%			
Benchmark:	New Method	53%	54%	56%	57%	58%	59%	62%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			

²⁸ Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

²⁹ 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	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Duplicated Headcount	3,563	3,699	2,893	2,513	2,737		
Benchmark:	New Bench- marking Method	3,600	3,650	3,700	3,750	3,800	3,800
Achievement		MET	NOT MET	NOT MET	NOT MET		

Performance Measure 10: Workforce training completion

Definition: Completions of LC State's Workforce Training courses³⁰.

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	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Duplicated Completions	3,420	3,468	2,756	2,362	2,596		
Benchmark: Maintain	96%	94%	94%	94%	94%	94%	94%
Achievement		MET	MET	MET	MET		

³⁰ Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster and Support Community Campus Culture

Objective A: Connecting College to Community

Performance Measure 1: 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.

Benchmark: Steady increase in community participation.

Community Participation	FY 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Duplicated Headcount	New Measure	Plan: inventory 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	2,929	Benchmark established once baseline is better understood

Goal 4: Increase and Leverage Institutional Resources to Support College's Mission

Objective A: Grow Foundation Support and Grant Funding

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns).

Foundation Support		FY 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
LC State Foundation	Employee Giving Campaign ³¹	New Measure	39%	41%	35%	34%	36%	45%
	Annual Day of Giving	New Measure /Event	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	\$66,965 ³²	New College-wide Giving Day
	Foundation Fee			Implemented Jan. 1 st , 2020		\$9,389	\$48,659 ³³	Goal: \$11,000

³¹ One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

³² Athletics only.

³³ \$40,000 from one large donation.

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	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Federal	\$1,221,834	\$1,506,459	\$1,600,805	\$ 841,935	\$ 860,174	Available after July 1, 2023.	Institutional Financial Diversification
State & Local ³⁴	\$2,671,345	\$2,825,307	\$3,218,872	\$ 3,175,967	\$ 3,362,640		
Private	\$41,565	\$44,800	\$298,885	\$ 185,950	\$ 29,447		
Gifts ³⁵	\$3,951,746	\$1,337,379	\$2,361,794	\$ 2,886,613	\$ 3,483,723		
Total	\$7,886,490	\$5,713,945	\$7,480,356	\$7,090,465	\$ 7,735,984		
Benchmark: +\$100,000 annually ³⁶	No Prior Benchmarks	\$5,235,809	5,335,809	\$5,435,809	\$ 5,535,809		
Achievement		MET	MET	MET	MET		

Key External and Internal Factors

A key external factor during recent history has been the recovery of business operations from the Coronavirus pandemic. While many operations have gone back to pre-pandemic operational status, LC State's achievement of some of its strategic plan goals are still impacted, both positively and negatively. Successes include achievement of LC State's goals in relation to online course and program offerings, 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 or above 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). Those students seeking and achieving bachelor's degrees within normative time has declined, but it would appear these students are opting for short term credentialing (associates degrees and certificates) when they had initially sought to pursue a bachelor's degree.

³⁴ 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.

³⁵ Including grants that do not have restrictions or reporting requirements.

³⁶ Benchmark reflects \$100,000 above the baseline, which is the historical four-year average of total grant funds (\$5,135,809).

The following assumptions about external and internal factors will continue to impact the institution as the FY 2024 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 promote its brand and share its successes with multiple audiences, including prospective students.
6. Will continue to recruit faculty, staff and students across a wide range of demographics.
7. 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.
8. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
9. Master planning was engaged. The plan updated, submitted and approved by the SBOE. The plan can be found at: [Microsoft Word - FY2021 Campus Master Plan - External - FINAL \(lcsc.edu\)](https://lcsc.edu/microsoft-word-fy2021-campus-master-plan-external-final).
10. Will advocate for increased per-capita investment in LC state via EWA (Enrollment Workload Adjustment) formula revision considerations and state funding in support of LC State's mission, strategic goals, position and role in Idaho's education ecosystem as a small college experience.

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission, 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 document was modified and streamlined to reflect our post-pandemic realities. As presented in this plan report, the goals 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

- In June of 2021, the college worked with the CIO and CISO of the University of Idaho to conduct an initial Technology Risk Review. The review was completed in September 2021 and identified needed policy improvements, the need for Multifactor Authorization (MFA), and suggested several additional tools that would improve information security. Plans were made to incorporate the findings over the next 18 months.
- In July of 2021, the college conducted a limited cybersecurity penetration test using our auditors CliftonLarsonAllen (CLA) to complete a limited penetration test for 25 critical servers facing the Internet. These servers were scanned and found to be properly secured.
- In September 2021 LC State signed up for weekly external vulnerability security scans with the Cybersecurity & Infrastructure Security Agency (CISA), a part of Homeland Security. The scans are completed weekly with consolidated reports reviewed every Monday by the college cybersecurity and infrastructure team.
 - The report identifies any known risk or vulnerability as Critical, High, Medium, or Low.
 - All issues identified as Critical are triaged within two days and mitigated within two weeks.
 - All issues identified as High are triaged within one week and mitigated within four weeks.
 - Medium and Low issues are identified, assessed, and a mitigation strategy is chosen with an appropriate timeline.
 - This process is ongoing and continues every week.
- In April of 2022, LC State evaluated its cybersecurity posture using the Higher Education Information Security Council (HEISC) self-assessment tool and aligned the results to those early generated from the Critical Security Controls from the Center for Internet Security.
- In July 2022, LC State upgraded the Microsoft software licensing to A5 to enable the use of advanced security tools to further secure fixed and mobile computing devices.
- In September 2022, LC State added 100 licenses to our malware and control system for Apple products to help manage the growing number of iPads being used.
- In July 2022, LC State began testing MFA with IT staff and selected technically capable staff who volunteered to participate.
- In November of 2022, CISA began a full external penetration test scanning all college externally accessible sites. The test was completed at the end of November and the final report was delivered to the college on January 12, 2023
- In December 2022, LC State began deploying MFA to all employees. Individuals were allowed to sign-up as they were ready with a mandatory final date for enrollment of February 15. As of February 15, all employees were enrolled in MFA.
- In December 2022, LC State began an internal Cybersecurity Risk Assessment as part of a corrective action plan to align with GLBA requirements.
- In February 2023, LC State arranged for a complete external risk assessment as part of a corrective action plan to align with GLBA requirements.
- In February 2023, LC State formally began identifying and documenting the Risk Appetite for the college to aid in the completion of the Risk Register.
- In March 2023, the college created a Cybersecurity Risk Register to analyze and map all risks identified through internal and external risk assessments.

- In April 2023, LC State will begin formal Risk Mitigations for all critical, high, and medium risks identified on the Risk Register.

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."
- All new employees are required to attend employee onboarding where they receive fundamental security and technical responsibilities training from senior IT staff.
- Each October and March, all employees are required to document the completion of mandated cybersecurity training. The completion of the training is included in the annual performance evaluation to ensure compliance.
- In September 2023, LC State partnered with the CyberDome out of Boise State University for the CyberDome to provide Security Operations Center (SOC) services to the college, logging services for the primary data center, and limited cybersecurity Artificial Intelligence (AI) analysis tools to aid in analyzing network traffic.

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.

In 2021, All members of the network team attended Cisco-certified network operational and security training. The Network Admin and Senior Network Administrator renewed their Cisco certification after the training. (CCNA, and CCNP respectively.)

In October and November 2022, all technicians in the Help Desk Team were provided formal training in the secure deployment of desktop imaging using Microsoft Intune.

In 2022, the CTO attended formal training for the Certification in Governance of Enterprise Information Technology (CGEIT) which included 16 hours of IT Security Training.

CIS Controls™

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

CIS Controls V7 separates the controls into three distinct categories:

Basic:

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

Foundational:

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

Organizational:

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

Basic

- 1 Inventory and Control of Hardware Assets
- 2 Inventory and Control of Software Assets
- 3 Continuous Vulnerability Management
- 4 Controlled Use of Administrative Privileges
- 5 Secure Configuration for Mobile Devices, Laptops, Workstations and Servers
- 6 Maintenance, Monitoring and Analysis of Audit Logs

Foundational

- 7 Email and Web Browser Protections
- 8 Malware Defenses
- 9 Limitation and Control of Network Ports, Protocols and Services
- 10 Data Recovery Capabilities
- 11 Secure Configuration for Network Devices, Routers and Switches
- 12 Boundary Defense
- 13 Data Protection
- 14 Controlled Access Based on the Need to Know
- 15 Wireless Access Control
- 16 Account Monitoring and Control

Organizational

- 17 Implement a Security Awareness and Training Program
- 18 Application Software Security
- 19 Incident Response and Management
- 20 Penetration Tests and Red Team Exercises

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

Institutional Goals & Objectives	State Board of Education Goals		
	Goal 1: Educational System Alignment	Goal 2: Educational Attainment	Goal 3: Workforce Readiness
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through <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 and Support Community Campus Culture			
Objective A: Connecting College to Community	<i>*K-20 Alignment & Coordination</i>	<i>*Lifelong Learning</i>	
Goal 4: Increase and Leverage Institutional Resources to Support College's Mission			
Objective A: Grow Foundation Support and Grant Funding		✓	

Table 1: The Idaho State Board of Education (SBOE) has four goals in its strategic plan, three of which are presented here in alignment with LC State's strategic plan goals and objectives. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.



College of Eastern Idaho
Strategic Plan FY 2024-2028

June 1, 2023



FY 2024-2028

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 2019	FY 2020	FY 2021	FY 2022	2024	2028
Percentage	8%	6%	4%	10%	>12%	>16%

- II. Percent of first-time, full-time, freshmen graduating within 150% of time¹

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Grad Rate %150 IPEDS	58%	56%	46%	44%	>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 2019	FY 2020	FY 2021	FY 2022	2024	2028
Certificates	165	112	119	106	>116	>140
Associate Degrees	90	166	229	276	>304	>364

- IV. Number of unduplicated graduates, broken out by:

- a) Certificates of at least one academic year
b) Associate degrees

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Completers of Certificates	160	104	96	102	>117	>128
Completers of Degrees	90	164	215	263	>290	>350

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 2019	FY 2020	FY 2021	FY 2022	2024	2028
Students	28%	34%	45%	66%	>70%	>75%

Math Pathways

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

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Students	39%	53%	61%	53%	>58%	>70%

Guided Pathways

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

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
FTFT Completers 100%	58%	49%	39%	39%	>40%	>43%

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 2019	FY 2020	FY 2021	FY 2022	2024	2028
State Funded	84	86	81	86	>90	>120
Foundation Funded	298	278	194 ⁴	211	>250	>275

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

					Benchmark	
FY	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Percentage of Annual Enrollment who entered CEI within 1 year of High School	30.7%	27.4%	31.3%	35.0%	>40%	>45%

III. Total degree and certificate production and headcount:

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Degrees/Certificates	255	278	348	382	>407	>504
Completers	245	272	330	363	>400	>440

IV. Number of degree-seeking students taking at least one Distance Education course in the Fiscal year.

V. Percentage of degree-seeking students taking at least one Distance Ed Course in the Fiscal year.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Headcount of degree-seeking Distance Ed students	NA	566	914	895	>939	>984
Percentage of Students taking a Distance Ed course to all degree-seeking students	NA	33.6%	50.7%	48.9%	>50%	>50%

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 2019	FY 2020	FY 2021	FY 2022	2024	2028
Enrolled	247	370	246	214	>300	>320
Completed	51	55	37	42	>50	>55

- III. Number of undergrads awarded a Pell Grant.
- IV. Percentage of First-time, Full-time student cohort awarded a Pell Grant.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Number of students awarded a Pell grant	638	624	664	640	>650	>710
Percentage of FTFT students awarded a Pell	56%	54%	55%	58%	>60	>60

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness

Performance Measures:

- I. Number of CTE graduates who found employment in their area of training
- II. Number of CTE graduates who are continuing their education
- III. Number of CTE graduates who found employment in related fields

					Benchmark	
Grad by FY	FY 2019	FY 2020	FY 2021	FY 2022 ²	2024	2028
I. Employed In training area	224	211	260	N/A	>275	>300
II. Continuing education	22	49	68	N/A	>80	>95
III. Employed in related field	187	170	213	N/A	>235	>270

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

					Benchmark	
Percentage By FY	FY 2019	FY 2020	FY 2021	FY 2022 ⁵	2024	2028
TSA Pass Percentage	95%	93%	94%	79%	90%	90%

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.³

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 2019	FY 2020 ⁴	FY 2021 ⁴	FY 2022	2024	2028
WFT Courses ³	332	345	478	573	>660	>725
Customized Training Courses	2,926	466	561	549	>600	>660
Headcount	16,461	12,140	16,768	17,494	>18,360	>19,280

IV. Number of Males in annual credit-seeking enrollment.

V. Percentage of Males in annual credit-seeking enrollment.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Number of Males	724	883	869	1,275	1,450	1,548
Percentage of Males in annual enrollment	35.5%	36.8%	33.1%	39.5%	42%	48%

GOAL 4: Effective and Efficient Educational System

Objective A: Enrolled students are retained and graduate with desired training

- I. First-time, Full-time, Fall-enrolled students that are retained or graduate in the following Fall per IPEDS Fall Enrollment Report.

					Benchmark	
from IPED report	2019-20	2020-21	2021-22	2022-23 ⁶	2024	2028

First-time, Full-time Fall to Fall Retention	72%	67%	47%	50%	>52%	>60
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- II. First-time, Part-time, Fall-enrolled students that are retained or graduate in the following Fall per IPEDS Fall Enrollment Report.

					Benchmark	
from IPED report	2019-20	2020-21	2021-22	2022-23 ⁶	2024	2028
First-time, Part-time Fall to Fall Retention	54%	52%	39%	42%	>45%	>50%

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 2019	FY 2020	FY 2021	FY 2022	2024	2028
CEI	0.62	0.61	0.48	0.46	<0.50	<.50
PEERS	0.63	0.84	0.56	0.64	N/A	N/A

- II. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
CEI	0.71	0.56	0.53	0.44	<0.5	<0.5
PEERS	0.73	0.99	0.62	0.70	N/A	N/A

- III. Student to Faculty ratio per IPEDS Fall Enrollment report.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Student to Faculty ratio	10.4 : 1	11.2 : 1	13.0 : 1	13.0 : 1	13.0 : 1	13.0 : 1

IV. Number of Early College students in annual enrollment.

V. Annual Early College Enrolled credits.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Early College Students	349	519	734	1,318	>1,450	>1,600
Early College Credits	1,580	2,659	4,298	7,369	>8,105	>8,916

Objective B: Student support provides effective services

Performance Measures:

I. Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent:

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
% Rating Very Good to Excellent	86.6%	87.3%	94.1%	89.5%	>90%	>90%

Performance Measures:

I. Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
CEI	0.19	0.37	0.11	-0.06	< 0.15	<0.4
PEERS	0.21	0.41	0.19	0.29	N/A	N/A

Performance Measures:

I. Number of applicants/students receiving CND services:

					Benchmark	
	FY 2019	FY 2020 ⁴	FY 2021	FY 2022	2024	2028
Clients Served	318	294	318	264	>310	>340

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

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 clear, published course-level and program-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. 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. 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 two-year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. These discussions are made actionable in our strategic plan.

¹Years in which data are reported line up with a corresponding starting cohort. For example, the Grad Rates Report is compiled 3 years after the cohort is established. So, FY2022 is a report on the Fall 2019 cohort, and FY2021 is a report on the Fall 2018 cohort and so forth.

²N/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.

³CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.

⁴Covid-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.

⁵CEI expects that our TSA pass rate will decrease as we have expanded our offerings in fields with a traditionally lower first-time pass rate, like computer networking and cybersecurity exams.

6- Current IPEDS Fall Enrollment Report data for 2022-23 is preliminary at this time.

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS	
CEI Goals and Objectives					
GOAL 1: A Well-Educated Citizenry					
Objective A: Access	X	X	X	X	
Objective B: Adult Learner Reintegration	X	X	X	X	
GOAL 2: Innovation & Economic Development					
Objective: Workforce Readiness	X	X	X	X	
GOAL 3: Data-Informed Decision Making					
Objective: Recruit and retain prioritized students	X	X	X	X	
GOAL 4: Effective and Efficient Educational System					
Objective: Ensure students are retained and graduate with industry-aligned skills	X	X	X	X	
GOAL 5: Student Centered					
Objective: CEI faculty provides effective and student-centered instruction.	X	X	X	X	

Objective B: Student support provides effective services	X	X	X	X	
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COLLEGE OF SOUTHERN IDAHO

2023-2027 (FY2024-2029)
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])

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
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. The CCSSE will be administered in the spring of 2023.
Benchmark: 96%₁ (by 2024)

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)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
19,652	18,148	17,782	19,340	20,000	21,000

Benchmark: 20,000₂ (by 2024)

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)

	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2024	FY 2028
Headcount	6,613	7,648	7,472	8,866	9,097	TBD [#]
Credits	36,904	42,805	42,793	51,879	53,228	TBD [#]

Benchmark: > or = 2.6% increase in headcount and credits₃ (by 2024)

- 1.3.2 Region IV High School Immediate “Go On” Rate (Source: OSBE and CSI)

	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2025	FY 2028
Overall	43.4%	39.4%	41.2%	37.4%	46.9%	50.0%
Subset attending CSI	57.2%	60.0%	61.6%	52.2%	65.0%	65.0%

Benchmark: 46.9% overall and 65% attending CSI₄ (by 2025)

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
98%	98%	99%	99%	99%	TBD ^a

Benchmark: Maintain placement at or above the average for the previous four years (98%) ₃ (by 2024)

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)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2028
3,765	3,987	3,883	3,905	5,000	5,500

Benchmark: 5,000 ₆ (by 2025)

2.1.2 Institutional Full Time Equivalency (FTE) Enrollment for Credit-Bearing Students (Source: PSR 1 Fall Snapshot Report)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2028
3,433	3,476	3,590	3,702	3,750	4,000

Benchmark: 3,750 ₇ (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)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
58% (355/607) Fall 2018 Cohort	61% (358/591) Fall 2018 Cohort	66% (445/678) Fall 2018 Cohort	60% (412/686) Fall 2019 Cohort	67%	70%

Benchmark: 67% ₈ (by 2024)

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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
146 Certificates 839 Degrees	129 Certificates 947 Degrees	147 Certificates 947 Degrees	134 Certificates 1,009 Degrees	195 Certificates 1,067 Degrees	207 Certificates 1,132 Degrees

Benchmark: 195 Certificates/1067 Degrees ₉ (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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
146 Certificates 795 Degrees	129 Certificates 861 Degrees	147 Certificates 876 Degrees	134 Certificates 943 Degrees	NA	NA

Benchmark: NA⁹ (See 2.2.1)

- 2.2.3 Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
93%	90%	NA*	NA*	90%	90%

*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 and 2021. The CCSSE will be administered in the spring of 2023.

Benchmark: 90%¹⁰ (by 2024)

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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
48% (435/914)	43% (339/785)	48% (484/1,012)	51% (384/759)	52%	55%

Benchmark: 52%¹¹ (by 2024)

- 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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
78% (203/261)	73% (185/255)	71% (151/214)	69% (115/168)	75%	75%

Benchmark: 75%¹¹ (by 2024)

- 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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
41% (485/1,187)	48% (499/1,044)	50% (517/1,030)	51% (597/1,183)	52%	55%

Benchmark: 52%¹¹ (by 2024)

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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
14% (456/3,259)	15% (478/3,208)	13% (467/3,676)	13% (496/3,810)	15%	20%
Benchmark: 15% ¹² (by 2024)					

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
31% (193/629) Fall 2016 Cohort	35% (213/605) Fall 2017 Cohort	36% (210/591) Fall 2017 Cohort	44% (297/677) Fall 2018 Cohort	44%	46%
Benchmark: 44% ¹³ (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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
20% (123/605) Fall 2017 Cohort	22% (128/591) Fall 2017 Cohort	31% (208/677) Fall 2018 Cohort	31% (212/686) Fall 2019 Cohort	NA	NA
Benchmark: NA (See 3.2.2)					

3.2.4 Median credits earned at graduation (Source: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
75	74	73	71	69	69
Benchmark: 69 ¹⁴ (by 2025)					

3.2.5 Transfer rates of non-CTE CSI graduates within 3 years of CSI graduation (Source: CSI)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
57% (2015-2016 Graduates)	63% (2016-2017 Graduates)	66% (2017-2018 Graduates)	67% (2018-2019 Graduates)	67%	70%
Benchmark: 67% ¹⁵ (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	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2025	FY 2028
Fall-to-Fall Retention	NA	NA	44.6% (798/1,788) (2012-13 through 2019-20 Cohorts)	46.1% (89/193) (2020-2021 Cohort)	Eliminate Gap	Eliminate Gap

150% of Time Graduation	NA	NA	16.3% (195/1,194) (2013-14 through 2018-19 Cohorts)	22.3% (37/166) (2019-2020 Cohort)	Eliminate Gap	Eliminate Gap
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Benchmark: Eliminate Gap by 2025 ¹⁶

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)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
64%	59%	NA	NA	TBD	TBD

*The has not administered the Great Colleges to Work For Survey since 2019. The survey will be administered in the spring of 2023.

Benchmark: TBD ¹⁷

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)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
4.39	4.41	5.09	6.70	4.0 or above	4.0 or above

Benchmark: 4.0 or above ¹⁸ (by 2024)

[#] FY 2028 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:

¹ 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.

² 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.

³ 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 (CSI Region IV High School Enrollment vs CSI Dual Enrollment report). This measure is updated annually and supports the Idaho State Board of Education's Goals II.A.V (>90% of HS grads have participated in one or more advanced opportunity) and II.A.VI (>3% of HS grads simultaneously earn an associate degree).

⁴ The college is working to increase the immediate Region IV "go on" rate directly to CSI and for all colleges. 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.VII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

⁵ This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

⁶ 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.VII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

⁷ 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.VII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

⁸ The 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.

⁹ 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.

¹⁰ 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.

¹¹ 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).

¹² 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).

¹³ 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 in the Northern Wyoming Community College District, 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.

¹⁴ 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 or less).

¹⁵ The college is working to better support students who intend to transfer after graduation. (Most recent data reflects an entry cohort three years prior to FY date. For example, FY22 data reflects fall 2018 entry cohort.)

¹⁶ 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 in order to close achievement gaps between those students and students who enter with a grade point average of 3.0 or higher.

¹⁷ 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.

Source Note: "The Great Colleges to Work For® program was designed to recognize colleges that have been successful in creating great workplaces and to further research and understand the factors, dynamics and influences that have the most impact on organizational culture in higher education" (Great Colleges to Work For, 2023). The college will next administer this survey in the spring of 2023.

¹⁸ 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 ratio above 4.0 indicates a level of fiscal health that allows institutions to direct resources to allow for transformation.

Alignment with Idaho State Board of Education 2024-2029 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
College of Southern Idaho Goals and Objectives				
GOAL #1: 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.				
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.	✓	✓		✓
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.	✓	✓	✓	
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.		✓	✓	✓
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.	✓		✓	✓
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.		✓	✓	
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.				
Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.	✓			

Updated March 2023

College of Western Idaho Strategic Plan FY 2024 – 2028

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.

VISION STATEMENT

The College of Western Idaho will be a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs.

GOAL 1: Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective 1A: Advance Student Success by Optimizing the Student Lifecycle

Performance Measures:

- I. *Number of degrees/certificates produced annually (IPEDS Completions)*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
Degrees						
962	906	956	951	1,037	>=1,000	>=1,084
Certificates of at least 1 year						
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)	302 (1,327 w/Gen. Ed awards)	>=300	>=350

Benchmark (state-wide performance measure): Number of degrees produced annually (IPEDS completions) will meet or exceed 1,084 degrees by 2028. 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 350 certificates by 2028. 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 unduplicated graduates (IPEDS Completions)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
Degrees						
898	880	924	920	1,009	>=960	>=1,040
Certificates of at least 1 year						
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)	241 (1,260 w/Gen. Ed awards)	>= 222	>=231

Benchmark (state-wide performance measure): Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 1,040 by 2028. 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 231 by 2028. 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 students completing 30 or more credits per academic year

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
4%	5%	4%	4%	4%	>=5%	>=7%

Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY21 Idaho 2-year Community College Average of

7% by 2028. 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 first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
Fall Cohort 2015 21%	Fall Cohort 2016 22%	Fall Cohort 2017 23%	Fall Cohort 2018 25%	Fall Cohort 2019 27%	>=27%	>=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 30% by 2028. 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 100% of time (IPEDS Graduation Rates)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
Fall Cohort 2016 12%	Fall Cohort 2017 13%	Fall Cohort 2018 14%	Fall Cohort 2019 16%	Fall Cohort 2020 14%	>=16%	>=20%

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 20% by 2028. 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 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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
English: 71% Math: 17%	English: 70% Math: 23%	English: 74% Math: 27%	English: 70% Math: 25%	English: 64% Math: 25%	English: >=70% Math: >=27%	English: >=74% Math: >=31%

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 74% for English and will meet or exceed 31% for Math by 2028. 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).

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
18%	24%	27%	31%	30%	>=33%	>=37%

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% by 2028. 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 CWI's ability to fulfill the 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 student success outcomes have been affected by long-term economic and social impacts of COVID-19.*
- *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 2024-2026 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.

**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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
48.6%	51.2%	51.6%	54.4%			
2011-2012 cohort followed through 8/31/2019	2012-2013 cohort followed through 8/31/2020	2013-2014 cohort followed through 8/31/2021	2014-2015 cohort followed through 8/31/2022	Available July 2023	52%	54%

Benchmark: 54% ¹ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
32.1% (350/1092)	27.1% (329/1216)	26.5% (327/1235)	26.3% (319/1211)			
2018 HS Grad Cohort	2019 HS Grad Cohort	2020 HS Grad Cohort	2021 HS Grad Cohort	Available July 2023	26%	27%

Benchmark: 27% ² (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
51.6% (563/1092) 2018 HS Grad Cohort	50.2% (611/1216) 2019 HS Grad Cohort	47.3% (584/1235) 2020 HS Grad Cohort	46.2% (560/1211) 2021 HS Grad Cohort	Available July 2023	47%	49%

Benchmark: 49%³ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
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	a) 83 b) 568 c) 734 Total Awards: 1385	Available July 2023	a) 97 b) 645 c) 741 Total Awards: 1483	a) 98 b) 652 c) 749 Total Awards: 1499

Benchmark: a) 98 b) 652 c) 749⁴ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
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	a) 68 b) 550 c) 681 Total overall unduplicated count: 897	Available July 2023	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) 690⁵ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
87.9% 2018-19 Graduates	83.8% 2019-20 Graduates	85.1% 2020-21 Graduates	77.2% 2021-22 Graduates	Available July 2024	85%	87%

Benchmark: 87%⁶ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
81.0% 13,459/16,614 Fall 2018	81.0% 12,854/15,873 Fall 2019	80.3% 11,777/14,666 Fall 2020	82.2% 11,764/14,315 Fall 2021	Available July 2023	80%	82%

Benchmark: 82% ⁷ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
80.7% (671/832) Fall 18 to Spring 2019	79.8% (604/757) Fall 19 to Spring 2020	79.2% (568/717) Fall 20 to Spring 2021	79.2% (563/711) Fall 21 to Spring 2022	Available July 2023	79%	80%

Benchmark: 80% ⁸ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
55.0% (377/686) Fall 2018 cohort	56.1% (361/644) Fall 2019 cohort	61.7% (366/593) Fall 2020 cohort	60.7% (372/613) Fall 2021 cohort (Preliminary)	Available July 2023	61%	63%

Benchmark: 63% ⁹ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
32.6% (78/239) Fall 2018 cohort	35.4% (86/243) Fall 2019 cohort	38.6% (101/262) Fall 2020 cohort	45.2% (114/252) Fall 2021 cohort (Preliminary)	Available July 2023	36%	37%

Benchmark: 37% ¹⁰ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
10.5% (329/3120)	9.9% (288/2920)	10.2% (284/2785)	10.3% (268/2605)	Available July 2023	9%	10%

Benchmark: 10%¹¹ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
25.4% (174/683) Fall 2016 Cohort	28.1% (188/668) Fall 2017 Cohort	28.3% (194/686) Fall 2018 Cohort	26.4% (170/644) Fall 2019 Cohort	Available July 2023	28%	30%

Benchmark: 30%¹² (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
20.2% (135/668) Fall 2017 Cohort	18.7% (128/686) Fall 2018 Cohort	17.4% (112/644) Fall 2019 Cohort	25.4% (151/594) Fall 2020 Cohort (Preliminary)	Available July 2023	17%	20%

Benchmark: 20%¹³ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
2.9% 6,900/240,202	2.7% 6,586/245,861	2.4% 6,098/253,227	2.2% 5,717/265,384	Available July 2023	2.3%	2.0%

Benchmark: 2.0%¹⁴ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
2.3% 5,419/240,202	1.8% 4,471/245,861	1.9% 4,794/253,227	1.6% 4,189/265,384	Available July 2023	1.8%	1.7%

Benchmark: 1.7% ¹⁵ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
27.3% (188/688) 17-18 cohort	27.5% (145/528) 18-19 cohort	30.9% (146/473) 19-20 cohort	30.6% (129/422) 20-21 cohort	Available July 2023	26%	26%

English

					Benchmark	
FY 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
22.7% (80/352) 17-18 cohort	29.9% (73/244) 18-19 cohort	21.1% (51/242) 19-20 cohort	24.0% (48/200) 20-21 cohort	Available July 2023	20%	25%

Benchmark: Math 25%; English 25% ¹⁶ (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
53.2% (314/590) 16-17 cohort	59.4% (326/549) 17-18 cohort	52.5% (294/560) 18-19 cohort	52.3% (274/524) 19-20 cohort <i>preliminary</i>	Available July 2023	30%	31%

Benchmark: 31% ¹⁷ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
52.2 Spring 2015 Top Schools 58.9	52.2 Spring 2017 Top Schools 58.5	50.9 Spring 2019 Top Schools 60.1	47.3 Spring 2021 Top Schools 60.7	Spring 2023 Available July 2023	N/A	50

Benchmark: Standardized Benchmark Mean of 50 ¹⁸ (by 2028)

Note: Survey administered every other year so data points may not line up with FY headers.

II. Student perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 165]*

					Benchmark	
FY 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
46.4	44.2	48.6	42.2	Spring 2023 Available July 2023	N/A	50
Spring 2015 Top Schools 59.8	Spring 2017 Top Schools 58.4	Spring 2019 Top Schools 60.9	Spring 2021 Top Schools 60.5			

Benchmark: Standardized Benchmark Mean of 50 ¹⁹ (by 2028)

Note: Survey administered every other year so data points may not line up with FY headers.

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
89%	81%	90%	90%	Available July 2023	90%	90%

Benchmark: At least 80% of SLOA goals are consistently progressing or met ²⁰ (by 2028)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends. [CCM 029]*

					Benchmark	
FY 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
0.8:1.0 161FT & 210PT	0.7:1.0 150FT & 213PT	0.8:1.0 144FT & 173PT	0.8:1.0 131FT & 153PT	Available July 2023	0.8:1.0	0.8:1.0

Benchmark: No less than 0.8:1.0 ²¹ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
\$180,950	\$89,267	\$59,345	\$103,502	Available July 2023	Maintain or increase funding levels	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels ²² (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
96% (348/363)	98% (281/286)	96% (303/317)	99% (214/217)	Available July 2023	96%	96%

Benchmark: 96% ²³ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
99%	93%	95%	96%	Available July 2023	90%	90%

Benchmark: 90% ²⁴ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
8,111 41.4% of total	7,721 credits 39.3% of total	6,218 credits 33.5% of total	6,857 credits 36.6% of total	Available July 2023	34%	35%

Benchmark: 35% (by 2028) ²⁵

- II. Dual Credit annual credit hours as percentage of total credits. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 019]

					Benchmark	
FY 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
19,594 credits 20% of total	19,658 credits 21% of total	18,534 credits 21% of total	18,722 credits 22% of total	Available July 2023	20%	21%

Benchmark: 21% ²⁶ (by 2028)

III. Dual Credit unduplicated annual headcount and percentage of total. *Source: Idaho State Board of Education Dual Credit Report. [CCM 017]*

					Benchmark	
FY 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
1,983 29% of total	1,970 30% of total	1,670 27% of total	1,636 29% of total	Available July 2023	27%	28%

Benchmark: 28%²⁷ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
23.4% 11,250/47,979 Fall 2018	24.5% 11,099/45,355 Fall 2019	43.9% 18,828/42,874 Fall 2020	39.5% 16,399/41,517 Fall 2021	Available July 2023	30%	30%

Benchmark: 30% of total student credit hours is achieved²⁸ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
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	77.6% White 15.2% Other 7.2% Unknown	Available July 2023	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 region²⁹ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
42.7% Spring 2015 National Average 53.5%	38.4% Spring 2017 National Average 55.1%	50.1% Spring 2019 National Average 56.2%	40.9% Spring 2021 National Average 57.3%	Spring 2023 Available July 2023	N/A	45%

Benchmark: 45% ³⁰ (by 2028)

Note: Survey administered every other year so data points may not line up with FY headers.

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
86%	88%	87%	88%	Available July 2023	87%	90%

Benchmark: 90% of degree/certificate-seeking students ³¹ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
23.9%	23.1%	21.3%	21.3%	Available July 2023	21%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue ³² (by 2028)

- 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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
\$3,396	\$3,396	\$3,396	\$3,396	Available July 2023	73%	75%
NIC Percentile Score 73%	NIC Percentile Score 73%	NIC Percentile Score 73%	NIC Percentile Score 73%			

Benchmark: 75th percentile ³³ (by 2028)

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
\$22,927	(\$130,011)	(\$90,281)	\$206,258	Available July 2023	Annual direct costs maintained	Annual direct costs maintained

Benchmark: Annual direct costs maintained ³⁴ (by 2028)

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

Note: This target has been achieved; measure is currently under review.

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 2019	FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2028
\$0.94 per gross square foot \$684,137/ 727,863 sq ft	\$0.86 per gross square foot \$653,996/ 756,863 sq ft	\$0.90 per gross square foot \$683,073/ 756,863 sq ft	\$0.95 per gross square foot \$722,741/ 756,863 sq ft	Available July 2023	\$0.90 per gross square foot	\$0.90 per gross square foot

Benchmark: \$0.90 per gross square foot³⁵ (by 2028)

KEY EXTERNAL FACTORS

- North Idaho College is currently under a show cause sanction imposed by the Northwest Commission on Colleges and Universities
- 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

¹ 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 59% and 63% (based on median of comparator group institutions, 2011-12 through 2013-14, latest available). 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. [CCM 257]

² 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 02/27/2023. 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. [CCM 227]

³ 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 02/27/2023. 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. [CCM 228]

⁴ 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. [CCM 238]

⁵ 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. [CCM 239]

⁶ 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. [CCM 177]

⁷ 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. [CCM 108]

⁸ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 155]

⁹ 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. FY22 numbers are pre-IPEDS submission. [CCM 025]

¹⁰ 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. FY22 numbers are pre-IPEDS submission. [CCM 026]

¹¹ 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. [CCM 195]

¹² Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges and the desired level of achievement. [CCM 196]

¹³ Benchmark is set based on IPEDS data from comparator combined with current institutional challenges and the desired level of achievement. FY22 numbers (Fall 2020 cohort) are pre-IPEDS submission and should be considered preliminary at this point. [CCM 199]

¹⁴ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2021). [CCM 037]

¹⁵ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY22 enrollment decline due to fewer Community Education courses now being offered. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2021). [CCM 038]

¹⁶ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 203/204]

¹⁷ 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. [CCM 198]

¹⁸ 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. [CCM 162]

¹⁹ 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. [CCM 165]

²⁰ 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. [CCM 114]

²¹ 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. [CCM 029]

²² 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. [CCM 115]

²³ FY22 cohort of students is smaller due to a decrease in number of Community Education classes offered. Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 054]

²⁴ 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. FY22 includes Dental Hygiene, Medical Lab Technology, Physical Therapy Assistant, Practical Nursing, Registered 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. [CCM 091]

²⁵ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 020]

²⁶ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 019]

²⁷ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 017]

²⁸ 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 distance and non-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. [CCM 258]

²⁹ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Latest NIC Service Region comparison = 89% White, 9.2% Other, and 1.8% Unknown. (Source: U.S. Census Bureau Quick Facts, July 2021). [CCM 105]

³⁰ Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 106]

³¹ 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. [CCM 174]

³² 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. [CCM 172]

³³ 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%. [CCM 130]

³⁴ 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 FY19 and FY20 and are not reported in this summary. Enrollment decline resulted in lower student fee generation, the primary source of funding for Student Union Operations and the Student Wellness & Recreation Center. FY22 Revenues from Sales and Operational Expenses are markedly lower than FY21 due the accounting treatment caused by a return to a Profit & Loss agreement with North Idaho College's food service provider, Sodexo America LLC., in addition to CARES funding received in FY21. Debt-service for the Residence Hall was retired in FY22. Remaining debt-service attaches to the Student Wellness & Recreation Center (interest only through FY22). Stewardship is displayed by leveraging resources to contribute to the economic viability of North Idaho College. [CCM 170]

³⁵ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 192]



We prepare Idaho's youth and adults for high-skill, in-demand careers.

Strategic Plan

FY2024-FY2028

STRATEGIC PLAN

MISSION STATEMENT

The mission of the career technical education (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.

Objective A: *Support State Board Policy III.Y by aligning CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.*

Performance Measure:

- I. *Percent of secondary programs that have been reviewed and validated for updates to industry standards and postsecondary alignment.*

Baseline data/Actuals: Baseline FY23 – begin work

	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark FY24	Benchmark FY28
	N/A	N/A	N/A		TBD	TBD

Benchmark: Align 100 percent of programs by FY2028.

Objective B: *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 Measure:

- I. *The overall satisfaction levels of respondents with the support and assistance provided by CTE.*

Baseline data/Actuals: Initial Survey 2016

	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark FY24	Benchmark FY28
	3.78	3.47	3.59		Maintain 3.5 or higher	Maintain 3.5 or higher

Benchmark: Maintain overall satisfaction levels of 3.5 or higher. ⁱ

Objective C: *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. Design and develop a career technical education data management system to encompass program and educator data.**

Baseline data/Actuals: 2022 development began

	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark FY24	Benchmark FY28
n/a	n/a	n/a	Gap analysis completed		Select vendor	Data system fully implemented

Benchmark: By FY2024, define required outputs of new data system.ⁱⁱ

- II. Secondary programs are visited for quality, performance and technical assistance.**

Baseline data/Actuals: FY2022 – Resume program quality visits.

	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark FY24	Benchmark FY28
n/a	n/a	n/a	125 of 933 = 13%		100% over five years	100% over five years

Benchmark: All secondary programs are subject to a visit on a 5-year rotation.ⁱⁱⁱ

Objective D: *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 Measure:

- I. Develop and implement a secondary program assessment model that clearly identifies the elements of a quality program.**

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021-2022)	FY23 (2022- 2023)	Benchmark FY24	Benchmark FY28
Measures expanded and defined	Used stakeholder feedback to develop Program Quality Measures. Piloted model.	Program review documents were piloted and final documents included feedback. Programs (25) started using new documents.		Implement in FY2023	Fully implemented

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.

Objective E: 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 FY17 – 56

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
No assessment data due to COVID-19	65.6	67.6		68.3	TBD

Benchmark: 68.3 pass rate by FY2024.^{iv}

II. Positive placement rate of secondary concentrators (includes postsecondary education, advanced training, military, service program or employment).

Baseline data/Actuals: Baseline FY15 – 94.1

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
97.0	87.9	95.0		95	95

Benchmark: Maintain placement rate at or above 95 percent.^v

<i>Implementation of competency-based SkillStack® microcredentials for all relevant programs of study.</i> Baseline data/Actuals: Baseline FY16 – 0	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
	35 of 54 = 65%	54 of 54 = 100%	51 of 55 = 93%		100%	100%

Benchmark: By FY2025, implement SkillStack® for 100 percent of programs.^{vi}

III. Number of programs that align with industry driven standards and outcomes.

Baseline data/Actuals: FY2017 Actual – 37

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
52 of 54 = 96%	54 of 54 = 100%	55 of 55 = 100%		100%	100%

Benchmark: Align 100 percent of programs by FY2024.^{vii}

GOAL 2

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

Objective A: *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.*

Performance Measure:

- I. **The percent of Workforce Training students who complete their short-term training.**

Baseline data/Actuals: FY2018 – Identify Baseline

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
92	90	92		90	90

Benchmark: 90 percent average completion.^{viii}

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 Measure:

- 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 – 23

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
29	22	32		43	TBD (or n/a federal)

Benchmark: By FY2024, 43% of AE students make measurable progress.^{ix}

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. **Performance Measure: 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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
66	58	67		67	69

Benchmark: 67% positive outcome rate annually.^x

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: *Talent Pipelines/Career Pathways – CTE students will successfully transition from postsecondary education to the workplace through a statewide career pathways model.*

Performance Measures:

- I. Positive placement rate of postsecondary program completers (includes additional postsecondary education, advanced training, military, service program or employment).**

Baseline data/Actuals: Baseline FY15 – 84.7

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
94.9	91.0	92.0		95	95

Benchmark: Maintain placement rate at or above 95 percent.^{xi}

- II. The percent of secondary CTE concentrator graduates who enroll in a postsecondary institution.**

Baseline data/Actuals: Baseline FY17 – 35.5

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
44.4	49.0	50.0		60	60

Benchmark: 60 percent by FY2024.^{xii}

Objective B: *Higher Level of Educational Attainment – Increase completion of microcredentials.*

Performance Measure:

- I. Total number of microcredentials earned for non-secondary students.**

Baseline data/Actuals: FY2020 – Identify Baseline

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
1,145	280	360		Improvement	Improvement

Benchmark: Annual improvement.^{xiii}

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: *CTE concentrators will demonstrate college and career readiness.*

Performance Measure:

- I. Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.**

Baseline data/Actuals: Baseline FY22 – 25%

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
n/a	n/a	1,685 of 6,806 = 25%		25%	50%

Benchmark: 50 percent earn workforce readiness and CTE diploma by 2028.^{xiv}

Objective B: *CTE teachers will track student progress for pathway completion through the microcredential platform.*

Performance Measure:

- I. ***The number of secondary CTE teachers that actively track student progress through the microcredential platform.***

Baseline data/Actuals: FY2020 – Identify Baseline

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
116	147	202		Improvement	Improvement

Benchmark: Annual improvement.

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.

ⁱ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.

ⁱⁱ Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

ⁱⁱⁱ Based on IDCTE goal to improve program assessment process. Counts do not include program reviews conducted during desk audits. Visits include the following approved programs: clusters, pathways middle school and individualized occupational training.

^{iv} Federally negotiated benchmark. FY24 targets are negotiated and approved after Strategic Plan deadline. Five-year benchmark unavailable due to federal timeline.

^v Based on IDCTE goal to ensure high placement rates for CTE programs. Based on students who participated in follow-up survey.

^{vi} IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

^{viii} Based on goal to ensure high completion rate for short-term training and to better meet workforce needs by increasing the talent pipeline.

^{ix} Federally negotiated benchmark. FY24 targets are negotiated and approved after Strategic Plan deadline. Results lower due to COVID-19. Five-year benchmark unavailable due to federal timeline.

^x Based on goal of continuing current outcome rates. Results lower due to COVID-19.

^{xi} Based on IDCTE goal to ensure high placement rates for CTE programs..

^{xii} Based on goal to improve positive placement rate at the secondary level and to better meet workforce needs by increasing the talent pipeline. Data includes students identified through National Clearinghouse data. This matches OSBE methodology.

^{xiii} Non-secondary students include those associated with workforce training centers, Idaho Department of Correction/Juvenile Corrections and other educational entities outside of secondary programs.

^{xiv} Numbers are reported by the districts and include duplicate students if students belong to more than one pathway and earn criteria for the diploma in multiple pathways.



Idaho Division of
Vocational Rehabilitation

FY2024 - 2028

Content and Format

The Strategic Plan (Plan) is divided into three sections. The first two sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each program (Vocational Rehabilitation and the Council for the Deaf and Hard of Hearing), independently outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting the Division, and SBOE's strategic plan evaluation process.

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). This Plan covers fiscal years 2024 through 2028.

This is the fifth 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 mission statement reflects the focus on the dual customer, individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance indicators for the VR program to align with the other core WIOA programs. RSA negotiated targets for all Primary Performance Indicators (PPIs) every even year (e.g., April 2022) for the subsequent two program years. This Strategic Plan reflects the new negotiated targets. The majority of PPIs, except Measure Skill Gains, are lagging indicators. The Division has aligned all PPI data from SY2021 forward using RSA's defined cohort periods for the respective state years, this allows the Division to report complete data.

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)

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
885	1012	1210	1968	Available July 2023	1968	2000

Benchmark: Greater than or equal to 1968 for SY24 ¹

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
738	586	496	496	Available July 2023	496	536

Benchmark: Greater than or equal to 496 for SY24 ²

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
81.67%	81.67%	77.77%	86.55%	Available July 2023	80%	85%

Benchmark: Greater than or equal to 80% for SY24³

Note: Data for SY2022 is based on RSA's cohort period 7/1/2020 - 6/30/2021.

Performance Measure 2.2: For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
74.2%	76.13%	67.56%	75.28%	Available July 2023	72.5%	75%

Benchmark: Greater than or equal to 72.5% for SY24⁴

Note: Data for SY2022 is similar to RSA's cohort period 1/1/2020 – 12/31/2020.

Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
3	3	2	0	0	0	8 Regions (100%)

Benchmark: Present in 4 (50%) of Regions⁵ (by SY25)

Note: Customized Employment stalled in SY20. National efforts to launch this new service have also experienced challenges. The Division is committed to launch a new pilot in SY25.

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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
68%	70.5%	70.8%	74.00%	Available July 2023	85%	85%

Benchmark: Greater than 85% for SY24⁶. 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).

Performance Measure	SY2019	SY2020	SY2021	SY2022	SY2023	Benchmark	
						SY2024	SY2028
1. <i>Employment Rate – 2nd Qtr after Exit</i>	60.4%	60.4%	60.2%	63.2%	Avail July 2023	60.0%	62.0%
2. <i>Employment Rate – 4th Qtr after Exit</i>	58.2%	57.4%	58.2%	57.3%	Avail July 2023	58.3%	60.0%
3. <i>Median Earnings – 2nd Qtr after Exit (per quarter)</i>	\$4,075	\$4,025	\$4,125	\$4,456	Avail July 2023	\$4,500	\$5,000
4. <i>Credential Attainment</i>	33.1%	30.4%	41.9%	56.9%	Avail July 2023	44%	48.5%
5. <i>Measurable Skill Gains</i>	35.3%	51.2%	55.7%	58.6%	Avail July 2023	57.6%	65.1%

Benchmarks: All PPI benchmarks are negotiated with RSA for a two-year period in alignment with the Combined State Plan cycle. Benchmarks for SYs 23 & 24 were negotiated in April 2022 and are reflected in this plan.¹¹ Benchmarks for SY2028 are projected.

Note: Data for SY2022 for PPI's 1 & 3 above reflects RSA's cohort period 7/1/2020-6/30/2021 & data for PPI's 2 and 4 above reflects RSA's cohort period 1/1/2020–12/31/2020.

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
80.1%	80.3%	80.7%	82.86%	Available July 2023	90%	90%

Benchmark: Greater than or equal to 90% for SY24¹². 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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
42.5%	43.13%	44.35%	51.1%	Available July 2023	51%	55%

Benchmark: Greater than or equal to previous year in SY24¹³.

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
*68.8%	*71.2%	*69.1%	*70.6%	Available July 2023	70%	72.5%

Benchmark: Greater than or equal to 70% for SY24 ¹⁴

Note: Data for SY2022 reflects RSA's cohort period 1/1/2020 – 12/31/2020. This 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.

*The rates for this measure were previously underreported, as the measure asks only for participants who were employed in both the 2nd and 4th quarters after exit in the denominator. This impacted previous Strategic Plan reporting for SYs 2019-2022. This report includes corrected performance data.

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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
20 Library loans 24 packages of information 112 FB posts	43 Library loans 90 pkgs of info 108 FB posts 667 clear masks & 11,340 paper masks distributed	59 Library loans 40 pkgs of info 166 FB posts clear masks & 11,340 paper masks distributed	70 Library loans 80 pkgs of info 169 FB posts 14,578 people reached	Available July 2023	85 Library loans 90 pkgs of info 185 FB posts	100 Library loans 105 pkgs of info 200 FB posts

Benchmark: 2 or more new brochures or information packets created in SY24 ¹⁵

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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
89	89	51	49	Available July 2023	60	70

Benchmark: 49 or more presentation delivered in SY24 ¹⁶

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).

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
64	48	48	50	Available July 2023	55	55

Benchmark: Present at 50 or more local, state and federal agencies in SY24 ¹⁷

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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
2,456 calls	5,777 calls	7,173 calls	5,299 calls/text 12,155 emails	Available July 2023	Track calls	Track calls

Benchmark: Track all calls in SY24 ¹⁸

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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
Met	Met	Met	Met	Available July 2023	Meet goal	Meet goal

Benchmark: Meet goal in SY24 ¹⁹

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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
Met	Met	Met	Met	Available July 2023	Meet goal	Meet goal

Benchmark: Meet goal in SY24 ²⁰

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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
168 ADA Issues	172 ADA Issues	160 ADA Issues	155 ADA Issues	Available July 2023	Track Issues	Track Issues

Benchmark: Track all complaints in SY24 ²¹

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.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
Completed	Completed	Completed	Completed	Available July 2023	Pending	Pending

Benchmark: Complete for SY24 ²²

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:

Recruitment and Retention 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 staff recruitment and retention continue to be problematic and persistent over the past several years. Recruitment challenges continue due to lower wages as compared to the private sector, other Idaho state agencies as well as neighboring states higher wages and the fact that 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, etc.). IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling, as well as engaging with related Bachelor Degree programs to help feed the talent pipeline.

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 continue to experience much higher unemployment rates, even in strong economic times. 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 impacted by decisions made at the federal level. The VR program continues to experience pressures added by the requirements of the Workforce Innovation and Opportunity Act (WIOA). The expanded customer base (potentially eligible students and serving Idaho businesses), and Idaho's population growth, along with additional data and reporting requirements has forced the agency to reevaluate the way work is accomplished and by who. The Division has launched a major initiative to explore efficiencies including technology and work processes to partially alleviate excessive pressures.

Serving students and youth with disabilities continues to be an essential goal and priority for the Division. WIOA mandates VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS). This change has shifted the population served but also serving that population in innovative ways.

EVALUATION PROCESS

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:

¹ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

² Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

³ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

⁴ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

⁵ Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

⁶ Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

⁷ Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).

⁸ Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).

⁹ Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).

¹⁰ Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).

¹¹ Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).

¹² Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however, it is typically utilized as a threshold for quality performance.

¹³ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

¹⁴ Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2023. (RSA-TAC-18-01, January 19, 2019) This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

¹⁵ Benchmarks are set based on an internal program measure 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.

¹⁶ 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.

¹⁷ 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.

¹⁸ 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.

¹⁹ 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.

²⁰ 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.

²¹ 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.

²² 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.



Strategic Plan 2024-2028

Idaho Public Charter School Commission

514 W Jefferson St Ste. 303

Boise, Idaho 83702

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Mel Rivera, Interim Director

Part I. Agency Overview

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.

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

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

Measure 1: Petition Evaluation Reports/ Meeting Minutes

Target 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. The IPCSC received 5 new charter school petitions in FY23. 1 withdrew before hearing; 3 did not meet all standards and were subsequently approved with conditions; 1 did meet all standards and was approved with no conditions.

	FY22	FY23	FY24	FY25	FY26
# of Petitions Approved Without Conditions	1	1			
# of approved petitions meeting all established standards of quality	1	1			
Benchmark:	100%	100%	100%	100%	100%
Achievement:	Met	Met			

Measure 2: Annual School Performance Reports/ Final Orders

Target 1: All schools whose renewal applications are approved without conditions meet all standards on the school's most recent annual performance report.

Result: 10 of the 11 schools renewed without conditions in FY23 met the minimum standard on all measures of the on the school's most recent annual performance report. One charter did not meet all standards, but was renewed without conditions.

	FY22	FY23	FY24	FY25	FY26
# Charters Meeting All Standards	4/12	10			
# Charters Renewed Without Conditions	4/12	11			
Benchmark:	100%	100%	100%	100%	100%
Achievement:	Met	Met			

Target 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. Pursuant to Idaho Code, each condition includes a specific due date 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	7			
# of Conditional Renewals w/ Conditions for Each Unmet Standard	7	6			
# of Non-Renewed Charters	1	0			
Benchmark:	100%	86%			
Achievement:	Met	Not Met			

Measure 3: Meeting Minutes

Target 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 FY23 including discussing articles regarding the structure of education services providers, receiving instruction on the renewal hearing procedures, and two trainings are planned for June regarding charter facilities and the legislative process.

	FY22	FY23	FY24	FY25	FY26
# of training opportunities engaged	5	5			
Benchmark:	5	5			
Achievement:	Met	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

Measure 1: Performance Framework

Target 1: 95% of IPCSC schools will meet or exceed standard on each operational measure each year.

	Governanc e Structure	Governan ce Oversight	Governance Compliance	Student Service s	Data Transparenc y	Facility Service s	Ops. Complianc e
2020-21 Result	94%	96%	92%	96%	86%	100%	90%
2021-22 Result	98%	96%	89%	75%	96%	96%	68%
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	95%	95%	95%	95%	95%	95%	95%
Achievement:	Met	Met	Not Met	Not Met	Met	Met	Not Met

Target 2: 90% of IPCSC schools will meet or exceed standard on each financial measure each year.

	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/Asse t Ratio less than .9	Meeting Enrollme nt Projection s
2020-21 Result	84%	80%	88%	84%	69%	78%	72%
2021-22 Result	96%	92%	96%	70%	70%	80%	70%
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	90%	90%	90%	90%	90%	90%	90%
Achievement:	Met	Met	Met	Not Met	Not Met	Not Met	Not Met

Target 3: 75% of IPCSC schools will meet or exceed standard on all academic measures by 6/30/2025.

General Education	Math Proficiency	ELA Proficiency	Literacy Proficiency	Alt. Math	Alt ELA	Progress Grad	Additional Grad
2020-21 Result	38%	71%	72%	Baseline 50%	Baseline 67%	NA	NA
2021-22 Result	77%	80%	77%	50%	63%	Baseline 50%	Baseline 38%
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	75%	75%	75%	50%	67%	50%	38%
Achievement:	Met	Met	Met	Met	Not Met	NA	NA

Measure 2: Complaint and Concern Log

Target 1: 95% of identified concerns will be resolved within 30 days or on-track for resolution within 30 days.

Result: The IPCSC received 30 documented complaints in FY23. 28 of these complaints were resolved within 30 days, having been referred through the schools grievance procedures.

	FY22	FY23	FY24	FY25	FY26
# of Complaints Received	43	30			
# of Complaints Resolved w/in 30 days or on track to resolution w/in 30 Days	41	28			
% of Complaints Resolves promptly	95%	93%			
Benchmark:	95%	95%	95%	95%	95%
Achievement:	Met	Not Met			

Measure 3: Courtesy Letters

Target 2: 95% of the concerns that cannot be resolved within 30 days are engaged as a formal investigation and documented via courtesy letters.

Result: Of the 2 complaints/ concerns that were not resolved within 30 days, both issues were resolved upon further investigation and formal notification of the issue.

	FY22	FY23	FY24	FY25	FY26
# of concerns not resolved within 30 days	2	2			
# of concerns addressed via courtesy letter	2	2			
Benchmark:	95%	95%	95%	95%	95%
Achievement:	Met	Met			

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

Measure 1: Maintenance of Effort Records

	FY22	FY23	FY24	FY25	FY26
Actual Hours	4% 83 hours	6% 125 hours			
Benchmark:	Baseline	6%	8%	9%	10%
Achievement:	NA	Met			

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.

Objective B: Communicate effectively with Stakeholders

Measure 1: Newsletter and Social Media Data

Target 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:

Newsletter	FY22	FY23	FY24	FY25	FY26
# of Recipients	355	455			
Open Rate	60%	57%			
Benchmark:	Baseline	70%	73%	75%	75%
Achievement:	NA	Not Met			

Measure 2: School Survey Participation Rate

Target 1: 95% of IPCSC schools will provide feedback via an annual feedback survey.

Result:

Stakeholder Survey	FY22	FY23	FY24	FY25	FY26
# of Recipients	136	584			
Response Rate	29%	15%			
Benchmark:	45%	55%	75%	85%	95%
Achievement:	Not Met	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

Measure 1: Network Event Attendance Rosters

Target 1: The IPCSC will engage at least 100 unique stakeholders each year through networking events by June 30, 2025.

Result: The IPCSC hosted 6 networking events a total of 60 participants engaged. The strategic planning committee has identified expanding these networking opportunities as a goal.

Events	FY22	FY23	FY24	FY25	FY26
# of Participants	TBD	60			
# of Events	Mid-June	6			
Benchmark:	Baseline	60 4	75 5	90 5	100 5
Achievement:	NA	Met			

Measure 2: Annual Performance Reports

Target 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 15th.

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 15th each year.

Result: Across all measures (financial, operational, and academic) 32 schools did not meet standard on one or more measures. PCSC staff were able to discuss the outcomes with 24 of these schools (75%) prior to 2/15/23. Outreach continues beyond this date.

	FY22	FY23	FY24	FY25	FY26
% of schools not meeting one or more standard that were provided direct outreach by 2/15/23	65%	85%			
Benchmark:	65%	75%	85%	95%	100%
Achievement:	Met	Met			

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.

Evaluation

The IPCSC will evaluate the successes and challenges of progress toward objectives at least once throughout the year. In FY23, the IPCSC established a strategic planning committee that intends to meet multiple times each year to engage in long-term goal setting through annual strategic planning work and making recommendations to the larger governing body.



FY 2024-2028 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.¹

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
47	46	46	46		46	46

II. Percentage of Idaho's population within our signal coverage area.²

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
98.8%	98.8%	98.8%	98.9%		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.³

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
49	41	55	68		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.⁴

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
2,263,398	1,635,238	1,979,811	857,687		1,200,000	1,200,000

II. Number of visitors to IdahoPTV/PBS video player.⁵

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
230,522	504,332	915,331	1,900,128		1,500,000	1,500,000

III. Number of alternative delivery platforms and applications on which our content is delivered.⁶

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
11	12	13	14		15	18

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.⁷

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
25,480	24,853	24,918	23,835		22,000	22,000

Objective E: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.⁸

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
11,755	11,947	12,329	11,876		13,000	13,000

Objective F: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.⁹

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
1,986	1,393	2,431	1,592		1,600	1,600

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.¹⁰

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
57	68	81	67		55	55

Objective H: Operate an effective and efficient organization.

Performance Measures:

I. Total FTE in content delivery and distribution.¹¹

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
21	18	18	16.8		<24	<24

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.¹²

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes	Yes/Yes/Yes

SBøE 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: 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.¹³

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
*	101	58	135		110	140

*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.¹⁴

FY19 (2018- 2019)	FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	Benchmark	
					FY24	FY28
*	7,137	9,997	7,567		7,000	7,000

*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 Public Broadcasting Service (PBS) stations nationwide for overall donor revenue and donor retention. Average contribution per donor is \$152.00 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 have 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, tablets, smartphones, smart TVs, 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. There will be small competitive federal grants to assist stations to transition equipment to this new standard, which is tied to public safety.

Political Environment – In 2022 the Idaho GOP drafted and passed a resolution encouraging “the Idaho Legislature to divest the State of Idaho from Idaho Public Television in such a way

that allows continued operation in the private sector AND does not hinder State-originated EAS service to the public.” While this may pose a challenge at some point in the future, it also provides IdahoPTV with an opportunity to educate and inform legislators on the importance of IdahoPTV’s role in the statewide Emergency Alert System (EAS).

Aging Equipment and Public Safety – 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 have been developed, and we are looking at avenues in state government, private and federal grants, as well as other private funds, to support capital replacement. IdahoPTV is working closely with the Idaho Military Division-Public Safety Communications to ensure that digital microwave connectivity for our signal and that of first responders is available. We work with Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in emergency communication, an area of mutual interest. This effort seeks to leverage best practices and technological advances to ensure that within their shared service areas, the public is provided with vital emergency information and crisis related communication such as: providing live broadcast and media pool coverage of disaster related events; transmission of mandatory national alerts via the Emergency Alert System, including geo-targeted Amber Alerts, weather and emergency information distributed to all broadcast markets in the state; the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA), which is currently delivered using PBS’ Warning, Alert and Response Network (WARN) and IdahoPTV’s infrastructure.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives (OSBE), 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, America’s Public Television Stations, and National Educational Telecommunications Association.

We have a statewide advisory Friends board, currently 30 directors and 13 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.

IdahoPTV continues to do qualitative and quantitative research on 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 have also used surveys and other analytical tools to look at what our education department is doing for Idaho communities and how people see our work. 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.

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS	Goal 5:
Institution/Agency Goals and Objectives					
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓				
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓				
Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓				
Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓				
Objective E: Contribute to a well-informed citizenry.	✓				
Objective F: Provide relevant Idaho-specific information.	✓				
Objective G: Provide high-quality, educational television programming and new media content.	✓				
Objective H: Operate an effective and efficient organization.	✓				

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.					
Objective: Be a relevant, educational and informational resource to all citizens.		✓			
GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
GOAL 4: WORKFORCE READINESS – The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					



Idaho State Department of Education Strategic Plan

FY2024 – 2028

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 80% of Idaho's K-3 students are proficient readers, as indicated by the Idaho Reading Indicator (IRI).
 - (State Board Alignment: Goal 2, Educational Readiness).
2. All Idaho students graduate ready for life and prepared for college, job training and in-demand careers
 - (State Board Alignment: Goal 3, Educational Attainment; Goal 4, Workforce Readiness).
3. Idaho attracts and retains great teachers and school building leaders
 - (State Board Alignment: Goal 2, Educational Readiness).
4. Collaborate with Idaho education stakeholders to promote academic growth and student achievement
 - (State Board Alignment: Goal 1, Educational System Alignment)

GOAL 1

Ensure 80% of Idaho's K-3 students are proficient readers, as indicated by the Idaho Reading Indicator (IRI).

Objective A: Support school district and public charter schools that align with the science of reading.

The State Department of Education is committed to supporting schools in choosing research-based early literacy, proven to be effective in helping our Idaho students learn how to read. Our Idaho Content Standards are the basis for recommended curriculum. Additionally, the SDE's Content and Curriculum team will be working with local educators/stakeholders and Idaho's top-performing schools to identify early literacy curricula that meet the needs of local communities, while ensuring all students learn at a high level. Additionally, the SDE will focus on identifying high-performing practices throughout Idaho to ensure all districts know "what's working" in

Idaho education. Through this process, the SDE will work to ensure these “best practices” are offered, through professional development, to all Idaho schools.

Objective B: 50 ‘new’ Idaho schools will understand and use the Professional Learning Community practice, as a means to ensure their students are achieving reading proficiency on the IRI.

The Professional Learning Community (PLC) model, resulting in systems support in the form of Response to Intervention (RtI) and/or a Multi-Tiered System of Support (MTSS), is a key activity in improving Idaho’s K-3 literacy schools. PLCs focus on data-based, student-centered decisions regarding curriculum, teaching (instruction) and personnel. As our Idaho schools implement PLCs with fidelity, Idaho students will participate in core reading programs focused on the Science of Reading, participate in research-based Tier II interventions, and receive individualized Tier III reading supports, designed to assist our most challenged readers.

Performance Measures: Percentage of students placing as proficient/at grade level on the spring Idaho Reading Indicator (IRI) K-3.

Graphic Coming Soon

GOAL 2

All Idaho graduates are ready for life and prepared for college, job training and in-demand careers.

Objective A: Provide ongoing support and professional development around [the Idaho College and Career Readiness Competencies](#).

Proficiency in basic academic skills, including math, reading, and writing, are foundational to an educated and productive citizenry. Successful application of this learning requires both technical and behavioral competencies.

Approved in 2017 by the Idaho State Board of Education, these competencies represent a set of knowledge, skills, and attributes that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. College and career readiness is the attainment and demonstration of these competencies.

Objective B: Ensure funding and programs are strategically aligned for student achievement.

The Public School appropriation is provided to ensure Idaho schools receive the support they need to help our Idaho students achieve success. The State Department of Education is responsible for ensuring the professional development and contracted services align with the vision to support early literacy, middle school math, and career/technical education in Idaho.

Specific projects associated with this strategy include:

- Align H267: Idaho Career Ready Students Program expenditures with [the Idaho College and Career Readiness Competencies](#) and local community needs related to CTE
- Align contracted services with education partners (i.e., Idaho Building Capacity Project,

Regional Math Centers, SMART Coaches, Cultivating Readers, etc.) to ensure (1) consistent, comparable, research-based support throughout Idaho, stemming from (2) a clear scope of work, created through collaboration with SDE-established priorities.

Objective C: Implementation of the Idaho Career Reading Students (ICRS) program (H267) and facilitate its alignment with added-cost funding and other career technical investments.

Performance Measures: TBD

Graphic Coming Soon

GOAL 3

Idaho attracts and retains great teachers and school building leaders.

Objective A: Work with university and alt-route partners to ensure Idaho teachers are prepared for the difficulties of real-world, classroom teaching.

A teacher's first year of classroom experience often influences whether the teacher will remain in the profession for 3+ years (or move away from the teaching profession). Ensuring our Idaho teachers are prepared for challenges associated with real-world classroom behavior management and the teaching skills necessary to ensure all students learn (i.e., trained in the Science of Reading) is a top priority in working with our university partners.

Specific projects associated with this strategy include:

- Survey/interview first-year staff to inquire on their level of preparedness for their first year of teaching: Identify areas for improvement.
- Survey/interview teachers choosing to leave the profession in their first 5 years of teaching: Identify reasons for leaving.
- Review university syllabi to ensure teacher preparation programs are providing training for real-world, classroom management and working with students who exhibit disruptive behavior in the classroom.
- Review university syllabi to ensure teacher preparation programs are explicitly training teachers in the Science of Reading as part of the K-8 certificated training.

Objective B: Work with the State Board of Education, Idaho universities and local school districts to provide on-site training and mentorship for teachers in their first and second years of classroom teaching.

Performance Measures: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

Graphic Coming Soon

GOAL 4

Collaborate with Idaho education stakeholders to promote academic growth and student achievement

Objective A: Provide targeted support to identified districts.

The Idaho Consolidated State Plan outlines Idaho's accountability system for identifying school targeted for improvement, based on requirements in the Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (2015). The State Department of Education will work with Idaho schools to implement the Professional Learning Community (PLC) model of student support as a means to provide systemic change leading to student achievement. Additionally, SDE staff will work with Idaho schools to develop Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) to Idaho students through the PLC model.

Specific projects associated with this strategy include:

- Work with education partners and stakeholders to consolidate and align school supports from the Idaho Building Capacity Project, Regional Math Centers, the Idaho Superintendent Network, the Idaho Principal Network, SMART Coaches, ELA coaches (IBC), Capacity Builders, Cultivating Reading coaches, etc, etc.
- Provide on-site training and support to Idaho schools in the development and implementation of the PLC model for student support
- Provide on-site training and support to Idaho schools in the development and implementation of the RtI and MTSS models to support, within the PLC framework.
- Provide on-site training and support in the research and adoption process of research-based reading and math curricula for Idaho students.

Performance Measures: TBD

Graphic Coming Soon

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

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SUBJECT

Request for Content Standards Review Extension

REFERENCE

October 2018	Idaho State Board of Education (Board) reviewed and adopted curricular materials for Arts and Humanities, K-12 Physical Education, K-12 Health and Wellness, K-12 Social Studies, 6-12 Math Open Educational Resource, and 9-12 Computer Applications.
August 2021	Board reviewed and adopted curricular materials for driver education.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy IV.B.9.
Idaho Code § 33-118
IDAPA 08.02.03.004.01, IDAPA 08.02.03.128.01

BACKGROUND/DISCUSSION

IDAPA 08.02.03.004.01 provides that “individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule.” IDAPA 08.02.03.128.01 provides that “curricular materials are adopted by the State Board of Education for a period of six (6) years” in specified subject areas.

Board policy IV.B.9.a establishes that content standards will be reviewed every six (years) in the year prior to the scheduled review of the related curricular materials.

This Board policy also states that the State Department of Education (SDE) is responsible for facilitating a committee review of content standards and for posting the recommendations resulting from that committee work for twenty (20) days prior to submitting materials for Board consideration.

Content standards reviews for Arts and Humanities, Social Studies, and Driver Education were scheduled to be completed by July 6, 2023 (the meeting materials due date for the Board’s August 2023 meeting).

While the SDE has begun the procedures for reviewing these content standards, the required committee work is not yet complete. It appears this work has been delayed due to transition and turnover. The SDE is requesting an extension of this deadline allowing this work to be completed during the 2023-2024 school year. Doing so would also require that the Board grant a similar extension for the related curricular materials review deadline, allowing that work to be completed during the 2024-2025 school year.

IMPACT

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If the Board grants the requested extension, the State Department of Education would have additional time to finalize a thorough review of Arts and Humanities, Social Studies, and Driver Education content standards. If the Board does not grant the requested extension, the SDE would be required to submit a partially completed content standards review by July 6, 2023 in order to remain compliant with Board policy.

STAFF COMMENTS AND RECOMMENDATIONS

May 8, 2024 is on or near the meeting materials due date for the Board's June 2024 meeting. Setting this date as the new deadline establishes a time certain delivery date and provides an additional year for the SDE to coordinate a thorough review of the content standards.

Staff recommends that the Board approve the extension as presented.

BOARD ACTION

I move to extend the deadline for the State Department of Education to complete its review of Arts and Humanities, Social Studies, and Driver Education content standards to May 8, 2024, and to extend the review of related curricular materials to the 2024-2025 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Educator Preparation Programs and Accreditation - Association for Advancing Quality in Educator Preparation (AAQEP)

REFERENCE

No past actions have been taken on this matter.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-114, 33-1203, 33-1207A
IDAPA 08.02.02.012, 08.02.02.014, 08.02.02.100

BACKGROUND/DISCUSSION

Public Educator Preparation Providers are required by statute to be accredited by State Board approved accreditors. Currently, the Council for the Accreditation of Educator Preparation (CAEP) is the only State Board approved accreditor for Idaho Educator Preparation Providers. By adding the Association for Advancing Quality in Educator Preparation (AAQEP), there would be a second option for accreditation that Idaho Educator Preparation Providers could use.

Association for Advancing Quality in Educator Preparation (AAQEP) was founded in 2017 and has comprehensive standards that examine aspects of completer performance and program practice that distinguish effective programs. The standards are as follows:

- Standard 1: Candidate/Completer Performance
- Standard 2: Completer Professional Competence and Growth
- Standard 3: Quality Program Practices
- Standard 4: Program Engagement in System Improvement

IMPACT

If the Board approves Association for Advancing Quality in Educator Preparation (AAQEP) as an approved accreditor for Educator Preparation Programs, then Educator Preparation Programs could choose to use AAQEP for their accreditation.

ATTACHMENTS

Attachment 1 – Association for Advancing Quality in Educator Preparation (AAQEP) Framework

STAFF COMMENTS AND RECOMMENDATIONS

Association for Advancing Quality in Educator Preparation (AAQEP) is based on four standards that establish clear expectations for quality, and frame opportunities for inquiry and improvement. Each standard includes six aspects, and each aspect must be directly addressed with evidence in order for the overall standard to be met. Association for Advancing Quality in Educator Preparation (AAQEP) is designed to ensure comparable quality across the many and multiplying

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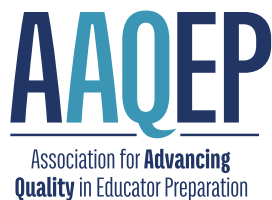
preparation pathways that give access to and advancement in the education profession.

Staff recommends approval.

BOARD ACTION

I move to approve Association for Advancing Quality in Educator Preparation (AAQEP) as an approved Idaho accreditor for Educator Preparation Providers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



AAQEP Expectations Framework



AAQEP was founded by educators in 2017 to promote the preparation of effective educators in innovative, outcome-focused programs that engage education's toughest challenges directly and in context. AAQEP's comprehensive standards specify aspects of completer performance and program practice that distinguish effective programs. Its system leverages collaboration in quality assurance to foster improvement and support innovation. Download the complete *Guide to AAQEP Accreditation* at aaqep.org.

Standard 1: Candidate/Completer Performance

Program completers perform as professional educators with the capacity to support success for all learners.

Candidates and completers exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators. Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows* that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:

- 1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought
- 1b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory
- 1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning
- 1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice
- 1e. Creation and development of positive learning and work environments
- 1f. Dispositions and behaviors required for successful professional practice

Evidence will include multiple measures, multiple perspectives (from program faculty, P-12 partners, program completers, and graduates' employers), and direct measures and evidence of performance in a field/clinical setting appropriate to the program.

Standard 2: Completer Professional Competence and Growth

Program completers adapt to working in a variety of contexts and grow as professionals.

Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of *additional* settings and community/cultural contexts. For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments. Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers. Evidence shows that completers:

- 2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities
- 2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts
- 2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts
- 2d. Support students' growth in international and global perspectives
- 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection
- 2f. Collaborate with colleagues to support professional learning

Evidence for this standard will show both that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of school placements and educational settings appropriate to the credential or degree sought.

* The lists within each standard represent aspects of the overall *evidence package* for the standard; each aspect is *not* a "substandard" to be considered apart from the whole standard. Evidence for each standard is evaluated holistically.

Standard 3: Quality Program Practices

The program has the capacity to ensure that its completers meet Standards 1 and 2.

Preparation programs ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers. Effective program practices include consistent offering of coherent curricula; high-quality, diverse clinical experiences; dynamic, mutually beneficial partnerships with stakeholders; and comprehensive and transparent quality assurance processes informed by trustworthy evidence. Each aspect of the program is appropriate to its context and to the credential or degree sought.

Evidence shows the program:

- 3a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable
- 3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts
- 3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation
- 3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards
- 3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system
- 3f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment

Evidence related to this standard will include documentation of program practices and resources as well as the program's rationale for its structure and operation.

Standard 4: Program Engagement in System Improvement

Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

The program is committed to and invests in strengthening and improving the education profession and the P-20 education system. Each program's context (or multiple contexts) provides particular opportunities to engage the field's shared challenges and to foster and support innovation. Engagement with critical issues is essential and must be contextualized. Sharing results of contextualized engagement and innovation supports the field's collective effort to address education's most pressing challenges through improvement and innovation. The program provides evidence that it:

- 4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes
- 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support
- 4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned
- 4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs
- 4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates
- 4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments

Evidence for this standard will address identified issues in light of local and institutional context.

Scope of AAQEP Standards

The AAQEP standards apply to all types of preparation programs, including initial preparation of teachers, preparation of school building and district leaders, and advanced preparation of educators who are adding credentials or preparing for new professional roles.

AAQEP's nationally recognized quality assurance system is grounded in collaboration, consistent with established accreditation practice, and respectful of context and innovation in its standards and processes. The system supports inquiry and improvement as it provides assurance of quality to stakeholders and the public.

AAQEP's mission: To promote and recognize quality educator preparation that strengthens the education system's ability to serve all students, schools, and communities.

For more information, visit aaqep.org or email questions to aaqep@aaqep.org.

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IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Career Pathways Course - First Steps Standards and Professional Development

REFERENCE

August 2020	Board received the Division annual update, including update on First Steps: World of Work pilot
August 2021	Board approved amendments to the Career Technical Education Workplace Skills for Career Readiness Standards and proposed rule amending IDAPA 08.02.03 to require career exploration instruction at the middle school/Junior High level and updated language regarding required career pathway plans.
December 2022	Board received an update on Next Steps Idaho enhancements, including 7 th grade tools like lessons that align CTE First Step Standards

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-107, 33-1614, and 33-2202(2), Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.004, Incorporated by Reference
IDAPA 08.02.03.104, Other Required Instruction

BACKGROUND/DISCUSSION

In 2018, the Idaho Legislature expanded career technical education (CTE) to 7th and 8th grade. In response, the Idaho Division of Career Technical Education (Division) launched an initiative, First Steps: Understanding the World of Work through Career Technical Education, to research best practices and develop a CTE-focused, career development program for students in the middle grades. Idaho educators developed the First Steps Standards and piloted them in courses at middle schools in nine school districts between 2019 and 2021. 2,791 students have been educated under these standards. Attachment 3 provides a crosswalk of the Idaho College and Career Competencies (2017), Idaho Workplace Skills for Career Readiness (2021), and the First Steps Standards. In 2022, Idaho educators created curriculum resources to support the standards that can be found on Next Steps Idaho's Curriculum page (<https://nextsteps.idaho.gov/curriculum>). Additionally, in 2021 Idaho System for Educational Excellence (ISEE) assignment codes were updated to include a CTE assignment code for the First Steps: World of Work course.

Section 33-1614, Idaho Code, effective July 1, 2023, requires "...every student in grade 7 or grade 8 enrolled in an Idaho public school district, a specially chartered district, or a public charter school shall complete one (1) or more career exploration courses." Further, "[s]uch courses should align to the "first step" standards set by the state board of education for career technical education. Such courses may be offered face-to-face, through virtual education programs, as online courses, or as

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hybrid courses consisting of a combination of online and in-person instruction. All staff teaching a career exploration course must have participated in a career exploration professional development course approved by the state board of education. The state board of education will maintain resources that can be utilized or modified for the implementation of this section.”

The Division is bringing forward the existing First Steps standards for the State Board of Education (Board) to take formal action approving the standards and bringing them into compliance with the provisions of Section 33-1614, Idaho Code, that will go into effect on July 1, 2023. Division staff have met with the legislative sponsor of HB 269 (2023) and confirmed the intent of the legislation was to use the “First Step” standards that had been piloted in 2019 and 2021. Approval of the proposed professional development, and authorization to the Division to identify individuals who have already completed the course work in whole or in part, will help school districts in identifying instructional staff who are eligible to teach the course during the 2023-2024 school year. The Division is in the process of developing an aggressive schedule to provide the professional development in an online format with the intent of it not only meeting the professional development requirements in Section 33-1614, Idaho Code, but also being eligible for one of the CTE professional development credits required for CTE instructional staff recertification. The course will be open to both CTE and non-CTE certificated instructors.

Pursuant to Section 33-1614, Idaho Code, the Board will be required to approve any additional career exploration professional development. Section 33-107, Idaho Code, authorizes the Board to delegate through Board policy (“statements of agency action by the state board”) to its administrators such duties as are necessary to carry out directives of the Board. The Division will be requesting the Board delegate, through the amendment of the current Board policies governing the Division, the ability to approve any additional professional development that would otherwise need to come to the Board for approval to be compliant with the new provisions in Section 33-1614, Idaho Code. This request will be brought forward under a separate agenda item.

IMPACT

Approval of the First Steps Standards solidifies the basis of the career exploration courses required by law, effective July 1, 2023. Approval of the First Steps Standards Professional Development Course provides a means for staff to complete the requirement to teach career exploration during the 2023-24 school year.

ATTACHMENTS

Attachment 1 – First Steps Standards
Attachment 2 – First Steps Standards Professional Development Course Outline
Attachment 3 – First Steps Standards and Idaho Career Readiness Competencies Crosswalk

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Attachment 4 – First Steps Standards Pilot Outcomes

BOARD STAFF COMMENTS AND RECOMMENDATIONS

OSBE staff recommends that the Board take three actions:

1. Approve IDCTE's First Step Standards to ensure content uniformity for the newly required course;
2. Approve standardized professional development to be provided by IDCTE; and
3. Delegate evaluation of prior educator course work to IDCTE to provide a means of mitigating duplication of effort.

BOARD ACTION

I move to approve the First Steps Standards, developed by the Idaho Division of Career Technical Education, as submitted in Attachment 1.

AND

I move to approve the First Steps Standards Professional Development Course, developed by the Idaho Division of Career Technical Education, as the professional development course required for staff teaching a career exploration course, as submitted in Attachment 2.

AND

I move to authorize the Idaho Division of Career Technical Education to evaluate prior course work completed by instructional staff that aligns to the approved course modules and assignment of any remaining modules, as applicable. Instructional staff who complete or have already completed the remaining course models assigned to them shall be identified as having completed the professional development requirement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I. First Steps Standards

Domain 1: Self-Evaluation (Who am I?)

1. Identify Personality (What makes me unique?)
 - A. Take a personality inventory.
 - B. Document a reflection of the results.
2. Identify Interests (What do I enjoy doing?)
 - A. Use multiple methods to identify personal interests.
 - B. Document a reflection of the results.
3. Identify Values (What really matters to me?)
 - A. Summarize personal importance of family and other relationships as they relate to school/work.
 - B. Assess desired lifestyle and associated cost.
 - C. Relate the importance of health and wellness to school/work.
 - D. Document a reflection of the results.
4. Identify Skills (What am I good at?)
 - A. Critical Thinking and Problem-Solving
 - i. Recognize and analyze a problem.
 - ii. Identify and evaluate potential solutions and resources.
 - iii. Use sound reasoning to choose a solution.
 - iv. Implement the solution and evaluate the outcome.
 - v. Document a reflection about your use of the problem-solving process.
 - B. Work Ethic
 - i. Define work ethic and explain its importance in the workplace.
 - ii. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace.
 - iii. Demonstrate diligence.
 - iv. Demonstrate dependability.
 - v. Demonstrate responsibility.
 - vi. Demonstrate accountability.
 - vii. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability.
 - C. Information Security

- i. Evaluate presence on social media.
- ii. Evaluate risk associated with presence on social media.
- iii. Follow classroom/workplace protocols to maintain the security of information, computers, networks, and facilities.
- iv. Demonstrate basic internet and email safety.
- v. Document a reflection about personal presence on social media, associated risks, and changes needed for personal safety.

Domain 2: Career Exploration (What's out there for me?)

1. Apply Self-Evaluation to the World of Work (Where do I fit in the world of work?)
 - A. Express the purpose and value of work.
 - B. Summarize how one researches and chooses a career interest.
 - C. Use results of self-evaluation to identify related career clusters and occupations.
 - D. Explore multiple career clusters and occupations of interest (e.g., work site visits, speakers, case studies, shadowing, or community service).
 - E. Choose a cluster or occupation. Research the education or training required, including program of study, labor market information, and wage compared to Idaho's living wage.
2. Make Responsible Choices (How do my choices influence my future?)
 - A. Describe how personal, career, and educational choices impact major life decisions.
 - B. Describe how your personal choices will affect workplace, school, and community.
 - C. Discuss the need for continuous career planning.

Domain 3: Future Planning (How do I get there?)

1. Efficiency and Productivity (How do I turn an interest in to a plan?)
 - A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences.
 - B. Research helpful high school courses and experiences.
 - C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals.
 - D. Manage time and resources and track progress throughout the term.
2. Understand High School Offerings (What can I do in high school to reach my goals?)
 - A. Explore available CTE programs.

- B. Research the local CTSO options and benefits for participation therein.
- C. Examine the benefits of participating in school and community activities.
- D. Examine academic and other high school pathways.

3. Create a Career Pathway Plan (How do I move forward?)

- A. Develop or update a Career Pathway Plan aligned with personal, educational, and career goals.
- B. Apply Career Pathway Plan to selection of high school courses and pathways.

First Steps Standards Professional Development Course Outline

Delivery

Online, 15-hour course

Content

Module 1 – Foundations of Career Technical Education

What is CTE?

Brief History of CTE in Idaho

State Structure of CTE

CTE Pathways and CTSOs at Feeding High Schools

Related Middle School CTE Courses

Module 2 – Foundations of Career Development

Overview of Career Development Theories

Idaho's Career Development Initiatives

District Career Development Plan

Module 3 – Teaching the First Steps Standards

The First Steps Standards

Career Pathway Plan

Existing Instructional Resources

Delivery Methods

Record of Completion

- Module and course completion documented using Idaho's micro credential platform, SkillStack®
- One (optional) college credit will available through Idaho State University and/or University of Idaho

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ATTACHMENT 3

Idaho College and Career Competencies – Workplace Skills for Career Readiness – First Steps Standards Crosswalk		
Idaho College and Career Competencies - IDAPA 08.02.03.004, Incorporated by Reference – (Approved by the Board June 15, 2017)	Idaho Workplace Skills for Career Readiness (Approved by the Board October 2021)	First Steps Standards
1.0 Knowledge of Core Subjects - Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.	1.3.9 Demonstrate the application of mathematical skills to complete tasks as necessary	
1.1 Choose and apply learning strategies	1.3.11 Demonstrate reading and writing skills by reading and interpreting workplace documents and writing effectively	
1.2 Conduct inquiry		
1.3 Evaluate central ideas and concepts		
1.4 Apply knowledge and skills to relevant and authentic tasks		
2.0 Critical Thinking/Creative Problem Solving - Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.	1.1.1 Demonstrate creativity and innovation by employing originality, inventiveness, and resourcefulness in the workplace	

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2.1 Analyze issues in various contexts	1.1.2 Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action	Domain 1.4.A - Critical Thinking and Problem-Solving i. Recognize and analyze a problem. ii. Identify and evaluate potential solutions and resources. iii. Use sound reasoning to choose a solution. iv. Implement the solution and evaluate the outcome. v. Document a reflection about your use of the problem-solving process.
2.2 Solve mathematical problems	1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks	
2.3 Design test solutions	1.3.9 Demonstrate the application of mathematical skills to complete tasks as necessary	
2.4 Construct evidence-based arguments		
3.0 Oral/Written Communications - Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.	1.2.3 Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience	
3.1 Formulate and develop ideas	1.3.11 Demonstrate reading and writing skills by reading and interpreting workplace documents and writing effectively	
3.2 Engage in academic discussion		
3.3 Prepare and finalize ideas in written formats		
3.4 Create and deliver presentation		

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4.0 Teamwork/Collaboration - Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.	1.2.1 Demonstrate conflict-resolution by negotiating diplomatic solutions to interpersonal and workplace issues	
4.1 Build collaborative relationships	1.2.2 Demonstrate customer service by anticipating and addressing the needs of customers and coworkers; providing thoughtful, courteous, and knowledgeable service	
4.2 Contribute to roles and responsibilities	1.2.4 Demonstrate respect for diversity by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences	
4.3 Navigate interpersonal conflict	1.2.5 Demonstrate teamwork by sharing responsibility for collaborative work and respecting the thoughts, opinions, and contributions of other team members	
5.0 Digital Literacy - Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.	1.1.4 Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect	
5.1 Choose and evaluate online sources	1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks	

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5.2 Develop and apply knowledge of safety, privacy, and fair use practices	1.3.6 Demonstrate information security including basic internet use and email safety by following workplace protocols to maintain the security of information, computers, networks, and facilities	Domain 1.4.C - Information Security i. Evaluate presence on social media. ii. Evaluate risk associated with presence on social media. iii. Follow classroom/workplace protocols to maintain the security of information, computers, networks, and facilities. iv. Demonstrate basic internet and email safety. v. Document a reflection about personal presence on social media, associated risks, and changes needed for personal safety.
5.3 Create and communicate in a digital environment	1.3.7 Demonstrate information technology by maintaining a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions	
6.0 Leadership - Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.	1.1.3 Demonstrate initiative and self-direction by independently looking for ways to improve the workplace and accomplish tasks	
6.1 Organize a team to work effectively	1.2.2 Demonstrate customer service by anticipating and addressing the needs of customers and coworkers; providing thoughtful, courteous, and knowledgeable service	
6.2 Encourage, guide, and motivate others	1.2.4 Demonstrate respect for diversity by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences	

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6.3 Organize, prioritize, and delegate work	1.2.5 Demonstrate teamwork by sharing responsibility for collaborative work and respecting the thoughts, opinions, and contributions of other team members	
6.4 Reflect on learning and leadership	1.3.1 Demonstrate big picture thinking by understanding one's role in fulfilling the mission of the workplace and considering the social, economic, and environmental impacts of one's actions	
	1.3.4 Demonstrate efficiency and productivity by planning, prioritizing, and adapting work goals to manage time and resources effectively	Domain 3.1 - Efficiency and Productivity (How do I turn an interest in to a plan?) A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences. B. Research helpful high school courses and experiences. C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals. D. Manage time and resources and track progress throughout the term.
7.0 Professionalism/Work Ethic - Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.	1.1.3 Demonstrate initiative and self-direction by independently looking for ways to improve the workplace and accomplish tasks	

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7.1 Build effective work habits	1.1.4 Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect	
7.2 Communicate verbally and nonverbally	1.1.5 Demonstrate work ethic by consistently working to the best of one's ability being diligent, dependable, and accountable for one's actions	Domain 1.4.B - Work Ethic i. Define work ethic and explain its importance in the workplace. ii. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace. iii. Demonstrate diligence. iv. Demonstrate dependability. v. Demonstrate responsibility. vi. Demonstrate accountability. vii. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability
7.3 Demonstrate integrity and personal accountability	1.2.3 Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience	
7.4 Practice self-reflection and personal growth strategies	1.3.3 Demonstrate continuous learning and adaptability by accepting constructive feedback and being open to new ideas and ways of doing things; continuously develop professional skills and knowledge to adjust to changing requirements	
	1.3.8 Demonstrate job-specific tools and technologies by properly selecting and safely using industry-specific technologies, tools, and machines to complete job tasks effectively	

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	1.3.10 Demonstrate professionalism by meeting organizational expectations regarding work schedule, behavior, appearance, and communication	
	1.3.12 Demonstrate workplace safety by maintaining a safe work environment through adherence to safety guidelines and identifying risks to self and others	
8.0 Career Exploration and Development - Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.	1.1.2 Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action	Domain 1.4.A - Critical Thinking and Problem-Solving i. Recognize and analyze a problem. ii. Identify and evaluate potential solutions and resources. iii. Use sound reasoning to choose a solution. iv. Implement the solution and evaluate the outcome. v. Document a reflection about your use of the problem-solving process.
8.1 Identify, develop and communicate strengths	1.3.2 Demonstrate career and life management by planning, implementing, and managing personal and professional development goals related to education, career, finances, and health	Domain 2.2 - Make Responsible Choices (How do my choices influence my future?) A. Describe how personal, career, and educational choices impact major life decisions. B. Describe how your personal choices will affect workplace, school, and community. C. Discuss the need for continuous career planning
8.2 Build support networks	1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks	

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8.3 Develop an educational and career pathway		Domain 3.1 - Efficiency and Productivity (How do I turn an interest in to a plan?) A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences. B. Research helpful high school courses and experiences. C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals. D. Manage time and resources and track progress throughout the term.
		Domain 3.2 - Understand High School Offerings (What can I do in high school to reach my goals?) A. Explore available CTE programs. B. Research the local CTSO options and benefits for participation therein. C. Examine the benefits of participating in school and community activities. D. Examine academic and other high school pathways.
		Domain 3.3 - Create a Career Pathway Plan (How do I move forward?) A. Develop or update a Career Pathway Plan aligned with personal, educational, and career goals. B. Apply Career Pathway Plan to selection of high school courses and pathways.

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9.0 Citizenship/Civic Responsibility - Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.	1.1.2 Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action	Domain 1.4.A - Critical Thinking and Problem-Solving i. Recognize and analyze a problem. ii. Identify and evaluate potential solutions and resources. iii. Use sound reasoning to choose a solution. iv. Implement the solution and evaluate the outcome. v. Document a reflection about your use of the problem-solving process.
9.1 Participate in community	1.1.4 Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect	
9.2 Evaluate complex and relevant issues	1.2.1 Demonstrate conflict-resolution by negotiating diplomatic solutions to interpersonal and workplace issues	
9.3 Build civic knowledge	1.2.3 Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience	
9.4 Improve my community	1.2.4 Demonstrate respect for diversity by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences	
	1.2.5 Demonstrate teamwork by sharing responsibility for collaborative work and respecting the thoughts, opinions, and contributions of other team members	

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	1.3.3 Demonstrate continuous learning and adaptability by accepting constructive feedback and being open to new ideas and ways of doing things; continuously develop professional skills and knowledge to adjust to changing requirements	
	1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks	
10.0 Financial Literacy - Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.	1.1.2 Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action	Domain 1.4.A - Critical Thinking and Problem-Solving i. Recognize and analyze a problem. ii. Identify and evaluate potential solutions and resources. iii. Use sound reasoning to choose a solution. iv. Implement the solution and evaluate the outcome. v. Document a reflection about your use of the problem-solving process.
10.1 Practice short-term and long-term personal budgeting	1.1.4 Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect	

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10.2 Navigate financial tools, opportunities, and practices	1.1.5 Demonstrate work ethic by consistently working to the best of one's ability being diligent, dependable, and accountable for one's actions	Domain 1.4.B - Work Ethic i. Define work ethic and explain its importance in the workplace. ii. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace. iii. Demonstrate diligence. iv. Demonstrate dependability. v. Demonstrate responsibility. vi. Demonstrate accountability. vii. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability
10.3 Demonstrate effective decision-making involving risk and reward	1.3.1 Demonstrate big picture thinking by understanding one's role in fulfilling the mission of the workplace and considering the social, economic, and environmental impacts of one's actions	
	1.3.2 Demonstrate career and life management by planning, implementing, and managing personal and professional development goals related to education, career, finances, and health	Domain 2.2 - Make Responsible Choices (How do my choices influence my future?) A. Describe how personal, career, and educational choices impact major life decisions. B. Describe how your personal choices will affect workplace, school, and community. C. Discuss the need for continuous career planning

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	1.3.4 Demonstrate efficiency and productivity by planning, prioritizing, and adapting work goals to manage time and resources effectively	Domain 3.1 - Efficiency and Productivity (How do I turn an interest in to a plan?) A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences. B. Research helpful high school courses and experiences. C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals. D. Manage time and resources and track progress throughout the term.
	1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks	
	1.3.8 Demonstrate job-specific tools and technologies by properly selecting and safely using industry-specific technologies, tools, and machines to complete job tasks effectively	

First Steps: Understanding the World of Work through Career Technical Education

In 2018, the Idaho Legislature expanded career technical education (CTE) to 7th and 8th grade. In response, the Idaho Division of Career Technical Education (IDCTE) launched an initiative, First Steps: Understanding the World of Work through Career Technical Education, to research best practices, develop a CTE-focused career development program for students at the middle level, and pilot it.

During the 2019-2020 school year, IDCTE entered the development phase and joined with teams of educators from eleven middle schools across the state to build standards, provide endorsement and assessment recommendations, and create teacher resources. The group became known as the First Steps Pilot Group and included: Aberdeen Middle School (Aberdeen), Fernwaters Public Charter School (Salmon), Fremont Middle School (Kuna), Grangeville Middle School (Grangeville), Jenifer Middle School (Lewiston), Jerome Middle School (Jerome), Lake Hazel Middle School (West Ada School District), Raft River Junior High School (Malta), Rigby Middle School (Rigby), Rimrock Junior High School (Bruneau), and Weiser Junior High School (Weiser).

During the 2020-2021 school year, nine of the eleven schools piloted the standards in course offerings for their students.

First Steps Standards

Domain 1: Self-Evaluation (Who am I?)

1. Identify Personality (What makes me unique?)
 - A. Take a personality inventory.
 - B. Document a reflection of the results.
2. Identify Interests (What do I enjoy doing?)
 - A. Use multiple methods to identify personal interests.
 - B. Document a reflection of the results.
3. Identify Values (What really matters to me?)
 - A. Summarize personal importance of family and other relationships as they relate to school/work.
 - B. Assess desired lifestyle and associated cost.
 - C. Relate the importance of health and wellness to school/work.
 - D. Document a reflection of the results.
4. Identify Skills (What am I good at?)
 - A. Critical Thinking and Problem-Solving
 - i. Recognize and analyze a problem.
 - ii. Identify and evaluate potential solutions and resources.
 - iii. Use sound reasoning to choose a solution.
 - iv. Implement the solution and evaluate the outcome.
 - v. Document a reflection about your use of the problem-solving process.

B. Work Ethic

- i. Define work ethic and explain its importance in the workplace.
- ii. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace.
- iii. Demonstrate diligence.
- iv. Demonstrate dependability.
- v. Demonstrate responsibility.
- vi. Demonstrate accountability.
- vii. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability.

C. Information Security

- i. Evaluate presence on social media.
- ii. Evaluate risk associated with presence on social media.
- iii. Follow classroom/workplace protocols to maintain the security of information, computers, networks, and facilities.
- iv. Demonstrate basic internet and email safety.
- v. Document a reflection about personal presence on social media, associated risks, and changes needed for personal safety.

Domain 2: Career Exploration (What's out there for me?)

1. Apply Self-Evaluation to the World of Work (Where do I fit in the world of work?)

- A. Express the purpose and value of work.
- B. Summarize how one researches and chooses a career interest.
- C. Use results of self-evaluation to identify related career clusters and occupations.
- D. Explore multiple career clusters and occupations of interest (e.g. work site visits, speakers, case studies, shadowing, or community service).
- E. Choose a cluster or occupation. Research the education or training required, including program of study, labor market information, and wage compared to Idaho's living wage.

2. Make Responsible Choices (How do my choices influence my future?)

- A. Describe how personal, career, and educational choices impact major life decisions.
- B. Describe how your personal choices will affect workplace, school, and community.
- C. Discuss the need for continuous career planning.

Domain 3: Future Planning (How do I get there?)

1. Efficiency and Productivity (How do I turn an interest in to a plan?)

- A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences.
- B. Research helpful high school courses and experiences.
- C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals.
- D. Manage time and resources and track progress throughout the term.

2. Understand High School Offerings (What can I do in high school to reach my goals?)
 - A. Explore available CTE programs.
 - B. Research the local CTSO options and benefits for participation therein.
 - C. Examine the benefits of participating in school and community activities.
 - D. Examine academic and other high school pathways.

3. Create and Idaho Student Learning Plan (How do I move forward?)
 - A. Develop or update the Idaho Student Learning Plan (Four-Year Plan) aligned with personal, educational, and career goals.
 - B. Apply Idaho Student Learning Plan to selection of high school courses and pathways.

First Steps Pilot Outcomes

School Participation

Nine schools piloted the First Steps Standards in course offerings for their students.

- Aberdeen Middle School (Aberdeen)
- Fernwaters Public Charter School (Salmon)
- Fremont Middle School (Kuna)
- Jenifer Middle School (Lewiston)
- Jerome Middle School (Jerome)
- Lake Hazel Middle School (West Ada School District)
- Raft River Junior High School (Malta)
- Rigby Middle School (Rigby)
- Weiser Junior High School (Weiser)

In addition, West Ada School District and Kuna School District supported the First Steps Pilot at all of the middle schools in their districts. The “co-pilot” schools included:

- Kuna School District
 - Kuna Middle School
- West Ada School District
 - Eagle Middle School
 - Lewis Clark Middle School
 - Lowell Scott Middle School
 - Pathways Middle School
 - Star Middle School
 - Victory Middle School

Implementation

Pilot schools were encouraged to implement the First Steps Standards in the way that worked best for their schools to create models of implantation that could serve examples to other middle schools across the state in similar circumstances.

Duration of Course Offering

- 50% Semester
- 37.5% Quarter
- 12.5% Trimester

Method of Delivery

- 75% Stand-alone course
- 12.4% Stand-alone and embedded in another program focused course
- 12.5% Utilized IDLA course specifically aligned with First Steps Standards

Student Participation

A total of 2,791 students participated in the First Steps Pilot across Idaho.

- 1,657 at pilot schools
- 1,134 at co-pilot schools

Student Feedback

Participating students (n=85 spanning grades 6-8) at three pilot schools responded to an exit survey and provided feedback about their experience, rating their learning on a scale of 1 (low) to 5 (high) and providing comments. The average ratings indicate the following:

Domain 1 – Self Evaluation

- 3.56 In this class, I learned about my personality. Now, I better understand what makes me unique.
- 3.80 In this class, I identified my interests and what I enjoy doing.
- 3.67 In this class, I identified my values, Now, I better understand what's important to me.
- 3.29 In this class, I learned to recognize a problem and work through a process to solve it.
- 4.18 In this class, I learned about work ethic and its importance in the workplace.
- Percent of respondents who rated learning and demonstrating the following at a 4 or 5:
 - Diligence – 51.76%
 - Dependability – 75.29%
 - Responsibility – 82.35%
 - Accountability – 81.18%
- Percent of respondents who rated learning and being more careful about information security at 4 or 5:
 - My presence on social media – 63.53%
 - Risk taking on social media – 70.59%
 - Protecting my information – 77.65%
 - Using the internet – 72.94%
 - Emailing – 63.53%

Domain 2 – Career Exploration

- 4.08 I can explain the purpose and value of working.
- 4.00 I used what I learned about myself (personality, interests, values, skills) and the experiences I had in this class to help me find careers that interests me.

- 4.18 I know how to research to find out the education and/or training required, the demand for the career and the expected wages.
- 4.51 I understand how my personal, educational, and career choices will impact my life later.

Domain 3 – Future Planning

- 3.60 I know how to research a major at a college or university.
- 3.93 I know how to find classes to take in high school that are related to a career that I find interesting.
- 3.96 In this class, I learned a process for goal setting and now know how to set short-term and long-term goals for myself and my future.
- 3.73 In this class, I learned how to manage my time to complete school work and other tasks by the due date.
- 3.53 I know about the CTE programs available to me in high school or how to find out about them and who to go to with questions.
- 3.87 I know about opportunities available to me in high school (Advanced Placement (AP) classes, Dual Credit (DC) classes, sports, clubs, activities, etc.).
- 3.56 I have started my "Four Year Plan" using what I learned about myself in this class.
- 4.08 I plan to or have already used what I learned about myself and my career interest in this class to choose my high school classes.

Student Comments

What was your favorite thing about this class?

"My favorite thing about this class was exploring different careers that interest me and getting to know myself as a person better." – 8th grader

"The guest speakers." – 8th grader

"I liked learning about myself and taking personality tests to see what jobs fit me." – 8th grader

"I enjoyed learning about all the different careers and finding which ones were right for me." – 8th grader

"We are talking about money." – 7th grader

"The life questions, I needed to know how I am supposed to live as an adult, and my parents helped me with that as well." – 8th grader

"That it was fun to learn the jobs that you can do and the wages." – 6th grader

"Being able to learn about myself and what comes after high school." – 8th grader

"How it seemed hard but it was easy to understand in the end." – 8th grader

"Learning more about myself and what I want to do when I'm older." – 8th grader

What will you tell your friends about this class?

"That it was a good way to learn about how to choose a career and understand important career decisions." - 8th grader

"They should take the elective so they get an understanding for all the opportunities they have in high school." - 8th grader

"I would tell them that this class helped me understand myself more and who I am as a person, and relieved some stress that I had about the future." - 8th grader

"It was a good class that made you look at adulthood and making decisions from a different perspective, how everything isn't always set for you." - 8th grader

"I would highly recommend it to them, you learn a lot about yourself." - 8th grader

"I will (and have told) my friends that this class would not only be fun for them to take, but also would be an amazing self-investment for them now and in the future." - 8th grader

"I would tell my friends that I learned more about myself, and how what I like can lead me to a good career choice." - 8th grader

Any Final Thoughts?

"I personally think it should be required because I was able to learn about how to save and spend effectively and how my choices right now will impact my future." - 8th grader

"I think this class should become mandatory, because you learn all about things they never teach you anywhere else." - 8th grader

For more information about First Steps please contact Jenni Bradford (jenni.bradford@cte.idaho.gov), Senior Program Quality Manager at IDCTE.

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IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E Idaho Division of Career Technical Education – New Chapter and Repeal – First Reading

REFERENCE

August 2020	Board approved first reading of proposed amendments to Board Policy IV.E.4.a. clarifying state programs administered by the Division.
October 2020	Board approved second reading of proposed amendments to Board Policy IV.E. Division of Career Technical Education.
August 2021	Board approved first reading of proposed amendments to Board Policy IV.E. updating career technical educator endorsement provisions.
October 2021	Board approved second reading of proposed amendments to Board Policy IV.E.
June 2022	Board approved first reading of proposed amendments to Board Policy IV.E. moving CTE Content Standards to Board Policy.
August 2022	Board approved second reading of proposed amendments.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.E.
Sections 33-105 and 33-107, Idaho Code and Chapter 22, Title 33, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 and IDAPA 08.02.03

BACKGROUND/DISCUSSION

Section 33-2205, Idaho Code, requires the Board, as the State Board of Career Technical Education, to appoint a person to serve as an administrator to the State Board of Career Technical Education who will serve as the Administrator of Career Technical Education and authorizes the establishment of the Division of Career Technical Education. Board Policy Section IV. Organization Specific Policies and Procedures, subsection E. Division of Career Technical Education sets out the Board's policies and procedures by which the Division implements and administers the provision of chapter 22, title 33, Idaho Code, and administers the Idaho career technical education system, as defined in Section 33-2202(2), Idaho Code. Through the Governor's Zero-Based Regulations initiative and the direction to move requirements that can be established through Board policy from administrative code to policy, this section of policy has become very long and cumbersome to navigate over the last couple of years. The policy currently contains general delegated authority by the Board to the Division, defined terms used throughout the section, secondary and postsecondary program approval and delivery framework, career technical education program standards, career

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technical educator certification endorsement requirements, Idaho Agricultural Education Quality Program standards, and provisions governing the Industry Partner Fund.

The proposed amendments would take the current Board approved policy and break it up into four sections: VII.A. General Policies and Definitions, VII.B. Program Standards, VII.C. Certification Standards, VII.D. Miscellaneous Grant Program Standards and Requirements. An additional amendment would update the current program standards with a reference to the First Steps standards being considered by the Board under a separate agenda item and delegation to the Administrator the approval of professional development required in Section 33-1614, Idaho Code, for instructors of career pathway courses aligned to the First Step standards.

IMPACT

Approval of the proposed amendments would repeal Board Policy Section IV.E. Division of Career Technical Education and establish a new section of Board Policy, Section VII Division of Career Technical Education, with four subsections, subsections VII.A., VII.B., VII.C., and VII.D. allowing the provisions currently contained in the single section to be broken out over three subsection making them easier to navigate and manage.

The proposed amendments would make only one policy change from the current policy requirements. The proposed change would delegate to the Division the responsibility of evaluating and approving instructional staff career pathways professional development. This change can be found on page 20 of Attachment 1, proposed section VII.C.6.

ATTACHMENTS

Attachment 1 – Board Policy VII. Division of Career Technical Education – New Section – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

OSBE staff recommends that the Board approve the first reading of the restructure and revision of board policies governing the Division of Career Technical Education as presented.

BOARD ACTION

I move to repeal Board Policy Section IV.E. Division of Career Technical Education and I move to approve the first reading of Board Policy Section VII. Division of Career Technical Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION
Subsection: A. General Policies and Definitions**

August 2023

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 and the implementation of Chapter 22, Title 33, Idaho Code.

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. Matters brought before the Board in its capacity as the State Board of Career Technical Education shall follow the same policies and procedures established by the Board for all agencies and institutions under its governance.

3. 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.

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.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION
Subsection: B. Program Delivery**

August 2023

1. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

2. 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.
 - 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.

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ATTACHMENT 1

- 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
- 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
- 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

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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

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- 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
9. First Step: World of Work courses taught by an instructor holding a career technical educator certification may be included as part of a cluster or approved pathway program regardless of the content area endorsement the instructor holds.

10. 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

To be considered for approval career technical education programs must meet the 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 24, 2022
- d. Health Sciences, as adopted on August 29, 2019.
- e. Family and Consumer Sciences, as revised and adopted on June 3, 2022.

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- f. Skilled and Technical Sciences, as revised and adopted on August 24, 2022.
- g. Workplace Readiness, as adopted on August 26, 2021.
- h. First Steps: World of Work

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SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION

Subsection: C. Career Technical Educator Certification

August 2023

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:

1. Endorsements A-C

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. 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.
 - h. 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.
 - i. 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.
 - j. 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.
 - k. 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.
 - l. 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.
 - m. 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.
 - n. 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.
 - o. 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.
- p. 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.
 - q. 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.
 - r. 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.
 - s. 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.
 - t. 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.
 - u. 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.
2. Endorsements D-N
- a. 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.
 - b. 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.

- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. 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.
- h. 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.
- i. 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.
- j. 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.
 - k. 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.
 - l. 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.
 - m. 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.
 - n. 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.
 - o. 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.
 - p. 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.
 - q. 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.
 - r. 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.

- s. 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.
 - t. 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.
3. Endorsements O-W
- a. 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.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of

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engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.

- f. 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.
- g. 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.
- h. 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.
- i. 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.
- j. 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.
- k. 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.

4. Degree Based Career Technical Certificate Endorsements:

- a. 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.
- b. 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.
- c. 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.
- d. 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.
 - e. 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.
 - f. 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.
 - g. 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.
5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
- a. Agricultural Business Management (6-12)
 - b. Agricultural Power Machinery (6-12)
 - c. Agricultural Production (6-12)
 - d. Animal Health and Veterinary Science (6-12)
 - e. Aquaculture (6-12)
 - f. Business Management/Finance (6-12)
 - g. Child Development Care and Guidance (6-12)
 - h. Culinary Arts (6-12)
 - i. Dietitian (6-12)
 - j. Farm and Ranch Management (6-12)
 - k. Fashion and Interiors (6-12)
 - l. Food Service (6-12)
 - m. Forestry (6-12)
 - n. Horticulture (6-12)
 - o. Information/Communication Technology (6-12)
 - p. Microcomputer Applications (6-12)
 - q. Natural Resource Management (6-12)
 - r. Networking and Computer Support (6-12)
 - s. Orientation to Health Professions (6-12)
 - t. Programming and Web Design (6-12)

6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

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SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION

**Subsection: D. Miscellaneous Grant Program Standards and Requirements
August 2023**

1. Section 33-1629, Idaho Code, establishes the Idaho Agricultural Education Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. These grants shall be administered based on the provisions of Section 33-1629, Idaho Code, and IDAPA 55.01.04.
- a. 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>.

2. Industry Partner Fund

Section 33-2213, Idaho Code, establishes the 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.
 - vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

InSpIRE Ready! – Career Technical Educator Preparation Program

REFERENCE

February 16, 2023 Board received annual update from the Division of Career Technical Education, including expanded InSpIRE Ready! program participation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.E.
Idaho Code §§ 33-1203, 33-2203, and 33-2205
Idaho Administrative code, IDAPA 08.02.03 – Section 015.04, Career Technical Certification Requirements

BACKGROUND/DISCUSSION

Pursuant to Idaho Code § 33-2205, the Board must authorize the issuance of career technical education teaching certificates to individuals who teach in career-related subject areas based on a sliding scale that takes into consideration the amount of professional experience and education in a related field the individual wishes to teach in or holds an approved industry certification in a loosely related field. Additionally, IDAPA 08.02.02.015 establishes a standard degree-based career technical certificate pathway and industry-based occupation specialist certificate pathways. The occupational specialist certificate pathways include a limited occupational specialist certificate, standard occupational specialist certificate and advanced occupational specialist certificate and the requirements for progressing from the three year, non-renewable, limited occupational specialist to the five-year renewable standards and advanced occupational specialists' certificates. These requirements align with the requirements established in Idaho Code § 33-2205.

The InSpIRE Ready! program was developed to provide the training, support, and mentoring needed for individuals coming from an industry background and new to teaching to successfully complete the limited occupational specialist certification requirements and move on to a standard certification as well as become highly effective, world-class, instructors. The program is based on a cohort model that allows for individuals to build a network of teachers to support and be supported throughout their teaching careers while at the same time allowing individuals to move through the program at their own pace. The program was developed and offered by the Division, and there is no tuition associated with it.

Each year the InSpIRE Ready! cohort training year begins with variations on the First Camp. Secondary teachers who chose the InSpIRE Ready! route complete six semester courses on topics such as classroom management and student

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

engagement over the course of three years. They also benefit from having a career technical education (CTE) mentor who helps them transition from industry to the classroom and provides instruction and resources to be a successful CTE teacher. The InSpIRE Ready! program has over 300 secondary CTE teachers currently participating. New postsecondary CTE teachers may also participate in the InSpIRE Ready! program. Postsecondary instructors complete prescribed postsecondary teaching courses and work with a CTE mentor.

The InSpIRE Ready program allows the cohorts of participants to:

- Network and grow with other limited occupational specialists in Idaho and in their regions.
- Receive timely, ongoing support to help them be successful as they enter the teaching profession from industry.
- Hone their teaching methods and approaches to help them and their students be increasingly successful in their content area of expertise.
- Immerse themselves in understanding career technical education in Idaho.

IMPACT

As the Board takes a deeper look at the various Board approved educator preparation programs, the Division was asked to provide an update on the educator preparation program for career technical education instructors.

ATTACHMENTS

Attachment 1 – InSpIRE Ready! Presentation

BOARD ACTION

This item is for informational purposes only.

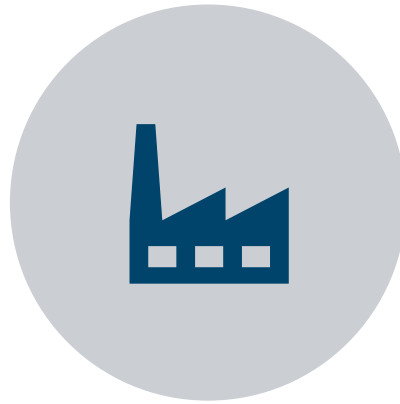
InSPiRE Ready!

Clay Long, Ph.D. | State Administrator

Routes to Certification



College/University Educator
Preparation Program



Occupational Specialist



Alternative Authorizations

Recruiting Trends in Idaho



Retirees who want to give back

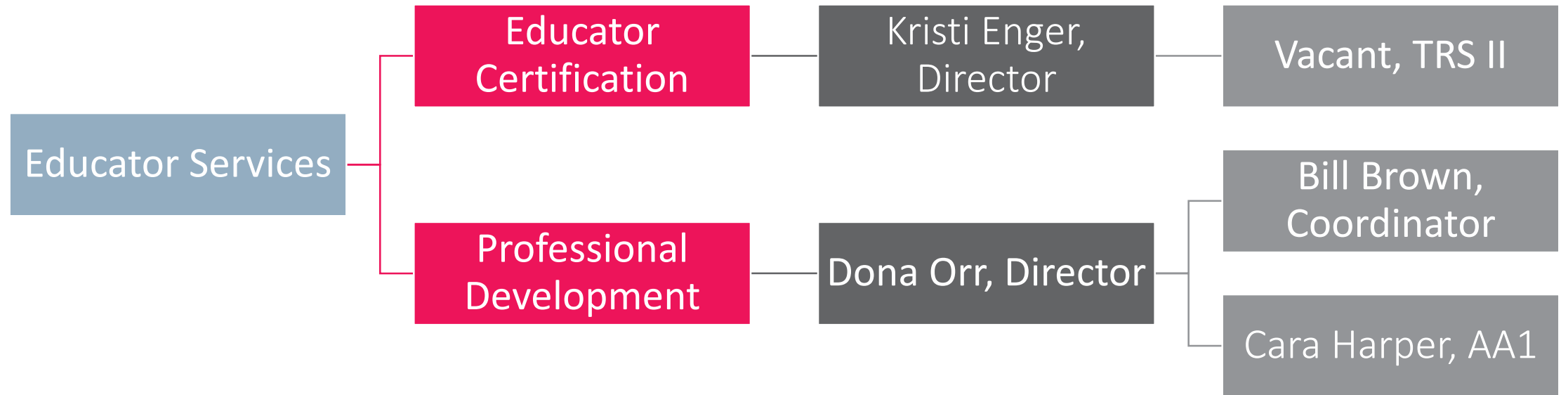


Early-in-career workers disillusioned
with work environment



Trade workers seeking to teach as
they age

Educator Services



Professional Development Programs

Prepare new teachers for their first years in the classroom



Complete after receiving LOS certificate



Support new teachers completing LOS requirements



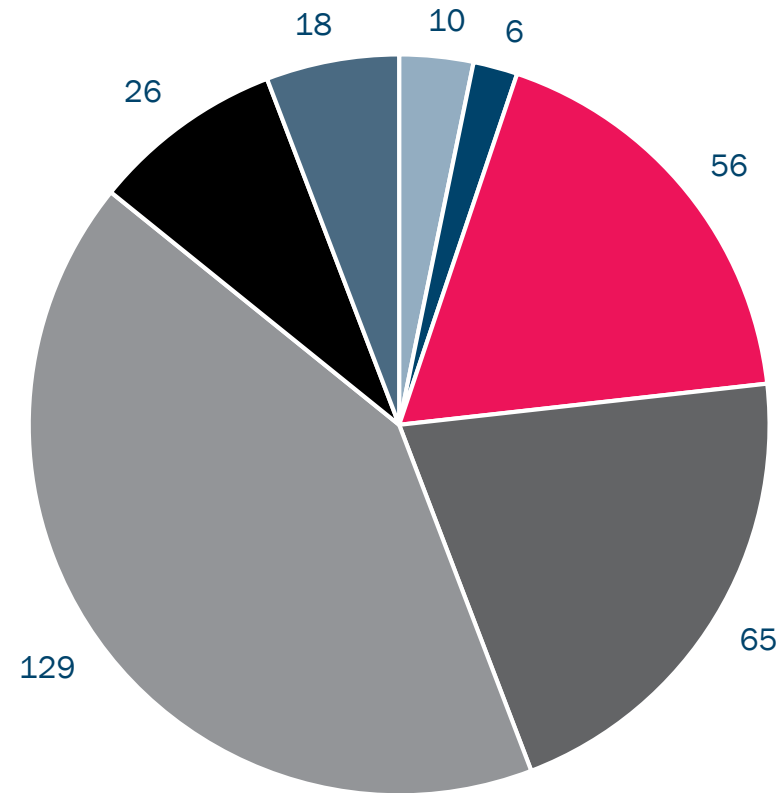
Network with regional educators and institutions



Develop district/state leaders



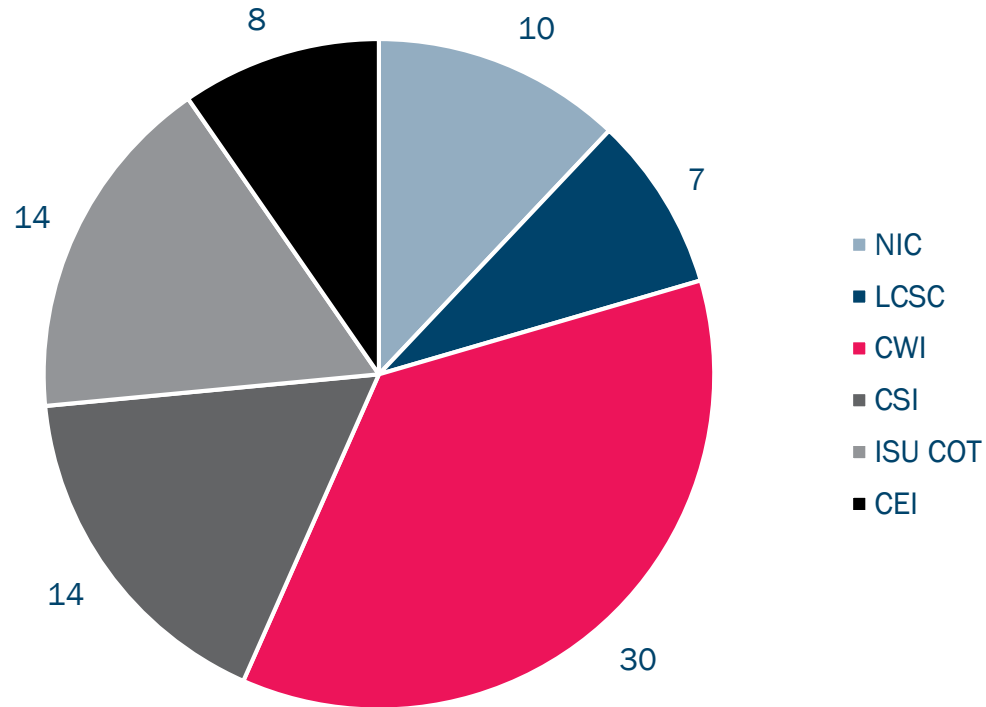
New Teacher Training Stats



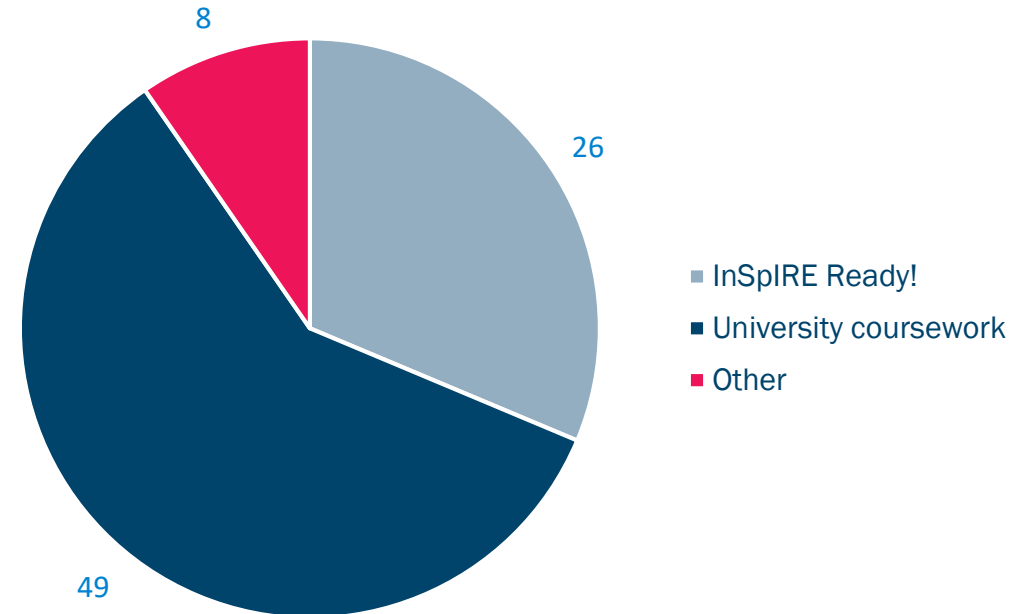
- Inactive
- Alternative Authorization certificate
- Certification expires in 2023
- Certification expires in 2024
- Certification expires in 2025
- Certification expires in 2026
- Other, special, or unknown

Postsecondary

Institution

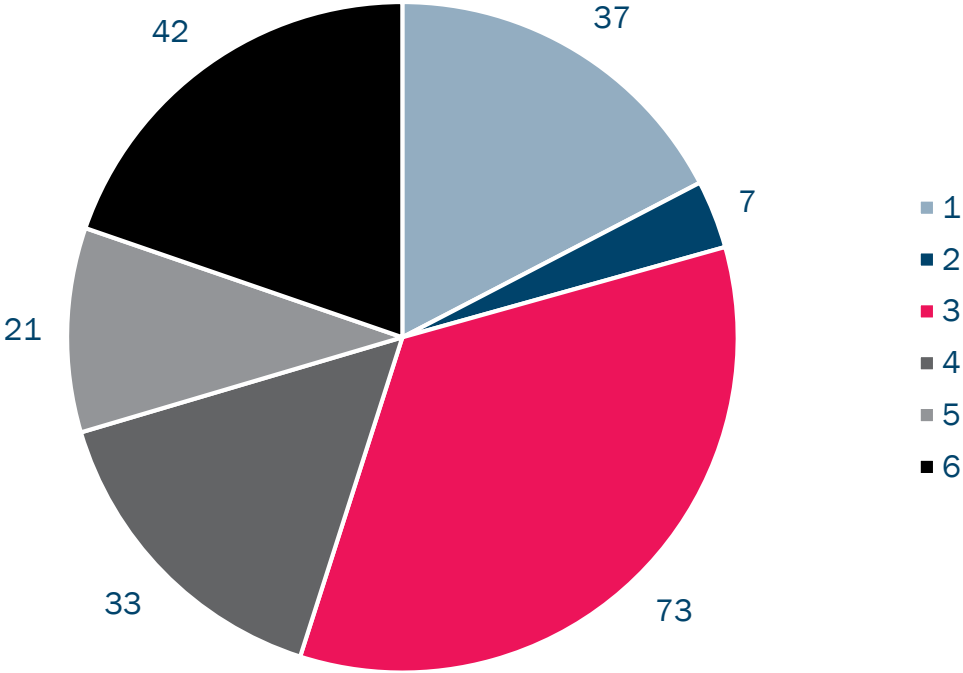


Training Route

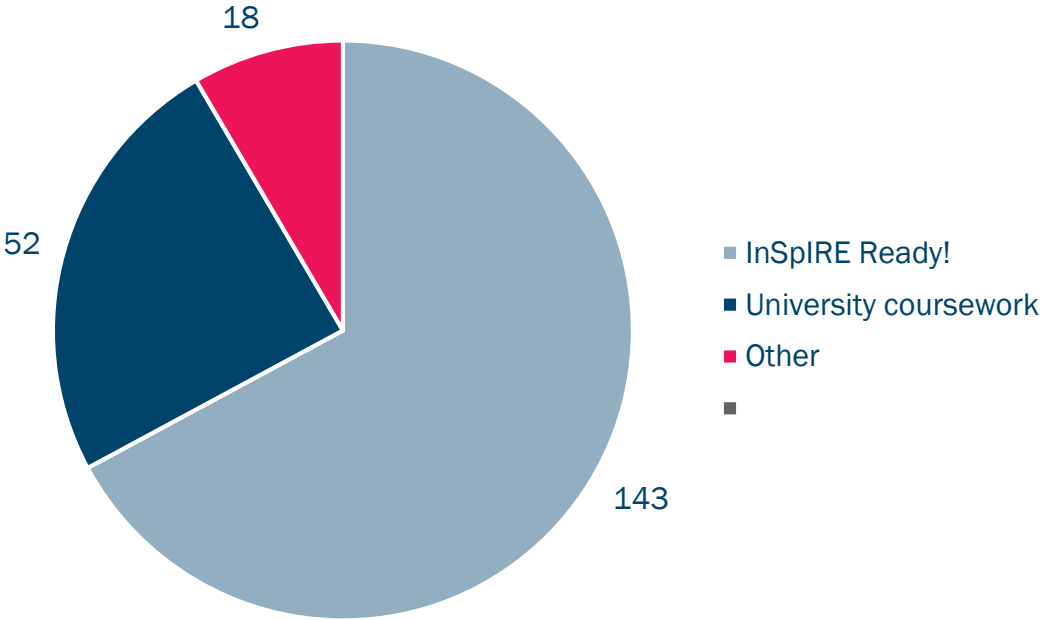


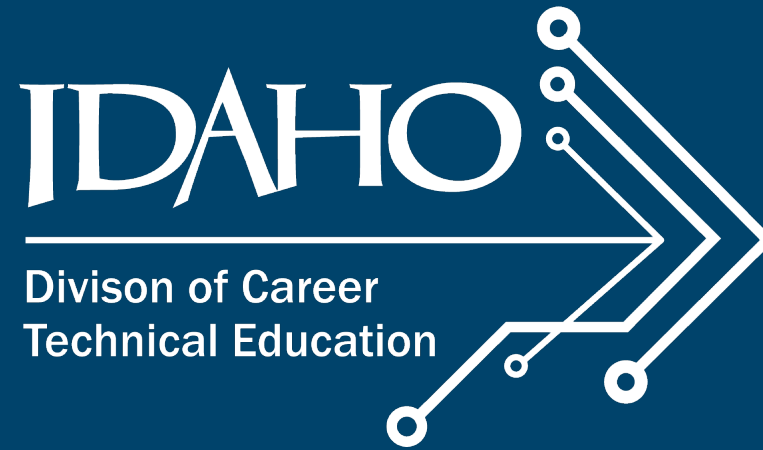
Secondary

Region



Training Route





Questions?

Speaker Name

Email | Phone | Website

PLANNING, POLICY, AND GOVERNMENT AFFAIRS
JUNE 14, 2023

SUBJECT

Idaho Math Transitions Update

REFERENCE

September 2017	Board adopted the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies, including the Math Pathways strategy.
December 2017	Board reviewed implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by CCI funding, including the Math Pathways strategy.
August 2018	Board provided with overview regarding Idaho's selection as a Momentum Pathways state by Complete College America.
October 2021	Board provided update on the work, which was named the Idaho Math Transitions Network.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1627
Idaho Administrative Code, IDAPA 08.02.03 105 Graduation Requirements (mathematics)

BACKGROUND/DISCUSSION

The Idaho Math Transitions work has been ongoing work in Idaho for several years. It is a collaborative effort between institutions of higher education, the Office of the State Board of Education, the State Department of Education and the Division of Career and Technical Education. The work is focused on creating mathematics course sequences that create an effective transition from high school to college based on students' chosen career interests and post-high school plans. It is also focused on modernizing high school math content to meet the needs of current Idaho industries. This agenda item will review the work completed since the October 2021 update and engage the Board in discussions for the proposed goals for moving forward.

IMPACT

This agenda item will engage the Board in conversations about high school mathematics and provide them an opportunity to give guidance for future work

ATTACHMENTS

Attachment 1 – Idaho Math Transitions 2022/2023 Update
Attachment 2 – Draft 9-12 Course Planning Guide

PLANNING, POLICY, AND GOVERNMENT AFFAIRS
JUNE 14, 2023

STAFF COMMENTS AND RECOMMENDATIONS

Not Applicable.

BOARD ACTION

This item is for informational purposes only.

2022/23 UPDATE IDAHO MATH TRANSITIONS

To: Linda Clark, President, Idaho State Board of Education

Debbie Critchfield, Superintendent of Public Instruction

Cc: Matt Freeman, Executive Director, Office of the State Board of Education

Ryan Cantrell, Deputy Superintendent, State Department of Education

Clay Long, State Administrator Division of Career Technical Education

From: Idaho Math Transitions Steering Committee

Committee Facilitators:

Cathy Beals, Ed. D., Mathematics Coordinator, State Department of Education

Heidi Estrem, Ph. D. Associate Academic Officer, Office of the State Board of Education

Higher Education Representatives:

Ann Abbott, Ph. D., Senior Instructor, University of Idaho

Susan Adeylotte, M.S., Associate Professor, College of Western Idaho

Dr. Joe Champion, Ph. D., Associate Professor, Boise State University

Ron Cresswell, Ed. D., Chair Mathematics Department, College of Southern Idaho

Randa Kress, Senior Instructor Math, Idaho State University

Kacey Diemert, Ph. D., Associate Professor, Lewis-Clark State College

K-12 Representatives:

Chet Andes, Assistant Director, Idaho Division of Career Technical Education

Casey McLaughlin, Assistant Superintendent, Lake Pend Oreille School District Region 1

Lanna Proctor, Teacher, Deary High School, Region 2

Jerod Morehouse, Teacher, Timberline High School, Region 3

L.T. Erickson, Curriculum Director, Twin Falls School District, Region 4

Jennie McClain, Teacher, Malad High School, Region 5

Levi Jaynes, District Math Coordinator and High School Principal, Jefferson School District, Region 6

What is the Idaho Math Transitions Project?

The Idaho Mathematics Transitions (IMT) project began at a convening of the Conference Board of Mathematical Sciences in Reston, VA in May 2019, with the purpose of addressing issues and engaging

the necessary parties in creating solutions to modernize high school mathematics education. Across the nation, high school mathematics courses focus on a calculus-based curriculum, which does not presently align to the use of mathematics in Idaho colleges and careers. Modernizing the high school mathematics curriculum will involve aligning high school math course pathways to college mathematics programs and the use of mathematics in Idaho industries. The Idaho Math Transitions project is working toward providing high school juniors and seniors choices for and success in math courses aligned to a wide range of career paths.

This work was originally called the Math Transitions Network and was supported through a grant to the State Board of Education from the Dana Center at the University of Texas, Austin. Since 2019, the work has evolved to be fully sustainable as a K-12 project led by the State Department of Education, advised by a steering committee comprised of K-12, higher education, and career technical education professionals. This project complements the Math Pathways work being conducted by Idaho's public colleges and universities¹. The Idaho Math Transitions Steering Committee includes postsecondary math faculty from each institution of higher education in Idaho, high school mathematics teacher-leaders and administrators from each Region, and staff from the State Department of Education, the Division of Career and Technical Education, and the Office of the State Board of Education. The overarching goals of the IMT project include:

- Redefining local criteria constituting success in high school and college mathematics.
- Identifying strategies for the effective delivery of transitional math instruction in high school and college in order to provide multiple pathways for students to achieve success in mathematics.
- Increasing the success of transitional mathematics through facilitation of communication among academic and non-academic stakeholders.
- Improving content, assessment, and instruction so as to better serve students and increase their success in high school and college mathematics.
- Appropriately aligning high school and college mathematics courses and expectations based on the academic and career pathways of students to enable success throughout their postsecondary career and beyond.

Focus Statement

As a result of extensive collaboration and input from many stakeholders, the purpose statement for this project was revised to capitalize on Idaho's Advanced Opportunity program.

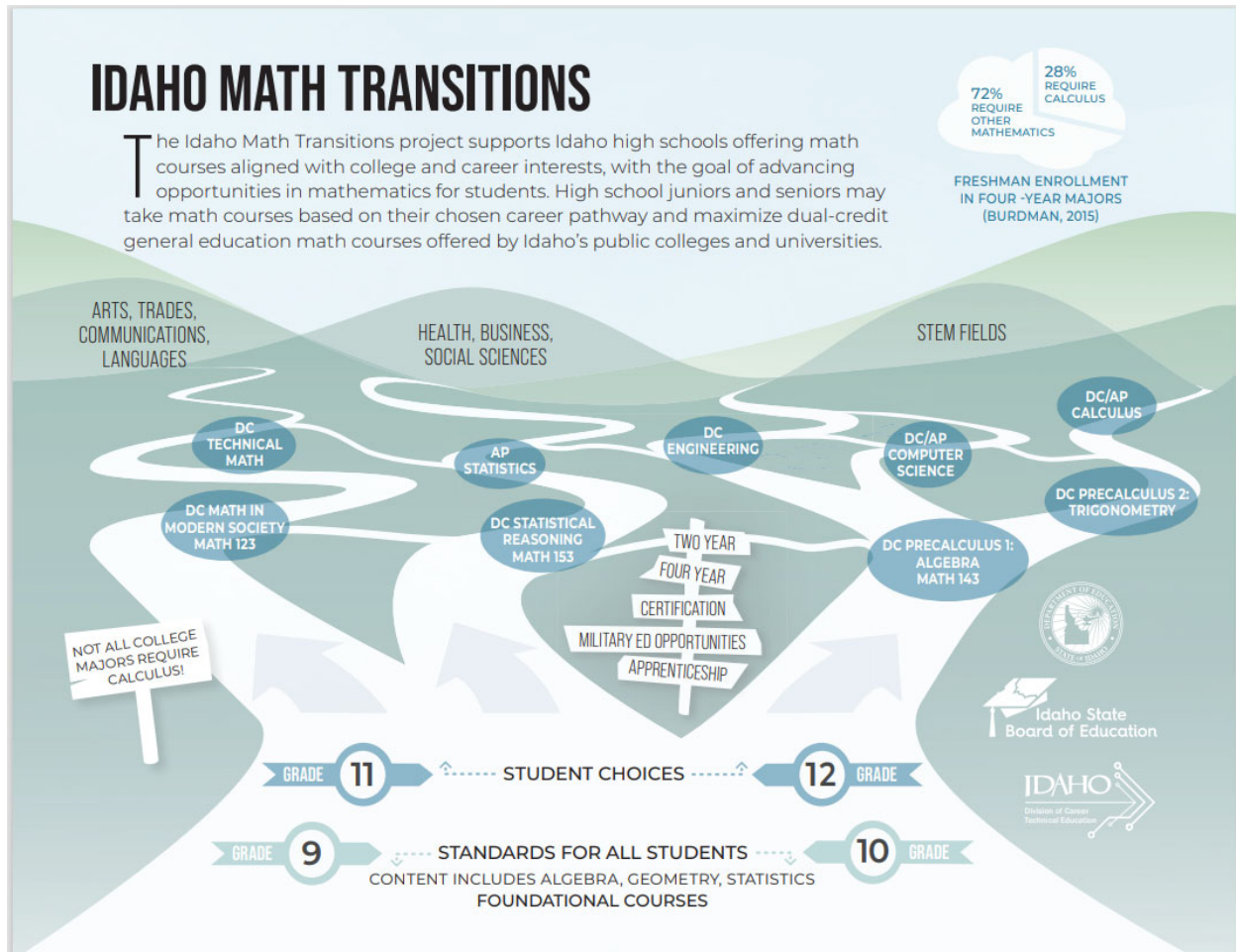
Revised Purpose Statement

The Idaho Math Transitions project supports Idaho high schools offering math courses aligned with college and career interests, with the goal of advancing opportunities in mathematics for all students. High school juniors and seniors may take math courses based on their chosen career pathway and maximize dual-credit general education math courses offered by Idaho's public colleges and universities.

¹ The postsecondary Math Pathways collaboration facilitates the development of foundational college math courses that are more appropriate for the majority of students whose degree programs do not require calculus.

Additionally, the steering committee published a project graphic that summarizes the vision for Idaho high school mathematics programs supported by this project. The graphic is shown in Figure 1 and posted at <https://www.sde.idaho.gov/academic/math>.

Figure 1: Idaho Math Transitions Messaging Graphic



Report on FY2022 Planned Action Steps

This section reports progress on each of the planned action steps for FY2022.

1) Offer two, one-credit professional development courses for high school math educators and leaders in follow up to the Catalyzing Change in High School Mathematics course.

The SDE offered two workshops for high school educators which included information on exemplary course sequences. The courses focused on differentiation strategies for Algebra 1 and how to integrate data science into high school mathematics courses. Fifty high school educators attended these workshops.

In 2023, the SDE offered two additional workshops in this series, which they are calling Catalyzing Change in Idaho High School Mathematics. They offered a hybrid class called Mathematics Modeling and

Modeling Mathematics, which 55 educators are attending and re-offered the Catalyzing Change in Idaho High School Mathematics Virtual Book Study, which 24 educators are attending.

2) Host regional math networking dinners.

Members of the steering committee networked with stakeholders at the 2022 STEM Ecosystem Convening in April in Lewiston, the 2023 STEM Ecosystem Convening in April in Pocatello and the ICTM/ISTA Soaring with Stem Conference in Pocatello in August. The SDE Mathematics Coordinator and the OSBE College and Career Coordinator presented at the Idaho College and Career Summit in October. The SDE and Regional Math Specialists are planning regional workshops and networking opportunities for high school mathematics educators and leaders for Fall 2023. Additionally, the SDE Mathematics Coordinator has visited high schools in different regions and has had informal networking opportunities with Work Force Development Council and Micron Technology.

3) Create communication assets

The steering committee created the messaging graphic shown in Figure 1, and plan to develop several supporting documents that will help high school counselors communicate with students and parents about choosing math courses that align to a student's post high school plans. The slide deck being prepared for the Spring 2023 Regional Workshops will be available for districts to use for messaging to their stakeholders. The SDE Mathematics Coordinator and Regional Math Specialists worked with high school educators and mathematics professors on the steering committee create a DRAFT document that will assist high schools in assigning standards to courses for high school mathematics aligned to the vision of the Idaho Math Transitions project.

4) Request additional funding

During the 2023 Legislative session, funding was approved that will add one regional mathematics specialist to each Regional Math Center (RMC), housed at Idaho's four year institutions and supported by the State Department of Education. These additional staff will allow the RMC to provide a greater level of intensive support for high schools in the regions they each support. Regional Math Specialists working on the Idaho Math Transitions project work collaboratively with the SDE Mathematics Coordinator to ensure consistent statewide messaging and co-create resources.

5) Create a guidance document and a crosswalk that shows how the Idaho Mathematics Content Standards align to Career and Technical Education (CTE) Standards in different career clusters.

This work was not completed in FY22 or FY23. The focus was on the guidance document for aligning the standards to college courses. The SDE Mathematics Coordinator will collaborate with CTE Program Managers to create crosswalks to CTE standards in FY24.

6) Finish SDE guidance document on high school mathematics.

This document is in draft form and will be completed and posted on the SDE Mathematics webpage after receiving input from the State Board of Education and other stakeholders.

7) Create a consistent statewide system of placement into college mathematics courses based on current evidence-based practices.

The steering committee established a subgroup for this work, gathered data on current processes, and had preliminary conversations about this project. The subgroup identified factors from high schools that would help college faculty, math program directors and/or advisors to support students in making a successful transition to college level mathematics. These factors are:

- *Math GPA*
- *Math courses taken in HS*
- *ISAT Math Score*
- *ACT or SAT Math Score*
- *Math Badges earned*
- *Common Placement Test Score*
- *Teacher Recommendation Score*
- *Career interests*
- *Major*
- *Desired school*
- *Enrolled school*
- *Teacher comments*
- *Math Identity Score*

Project leaders met with the Next Steps team at the Office of the State Board of Education. Next Steps staff has offered to assist in meeting with key personnel to discuss the best way to capture the desired data from different state systems and determine how it can be available for college math professors and advisors. This work will continue over the next year. This is an area that will need multiple stakeholder conversations. Postsecondary math coordinators/program leads either have implemented new approaches to math placement or are actively experimenting with other approaches. There is interest among math program coordinators in ensuring that they share somewhat similar approaches to placement, and so coordination will be important. Additionally, the postsecondary institutions serve out-of-state and international students, and their placement processes need to be reasonably equitable for all students.

Next Steps for FY24

1. Plan content for a series of six professional development courses that can be offered on an ongoing, rotating basis for high school mathematics educators. Planning for a three-year cycle will allow the SDE to budget resources and focus the work of the regional math specialists on a few classes a year
2. Present at 2023 IASA conference
3. Host Regional Workshops for High School Teams to educate them about exemplary course sequences for a modern world and research-based mathematics instruction.
4. Complete crosswalks that show how Career and Technical Education Standards align to the Idaho Content Standards for Mathematics.
5. Organize high school course taking pattern data into an infographic and engage stakeholders in discussions about that data.

6. Continue discussions with college faculty, math program directors and/or advisors to communicate math placement processes to high schools.
7. Consider conducting a math identity survey to determine the perceptions of Idaho high school students about mathematics.
8. Plan a campaign to highlight how mathematics is used in Idaho industries and encourage students to experience a broad range of mathematics and related courses in four years of high school.
9. Support high schools in developing courses aligned to the Idaho Math Transitions vision of high school mathematics opportunities.
10. Support high schools in providing high-quality mathematics instruction.
11. Support high school in the selection of high-quality instructional materials.
12. Explore the use of math badges as a mechanism for students to show mastery of high school mathematics standards by integrating contexts from Career and Technical Education courses into mathematics instruction.

IDAHO CONTENT STANDARDS FOR MATHEMATICS

9 - 12 Course Planning Guide



Idaho State Department of Education
Content and Curriculum | Mathematics

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE
WWW.SDE.IDAHO.GOV

CREATED 1/2023

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INTRODUCTION -

The 2022 Idaho Content Standards for Mathematics support a progression of increasing knowledge and skills. For grades nine through twelve, content is organized into five conceptual categories:

- Number and Quantity (N)
- Algebra (A)
- Functions (F)
- Geometry (G)
- Statistics and Probability (S)

While the standards document clearly articulates rigorous standards for high school mathematics, it does not provide guidance for districts to assign standards to grade levels or courses. Because Idaho is a local control state, assigning standards to courses at the high school level is a local district responsibility.

This document was created as a resource for districts to assist them in assigning standards to high school mathematics courses. These recommendations are based on a vision for high school mathematics programs articulated by the Idaho Math Transitions Steering Committee, shown in Figure 1. This committee is comprised of a mathematics professor from each public college and university as well as a K-12 teacher or leader for each of Idaho's six geographical regions. The steering committee worked with Regional Math Specialists from Idaho's Regional Math Centers to organize the Idaho Content Standards for Mathematics into recommended grade bands. The standards were compared to the content taught in the three general education mathematics courses that all of Idaho's public colleges and universities offer. These courses are:

Math in the Modern Society

Precalculus I: Algebra

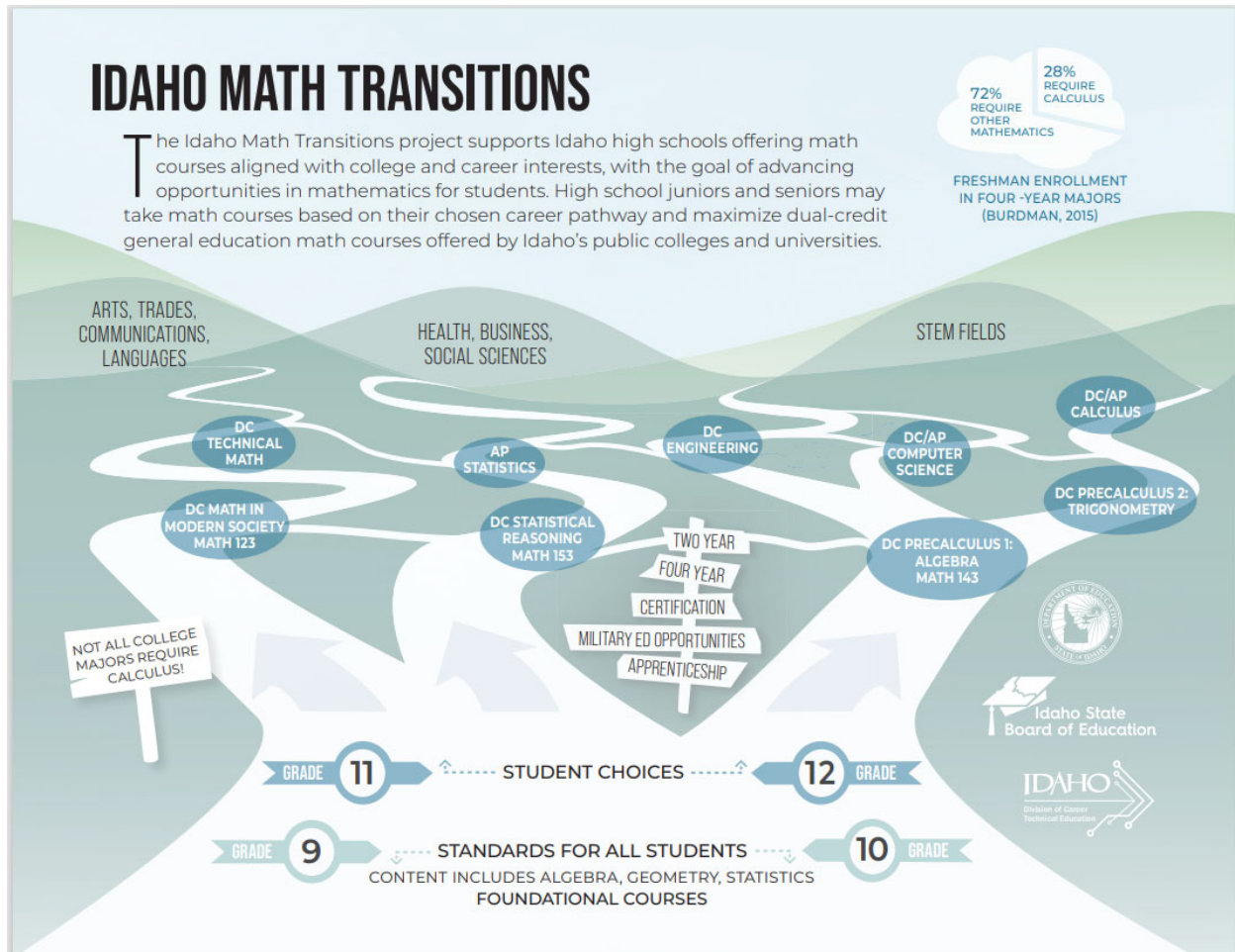
Statistical Reasoning

These three general education courses are required for different career pathways at Idaho's public colleges and universities. By aligning high school mathematics content standards to the content taught in courses that can be taken for dual credit through Idaho's Advanced Opportunities program, we hope to ensure a successful transition in mathematics from high school to college for all Idaho high school graduates.

The standards are organized into three types of standards:

- **Foundational Standards** are mathematics standards that all high school graduates need to master in order to be successful in both college and careers.
- **Advanced Standards** are standards that are considered pre-requisite standards needed for one or more of the three college pathways.
- **College Standards** are taught at the college level through dual-credit courses or in more advanced college mathematics courses.

Figure 1: Idaho Math Transitions Graphic



RECOMMENDATIONS FOR DISTRICTS

The Idaho Math Transitions Steering Committee provides recommendations for Idaho high schools to create a successful transition in mathematics from high school to college. These recommendations are based on research on college success in mathematics (see references section), and data on retention and failure rates of mathematics courses typically taken by freshman at Idaho's colleges and universities.

Recommendations for Idaho high school mathematics programs:

- Strongly encourage all students to complete four years of mathematics courses in high school. Students who complete four years of mathematics in high school are more successful in college mathematics courses than students who do not have four years of mathematics (Zelkowski, 2011). Math courses taken in high school have a significant

effect on whether a student goes to college by age 21 (Aughinbaugh, 2012; Jia, 2021). Advanced high school mathematics courses that include statistics and applied mathematics can engage students in a broad understanding of mathematical sciences used in modern industries (Son & Stigler, 2023)

- Students desiring to continue on to college in a Science, Technology, Engineering or Mathematics (STEM) related major should have four years of mathematics courses in high school, including Calculus when possible. Studies show that the most successful college freshman in Calculus courses have taken Calculus both as a high school senior and as a college freshman (Bressoud, 2016). Students who take Calculus in high school who are majoring in a STEM field may be asked to take Calculus again at the college level depending on their placement data. Students can also take Calculus for the first time in college and be very successful as a STEM major. Calculus completion in high school is not a prerequisite for college admission as a STEM major.
- Students pursuing a non-STEM related major may not need Calculus for their chosen degree. Students can broaden their mathematical understanding through other mathematics courses such as Algebra 2 and Algebra 2 equivalent courses including trigonometry, statistics, data science, computer science, engineering, business math, quantitative reasoning and applied math. Being confident and successful in mathematics, seeing mathematics as relevant, and having a strong foundation in problem solving may be more important than taking Calculus before graduating from high school.
- Align junior and senior year courses to general education mathematics courses offered at all of Idaho's public colleges and universities and in many Idaho high schools as dual credit courses. Consider creating access to these general education mathematics courses for high school students by working with [Idaho Digital Learning Alliance](#) (IDLA) or local colleges and universities. Juniors and seniors can take any of these courses and complete their college general education math course prior to their freshman year of college with Idaho's [Advanced Opportunities](#) program. The recommended college mathematics courses for high school students are:
 - Precalculus I: Algebra and Precalculus 2: Trigonometry – for all STEM fields
 - Math in the Modern Society – for Communications, Trades, Arts and Languages
 - Statistical Reasoning – for Health, Business, and Social Sciences
- High Schools can create mathematics courses for juniors and seniors centered around college and career pathways. See The [Launch Years Report](#) published by the University of Texas at Austin Charles A. Dana Center and Sparks (2018) for additional guidance on designing high school mathematics programs.

FOUNDATIONAL STANDARDS

These standards are foundational for all students regardless of career pathway. The majority of the Grade 11 Idaho Standards for Achievement Test (ISAT) will assess these standards (See Appendix A). Some of the Grade 11 ISAT will assess content more advanced than these foundational standards, so these standards should not be the stopping point for most students in their high school mathematics education.

Number and Quantity (N)

The Real Number System - N.RN

N.RN.A. Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

Example: We define $5^{\frac{1}{3}}$ to be the cube root of 5 because we want $(5^{\frac{1}{3}})^3 = 5^{(\frac{1}{3})^3}$ to hold, so $(5^{\frac{1}{3}})^3$ must equal 5.

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Example: Solving the volume of a cube formula, $V = s^3$, for s would involve rewriting the solution as either $s = \sqrt[3]{V}$ or $s = V^{\frac{1}{3}}$.

N.RN.B. Use properties of rational and irrational numbers.

3. Explain why the sum and product of two rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational.

N.Q.A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.★
2. Define appropriate quantities for the purpose of descriptive modeling.★

Algebra (A)

Seeing Structure in Expressions – A.SSE

A.SSE.A. Interpret the structure of linear, quadratic, exponential, polynomial, and rational expressions.

1. Interpret expressions that represent a quantity in terms of its context.★
 - a. Interpret parts of an expression, such as terms, factors and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

Example: Interpret $P(1 + r)^n$ as the product of P and a factor not depending on P .

2. Use the structure of an expression to identify ways to rewrite it.

Example: See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

A.SSE.B. Write expressions in equivalent forms to solve problems.

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

Example: A high school player punts a football, and the function $h(t) = -16t^2 + 64t + 2$ represents the height h , in feet, of the football at time t seconds after it is punted. Complete the square in the quadratic expression to find the maximum height of the football.

- c. Use the properties of exponents to transform expressions for exponential functions.

Example: The expression 1.15^t can be rewritten as $(1.15^{\frac{1}{12}})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1) and use the formula to solve problems.★

Example: Calculate mortgage payments.

Arithmetic with Polynomials and Rational Expressions – A.APR

A.APR.A. Perform arithmetic operations on polynomials.

1. Demonstrate understanding that polynomials form a system analogous to the integers; namely, they are closed under certain operations.
 - a. Perform operations on polynomial expressions (+, -, x, /) and compare the system of polynomials to the system of integers when performing operations.
 - b. Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property.

A.APR.B. Understand the relationship between zeros and factors of polynomials.

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x-a$ is $p(a)$, so $p(a)=0$ if and only if $x-a$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A.APR.C. Use polynomial identities to solve problems.

4. Prove polynomial identities and use the to describe numerical relationships. (Example: The polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate pythagorean triples.)

Example: The polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

5. (+) Know and apply the Binomial Theorem for the expansion of $(x+y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

A.APR.D. Rewrite rational expressions.

6. Rewrite simple rational expressions in different forms using inspection, long division, or, for the more complicated examples, a computer algebra system.

Example: Write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$ where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.

7. (+) Demonstrate understanding that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations – A.CED

A.CED.A. Create equations that describe numbers or relationships.

2. Interpret the relationship between two or more quantities.★
 - a. Define variables to represent the quantities and write equations to show the relationship.★

Example: The cost of parking in the parking garage is \$2.00 for the first hour and \$1.00 for every hour after that. Write an equation in terms of x and y that shows the total cost for parking, y , for x hours. Use the equation to calculate the cost for parking in the garage for 5 hours.

- b. Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.★

Example: Using the equation from A.CED.A.2.a, show how the graph of the equation can be used to predict the cost for a specified amount of time.

3. Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.★
4. Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.★
5. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.★

Example: Rearrange Ohm's law $V = IR$ to highlight resistance R .

Reasoning with Equations and Inequalities – A.REI

A.REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

1. Explain each step in solving a simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify or refute a solution method.

A.REI.B. Solve equations and inequalities in one variable.

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A.REI.C. Solve systems of equations.

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Example: A school club is selling hats and t-shirts for a fundraiser. The group expects to sell a total of 50 items. They make a profit of 15 dollars for each t-shirt sold and 5 dollars for each hat sold. How many hats and t-shirts will the school club need to sell to make a profit of \$300?

Functions (F)

Interpreting Functions – F.IF

F.IF.A. Understand the concept of a function and use function notation.

1. Demonstrate understanding that a function is a correspondence from one set (called the domain) to another set (called the range) that assigns to each element of the domain exactly one element of the range: If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Example: Given a function representing a car loan, determine the balance of the loan at different points in time.

F.IF.B. Interpret functions that arise in applications in terms of the context. Include linear, quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions.

Teacher Note:

Foundational standards primarily emphasize linear functions. Foundational standards also include a less formal exploration of the basic attributes of exponential and quadratic functions.

The further reinforcement of these standards (F.IF.B.4 and F.IF.B.5) as prerequisite concepts for the named dual-credit courses would be for continued exploration of exponential and

quadratic functions as well as more complex functions such as cubics and logarithmic functions.

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.★

Example: *Given a context or verbal description of a relationship, sketch a graph that models the context or description and shows its key features.*

Teacher Note:

Foundational standards primarily emphasize linear functions, but interpreting exponential and quadratic functions is also relevant for F.IF.B.4. Interpreting other functions is related to advanced standards.

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.★

Example: *If the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Teacher Note:

Foundational standards primarily emphasize linear functions, though interpreting domain and range from various graphs is appropriate for foundational standards. Other functions are related to advanced standards.

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★

Teacher Note:

F.IF.B.6 should be focused primarily on linear functions as a foundational standard.

F.IF.C. Analyze functions using different representations.

7. Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.★

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables or by verbal descriptions).

Example: Given a graph of one polynomial function and an algebraic expression for another, say which has the larger/smaller relative maximum and/or minimum.

Building Functions – F.BF

F.BF.A. Build a function that models a relationship between two quantities.

1. Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.★

Teacher Note:

Specifically, linear and exponential functions are relevant to the foundational standards portion of F.BF.A. Other functions are addressed in the advanced standards.

- a. Determine an explicit expression, a recursive process, or steps for calculation from a context.★

Linear, Quadratic, and Exponential Models – F.LE

Teacher Note:

Foundational standards primarily emphasize linear functions. Foundational standards also include a less formal exploration of the basic attributes of exponential and quadratic functions.

The further reinforcement of these ideas as prerequisite concepts for the named dual-credit courses in the Advanced Standards section would be for continued exploration of exponential and quadratic functions.

F.LE.A. Construct and compare linear, quadratic, and exponential models and solve problems.

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.★
 - a. Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.★

- b. Identify situations in which one quantity changes at a constant rate per unit interval relative to another.★
 - c. Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.★
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of the relationship, or two input-output pairs (including reading these from a table).★

F.LE.B. Interpret expressions for functions in terms of the situation they model.

5. Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a context.★

Geometry (G)

Congruence – G.CO

G.CO.A. Experiment with transformations in the plane.

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane and describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.

Example: Translation versus horizontal stretch.

3. Describe the rotations and reflections that carry a given figure (rectangle, parallelogram, trapezoid, or regular polygon) onto itself.
4. Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Draw the transformation (rotation, reflection, or translation) for a given geometric figure.

Example: Given quadrilateral $TMEJ$ with vertices $T(0, -1)$, $M(3, -2)$, $E(-1, -5)$, and $J(-3, -2)$, reflect the shape across the x -axis.

6. Specify a sequence of transformations that will carry a given figure onto another.

G.CO.B. Understand congruence in terms of rigid motions.

7. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
8. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
9. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Example: In $\triangle ABC$ and $\triangle ABD$ (with shared side \overline{AB}), we are given that $\angle BAC \cong \angle BAD$ and $\angle ABC \cong \angle ABD$. What pair(s) of corresponding parts is/are needed to ensure the triangles are congruent by either ASA, SAS, or SSS? What rigid motion would show the triangles are congruent?

G.CO.C. Prove geometric theorems and, when appropriate, the converse of theorems.

Teacher Note:

The value of proof in these contexts is a transferable understanding of deductive reasoning and argumentation; it is more about the argumentation than the specific geometric topic.

10. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
11. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
12. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
 - a. Prove theorems about polygons. Theorems include: the measures of interior and exterior angles; apply properties of polygons to the solutions of mathematical and contextual problems.

G.CO.D. Make geometric constructions.

13. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Constructions include: copying a segment; copying an angle; bisecting a segment;

bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

14. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry – G.SRT

G.SRT.A. Understand similarity in terms of similarity transformations.

1. Verify experimentally the properties of dilations given by a center and a scale factor.
 - a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Use the definition of similarity to decide if two given figures are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.

Example: Given $\triangle ABC$ and $\triangle DEF$, $\angle A \cong \angle D$, and $\angle B \cong \angle E$, show that $\triangle ABC \sim \triangle DEF$ using a sequence of translations, rotations, reflections, and/or dilations.

G.SRT.B. Prove theorems involving similarity.

5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G.SRT.C. Define trigonometric ratios and solve problems involving right triangles.

6. Demonstrate understanding that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute triangles

Circles – G.C

G.C.A. Understand and apply theorems about circles.

2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

Expressing Geometric Properties with Equations – G.GPE

G.GPE.B. Use coordinates to prove simple geometric theorems algebraically.

4. Use coordinates to prove simple geometric theorems algebraically, including the distance formula and its relationship to the Pythagorean Theorem.

Example: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.

5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.

Example: Find the equation of a line parallel or perpendicular to a given line that passes through a given point.

6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles (e.g., using the distance formula).★

Geometric Measurement and Dimension – G.GMD

G.GMD.A. Explain volume formulas and use them to solve problems.

1. Give an informal argument for the formulas for the circumference of a circle; area of a circle; volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
3. Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.★

Example: The tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is 50.35 feet, approximately how much water can the tank hold?

Modeling with Geometry – G.MG

G.MG.A. Apply geometric concepts in modeling situations.

1. Use geometric shapes, their measures, and their properties to describe objects.★

Example: Modeling a tree trunk or a human torso as a cylinder.

2. Apply concepts of density based on area and volume in modeling situations.★

Example: Persons per square mile, BTUs per cubic foot

Teacher Note:

Understanding of this standard is particularly important for students interested in pursuing STEM.

3. Apply geometric methods to solve design problems.★

Example: Designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.

4. Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★

Statistics and Probability (S)

Interpreting Categorical and Quantitative Data – S.ID

S.ID.A. Summarize, represent, and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.

1. Differentiate between count data and measurement variable.★
2. Represent measurement data with plots on the real number line (dot plots, histograms, and box plots).★

Example: Construct a histogram of the current population size in each of Idaho's counties.

3. Compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different variables, using statistics appropriate to the shape of the distribution for each measurement variable.★

Example: Compare the histograms of the annual potato yields over the last 25 years for Idaho and Maine using the correct measures of center and spread for the shape of the histograms.

S.ID.B. Summarize, represent, and interpret data on two categorical and quantitative variables.

6. Represent data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.★

Example: Represent the relationship between student effort (on a scale of 1 – 5) and letter grade in a math class with a clustered bar chart and describe the relationship using a relative frequency table.

Teacher Note:

“Represent data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables.” is a foundational standard, but “Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognizing possible associations and trends in the data” is pushing into advanced standards.

7. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.★
 - a. Fit a linear function to data where a scatter plot suggests a linear relationship and use the fitted function to solve problems in the context of the data.★

Teacher Note:

Teachers should emphasize the use of technology when working with this standard. It is more important for students to understand the concept of linear regression and be able to use technology to find the line of best and then interpret it in context than it is to do linear regressions by hand.

S.ID.C. Interpret linear models.

10. Distinguish between (linear) correlation and causation.★

Making Inferences and Justifying Conclusions – S.IC

S.IC.A. Understand and evaluate random processes underlying statistical studies. Use calculators, spreadsheets, and other technology as appropriate.

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.★

Conditional Probability and the Rules of Probability – S.CP

S.CP.A. Understand independence and conditional probability and use them to interpret data from simulations or experiments.

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).★

ADVANCED STANDARDS BY CAREER PATHWAY

These standards are considered pre-requisite standards needed for one or more of the three college pathways. They are more advanced than foundational standards, but will be necessary for success in college-level mathematics courses. Standards in this section that are also listed in the foundational and advanced standards are revisited and taught at a deeper level of understanding and application in preparation for college level courses.

Number and Quantity (N)

Standard	123- Math in Modern Society	143-Precalculus: Algebra	153 - Statistical Reasoning
N.CN.A.1 Know there is a complex number i such that $i^2=-1$, and show that every complex number has the form $a + bi$ where a and b are real.		X	
N.CN.A.2 Use the relation $i^2=-1$ and the commutative, associative, and distributive properties to add, subtract and multiply complex numbers.		X	
N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions.		X	
N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.	X	X	X
N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	X	X	X

Algebra (A)

Standard	123- Math in Modern Society	143-Precalculus: Algebra	153 - Statistical Reasoning
A.CED.A.1 Create one-variable equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.		X	
<p>A.CED.A.2 Interpret the relationship between two or more quantities</p> <ul style="list-style-type: none"> a. Define variables to represent the quantities and write equations to show the relationship. b. Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales. 		X	
A.CED.A.3 Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.		X	
A.CED.A.4 Represent constraints using systems of equations and/or inequalities and interpret solutions as		X	

viable or non-viable options in a modeling context.			
A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		X	
A.REI.B.3a Solve linear equations and inequalities in one variable involving absolute value.		X	
<p>A.REI.B.4 Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x-p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize</p>		X	

when the quadratic formula gives complex solutions and write them as $a + bi$ for real numbers a and b .			
<i>Teacher note: Rather than focusing on students being able to derive the quadratic formula themselves, it is more important for them to make sense of where the quadratic formula comes from. That is, focus on looking for patterns and solutions being in the same format.</i>			
A.REI.C.5 Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.		X	
A.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.		X	

Functions (F)

Standard	123- Math in Modern Society	143-Precalculus: Algebra	153 - Statistical Reasoning
F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and	X - see note	X - see note	X - see note

tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.			
F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.	X - see note	X - see note	X - see note
<p><i>Teacher Note:</i></p> <p><i>Foundational standards primarily emphasize linear functions. Foundational standards also include a less formal exploration of the basic attributes of exponential and quadratic functions.</i></p> <p><i>The further reinforcement of these standards (F.IF.B.4 and F.IF.B.5) as prerequisite concepts for the named dual-credit courses would be for continued exploration of exponential and quadratic functions as well as more complex functions such as cubics and logarithmic functions.</i></p>			

Geometry (G)

Standard	123- Math in Modern Society	143-Precalculus: Algebra	153 - Statistical Reasoning
G.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.		Used again in Calc 1 and Precalculus II: Trigonometry; not necessarily used in Precalculus I: Algebra	
G.SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.		Used in Precalculus II: Trigonometry; not necessarily used in	

		Precalculus I: Algebra	
G.C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.		Used in Precalculus II: Trigonometry; not necessarily used in Precalculus I: Algebra	
G.GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.		X	
G.GPE.A.3a Use equations and graphs of conic sections to model real-world problems.		X	
G.GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.		X	
G.GMD.A.2 (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	X	X	
G.GMD.A.3 Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.	X		
G.GMD.B.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects	X	X	

generated by rotations of two-dimensional objects			
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Statistics and Probability (S)

Standard	123- Math in Modern Society	143-Precalculus I: Algebra	153 - Statistical Reasoning
S.ID.B.6 Represent data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in a two-way frequency table. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.			X
<i>Teacher Note: Specifically focus on the part, “Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.”</i>			

COLLEGE STANDARDS

These standards are taught at the college level. They appear in dual-credit courses taught in high school and also in college mathematics courses. Standards in this section that are also listed in the foundational and advanced standards are revisited and taught at a deeper level of understanding and application in preparation for college level courses.

Number and Quantity (N)

Standard	Course
<p>N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.★</p> <p><i>Teacher Note: In high school students are told the level of accuracy. Students choose a level of accuracy in college level courses.</i></p>	Statistical Reasoning
<p>N.CN.A.1 Know there is a complex number i such that $i^2 = -1$, and show that every complex number has the form $a + bi$ where a and b are real.</p> <p><i>Example: Express the radical $\pm\sqrt{-24}$, using the imaginary unit, i, in simplified form. Expressing the radical using i in simplified form results in the expression $\pm 2i\sqrt{6}$.</i></p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	Precalculus I: Algebra
<p>N.CN.A.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	Precalculus I: Algebra
<p>N.CN.A.3 (+) Find the conjugate of a complex number; use conjugates to find absolute value and quotients of complex numbers.</p>	Precalculus II: Trigonometry
<p>N.CN.B.4 (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and</p>	Precalculus II: Trigonometry

polar forms of a given complex number represent the same number.	
<p>N.CN.B.5 - (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.</p> <p><i>Example: $(1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has a radius of 2 and argument 120°.</i></p>	Precalculus II: Trigonometry
N.CN.B.6 - (+) Calculate the distance between numbers in the complex plane as the absolute value of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	Precalculus II: Trigonometry
<p>N.CN.C.8 - (+) Extend polynomial identities to the complex numbers.</p> <p><i>Example: Rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i></p>	<p>Precalculus I: Algebra</p> <p>Precalculus II: Trigonometry</p>
N.CN.C.9 - (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Precalculus I: Algebra
N.VM.A.1 - (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $ \mathbf{v} $, $ \mathbf{v} $, v).	Precalculus II: Trigonometry (1144)
N.VM.A.2 - (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	Precalculus II: Trigonometry (1144)
N.VM.A.3 - (+) Solve problems involving velocity and other quantities that can be represented by vectors.	Precalculus II: Trigonometry (1144)
<p>N.VM.B.4 - (+) Add and subtract vectors.</p> <ol style="list-style-type: none"> (+) Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. (+) Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. (+) Demonstrate understanding of vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where <ul style="list-style-type: none"> $-\mathbf{w}$ is the additive inverse of \mathbf{w}, with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the 	Precalculus II: Trigonometry (1144)

appropriate order, and perform vector subtraction component-wise.	
<p>N.VM.B.5 - (+) Multiply a vector by a scalar.</p> <p>a. (+) Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(vx, vy) = (cvx, cvy)$.</p> <p>b. (+) Compute the magnitude of a scalar multiple cv using $cv = c v$. Compute the direction of cv, knowing that when $c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).</p>	Precalculus II: Trigonometry (1144)
N.VM.C.6 - (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	Linear Algebra
N.VM.C.7 - (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Linear Algebra
N.VM.C.8 - (+) Add, subtract, and multiply matrices of appropriate dimensions.	Linear Algebra
N.VM.C.9 - (+) Demonstrate understanding that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	Linear Algebra
N.VM.C.10 - (+) Demonstrate understanding that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Linear Algebra
N.VM.C.11 - (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Linear Algebra
N.VM.C.12 - (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Linear Algebra

Algebra (A)

Standard	Course
<p>A.CED.A.2 - Interpret the relationship between two or more quantities.★</p> <p>a. Define variables to represent the quantities and write equations to show the relationship.★</p> <p>Example: The cost of parking in the parking garage is \$2.00 for the first hour and \$1.00 for every hour after that. Write an equation in terms of x and y that shows the total cost for parking, y, for x hours. Use the equation to calculate the cost for parking in the garage for 5 hours.</p> <p>b. Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.★</p> <p>Example: Using the equation from A.CED.A.2.a, show how the graph of the equation can be used to predict the cost for a specified amount of time.</p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	Precalculus I: Algebra
<p>A.CED.A.3 - Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.★</p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	Precalculus I: Algebra
<p>A.CED.A.4 - Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.★</p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	Precalculus I: Algebra
<p>A.REI.C.7 - Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.</p>	Precalculus I: Algebra

<p>Example: Find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</p>	
<p>A.REI.C.8 - (+) Represent a system of linear equations as a single matrix equation in a vector variable.</p>	<p>Linear Algebra</p>
<p>A.REI.C.9 - (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).</p>	<p>Linear Algebra</p>
<p>A.REI.D.10 - Demonstrate understanding that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Show that any point on the graph of an equation in two variables is a solution to the equation.</p>	<p>Precalculus I: Algebra</p>
<p>A.REI.D.11 - Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★</p> <p>Example: Use technology to graph the functions, make tables of values, or find successive approximations.</p>	<p>Precalculus I: Algebra</p>

Functions (F)

Standard	Course
<p>F.IF.A.1 - Demonstrate that a sequence is a function, sometimes defined recursively, whose domain is a subset of the integers.</p> <p>Example: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.</p>	<p>Precalculus I: Algebra</p> <p>Calculus</p> <p>Calculus II</p>
<p>F.IF.B.4 - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.★</p>	<p>Precalculus I: Algebra</p> <p>Precalculus II: Trigonometry</p> <p>Calculus</p>

<p><i>Teacher Note: This is addressed as a foundational standard and as an advanced standard. This standard is also addressed at the college level with increasingly complex functions.</i></p>	
<p>F.IF.B.6 - Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★</p>	<p style="text-align: center;">Precalculus I: Algebra Calculus</p>
<p>F.IF.C.7 - Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★</p> <ul style="list-style-type: none"> a. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.★ b. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.★ c. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.★ d. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.★ 	<p style="text-align: center;">Advanced Algebra 2 with Trig Precalculus I: Algebra (1143) Precalculus II: Trigonometry (1144)</p>
<p>F.IF.C.8 - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <ul style="list-style-type: none"> a. Use the process of factoring and/or completing the square in quadratic and polynomial functions, where appropriate, to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. <p>Example: Suppose $h(t) = -5t^2 + 10t + 3$ represents the height of a diver above the water (in meters), t seconds after the diver leaves the springboard. What is the maximum height above the water the diver reaches? After how many seconds, t, does the diver hit the water?</p>	<p style="text-align: center;">Precalculus I: Algebra (1143)</p>

<p>b. Use the properties of exponents to interpret expressions for exponential functions. Apply to financial situations such as identifying appreciation and depreciation rate for the value of a house or car sometime after its initial purchase.</p> <p>Example: The equation for radioactive decay is $A = A_0 \left(\frac{1}{2}\right)^{\frac{t}{h}}$. When A_0 is the original amount of a radioactive substance, A is the final amount, h is the half-life of the substance, and t is time. Hagerman, Idaho is a hotbed of fossil hunting. The half-life of carbon-14 is about 5730 years. If a fossil that was found in Hagerman contains 54 grams of carbon-14 at time $t = 0$, how much carbon-14 remains at time $t = 17190$ years?</p>	
<p>F.IF.C.10 - Given algebraic, numeric and/or graphical representations of functions, recognize the function as polynomial, rational, logarithmic, exponential, or trigonometric.</p>	<p>Precalculus I: Algebra (1143) Precalculus II: Trigonometry (1144)</p>
<p>F.BF.A.1 - Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.★</p> <p>a. Combine standard function types using arithmetic operations.★</p> <p>Example: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>b. (+) Compose functions.★</p> <p>Example: If $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>	<p>Precalculus I: Algebra (1143) Precalculus II: Trigonometry (1144)</p>

<p>F.BF.A.2 - Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★</p> <p>Example: <i>If the U.S. Census Bureau wrote the following recursive equation to represent how they estimate Idaho's population will grow each year after 2019: $P(n) = 1.023 \cdot P(n - 1)$, $P(0) = 1,787,000$. $P(n)$ represents Idaho's population at the end of the n^{th} year in terms of Idaho's population at the end of the $(n - 1)^{\text{th}}$ year, $P(n - 1)$. Predict Idaho's population in 2040.</i></p>	<p>Precalculus I: Algebra</p> <p>Calculus</p> <p>Calculus II</p>
<p>F.BF.B.3 - Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Include, linear, quadratic, exponential, absolute value, simple rational and radical, logarithmic, and trigonometric functions. Utilize technology to experiment with cases and illustrate an explanation of the effects on the graph. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	<p>Precalculus I: Algebra</p> <p>Precalculus II: Trigonometry</p>
<p>F.BF.B.4 - Find inverse functions algebraically and graphically.</p> <p>a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Include linear and simple polynomial, rational, and exponential functions.</p> <p>Example: $f(x) = 2x^3$ or $f(x) = \frac{x+1}{x-1}$ for $x \neq 1$</p> <p>b. (+) Verify by composition that one function is the inverse of another.</p> <p>c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>d. (+) Produce an invertible function from a non-invertible function by restricting the domain.</p> <p>e. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p>	<p>Precalculus I: Algebra</p>

<p>F.LE.A.1 - Distinguish between situations that can be modeled with linear functions and with exponential functions.★</p> <ul style="list-style-type: none"> a. Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.★ b. Identify situations in which one quantity changes at a constant rate per unit interval relative to another.★ c. Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.★ <p><i>Teacher Note: This standard is also a foundational standard.</i></p>	<p>Precalculus I: Algebra</p>
<p>F.LE.A.2 - Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★</p> <p><i>Teacher Note: This standard was also a foundational standard. However, it takes on a deeper level of focus and understanding in the Calculus sequence.</i></p>	<p>Precalculus I: Algebra Precalculus II: Trigonometry Calculus 2</p>
<p>F.LE.A.3 - Use graphs and tables to demonstrate that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.★</p> <p>Example: <i>Becca’s parents are saving for her college education by putting \$3,000/year in a safe deposit box. Becca’s grandpa is also saving for her college education by putting \$2,000/year in an iDeal (Idaho college savings) account with an APR of 6.17%. Build tables to show which account has the most money after ten years, and how much more? How many years will it take for the total in her grandpa’s account to exceed the total in her parents’ safe deposit box?</i></p>	<p>Precalculus I: Algebra</p>
<p>F.LE.A.4 - For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the</p>	<p>Precalculus I: Algebra</p>

<p>base b is 2, 10, or e; evaluate the logarithm using technology.★</p> <p>Example: Mr. Rico has a savings account that has an interest rate of 7% compounded continuously. The amount in the account is calculated using $A = Pe^{rt}$. If Mr. Rico invested \$30,000 on January 1, 2020, when will he have \$100,000 in the account?</p>	
<p>F.LE.B.5 - Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a context.★</p>	Precalculus I: Algebra
<p>F.TF.A.1 - Demonstrate radian measure as the ratio of the arc length subtended by a central angle to the length of the radius of the unit circle.</p> <p>a. Use radian measure to solve problems.</p> <p>Example: You live in New Meadows, Idaho, which is located on the 45th parallel (45° North latitude). Approximately how far will you drive, in miles, to attend the Calgary Stampede? Calgary is located at 51°N latitude, almost due North of New Meadows. (Use $r = 3960$ miles for the radius of the Earth.)</p>	Precalculus II: Trigonometry
<p>F.TF.A.2 - Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p>	Precalculus II: Trigonometry
<p>F.TF.A.3 - (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$, and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.</p>	Precalculus II: Trigonometry
<p>F.TF.A.4 - (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p>	Precalculus II: Trigonometry
<p>F.TF.B.5 - Model periodic phenomena using trigonometric functions with specified amplitude, frequency, and midline.★</p>	Precalculus II: Trigonometry

<p>Example: This past summer you and your friends decided to ride the Ferris wheel at the Idaho State Fair. You wondered how high the highest point on the Ferris wheel was. You asked the operator, and he didn't know, but he told you that the height of the chair was 5 ft off the ground when you got on and the center of the Ferris wheel is 30 ft above that. You checked your phone when you got on and figured out that it took you 12 mins to make one full revolution. Create a model to show your height from the platform at any given time on the Ferris wheel.</p>	
<p>F.TF.B.6 - (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.B.7 - (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.C.8 - Relate the Pythagorean Theorem to the unit circle to discover the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use the Pythagorean identity to find the value of a trigonometric function ($\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$) given one trigonometric function ($\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$) and the quadrant of the angle.</p> <p>Example: Suppose that $\cos(\theta) = \frac{2}{5}$ and that θ is in the 4th quadrant. Find the exact value of $\sin(\theta)$ and $\tan(\theta)$.</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.C.9 - (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.</p>	<p>Precalculus II: Trigonometry Math Proofs Courses</p>

Geometry (G)

Standard	Course
<p>G.SRT.B.4 - Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity</p> <p><i>Teacher Note: This standard was deemed unnecessary in high school, and also not covered in college. The use of the pythagorean theorem is central to foundational mathematics, but the proofs described here are not.</i></p>	Axiomatic/Euclidean Geometry
G.SRT.D.9 - (+) Derive the formula $A = \frac{1}{2}ab\sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Precalculus II: Trigonometry
G.SRT.D.10 - (+) Prove the Laws of Sines and Cosines and use them to solve problems.	Precalculus II: Trigonometry Math Proofs Courses
G.SRT.D.11 - (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems; resultant forces).	Precalculus II: Trigonometry College Physics
G.C.A.1 - Prove that all circles are similar.	Axiomatic/Euclidean Geometry
G.C.A.3 - Prove properties of angles for a quadrilateral and other polygons inscribed in a circle, by constructing the inscribed and circumscribed circles of a triangle.	Axiomatic/Euclidean Geometry
G.C.A.4 - (+) Construct a tangent line to a circle from a point outside the given circle.	Axiomatic/Euclidean Geometry
G.GPE.A.2 - Derive the equation of a parabola given a focus and directrix.	Calculus 2
G.GPE.A.3 - (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	Calculus 2 and 3

G.GMD.A.2 - (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	Axiomatic/Euclidean Geometry
<p>G.GMD.A.3 - Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★</p> <p>Example: <i>The tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is 50.35 feet, approximately how much water can the tank hold?</i></p> <p><i>Teacher Note: This standard is first introduced as a foundational standard and is developed further in the advanced standards.</i></p>	Axiomatic/Euclidean Geometry
G.GMD.B.4 - Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Calculus 2 and 3
<p>G.MG.A.4 - Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★</p> <p><i>Teacher Note: This standard also appears as a foundational standard as the complexity of applications of this standard increases.</i></p>	Precalculus I: Algebra

Statistics and Probability (S)

Standard	Course
<p>S.ID.B.7 - Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.★</p> <p>b. Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★</p>	Statistical Reasoning

<p>Example: Use technology to fit a function of the relationship between the board-feet (measured in volume) of trees and the diameter of the trunks of the trees.</p> <p>c. Informally assess the fit of a function by plotting and analyzing residuals.★</p>	
<p>S.ID.C.9 - Compute (using technology) and interpret the linear correlation coefficient.★</p> <p>Example: Find the correlation coefficient between the number of hours firefighters sleep each night and the length of fireline they construct each day. Use the correlation coefficient to explain whether sleep is important.</p>	Statistical Reasoning
<p>S.IC.A.2 - Decide if a specified model is consistent with results from a given data-generating process (e.g., using simulation or validation with given data).★</p> <p>Example: A model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</p>	Statistical Reasoning
<p>S.IC.B.3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.★</p>	Statistical Reasoning
<p>S.IC.B.4 - Use data from a sample survey to estimate a population mean or proportion and a margin of error.★</p>	Statistical Reasoning
<p>S.IC.B.5 - Use data from a randomized and controlled experiment to compare two treatments; use margins of error to decide if differences between treatments are significant.★</p>	Statistical Reasoning
<p>S.IC.B.6 - Evaluate reports of statistical information based on data.★</p> <p>Example: Students may analyze and critique different reports from media, business, and government sources.</p>	Statistical Reasoning
<p>S.CP.A.2 - Demonstrate understanding that two events A and B are independent if the probability of A and B occurring</p>	Statistical Reasoning

together is the product of their probabilities, and use this characterization to determine if they are independent.★	
S.CP.A.3 - Understand the conditional probability of A given B as $\frac{P(A \cap B)}{P(B)}$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .★	Statistical Methods / Probability and Statistics
<p>S.CP.A.4 - Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.★</p> <p>Example: Collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p>	Statistical Reasoning
<p>S.CP.A.5 - Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.★</p> <p>Example: Compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p>	Statistical Reasoning; Statistical Methods / Probability and Statistics
S.CP.B.6 - Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.★	Statistical Methods / Probability and Statistics
S.CP.B.7 - Apply the Addition Rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model.★	Statistical Reasoning; Statistical Methods / Probability and Statistics
S.CP.B.8 - (+) Apply the general Multiplication Rule in a uniform probability model $P(A \cap B) = P(A)P(B)$	Statistical Reasoning; Statistical Methods / Probability and Statistics

$P(B)P(A B)$, and interpret the answer in terms of the model.★	Statistics
S.CP.B.9 - (+) Use permutations and combinations to compute probabilities of compound events and solve problems.★	Statistical Reasoning; Statistical Methods / Probability and Statistics
S.MD.A.1 - (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.★	Statistical Methods / Probability and Statistics
S.MD.A.2 - (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution of the variable.★	Statistical Reasoning; Statistical Methods / Probability and Statistics
<p>S.MD.A.3 - (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.★</p> <p>Example: Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</p>	Statistical Methods / Probability and Statistics
<p>S.MD.A.4 - (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.★</p> <p>Example: Find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</p>	Statistical Methods / Probability and Statistics
S.MD.B.5 - (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.★	Statistical Reasoning; Statistical Methods / Probability and Statistics

<p>a. Find the expected payoff for a game of chance.★</p> <p>Example: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</p> <p>b. Evaluate and compare strategies on the basis of expected values.★</p> <p>Example: Compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</p>	Statistics
<p>S.MD.B.6 - (+) Use probabilities to make objective decisions.★</p> <p>Example: The Idaho Department of Transportation classifies highways for overweight loads based on the probability of bridges on a highway failing under given vehicle weights.</p>	Statistical Reasoning; Statistical Methods / Probability and Statistics
<p>S.MD.B.7 - (+) Analyze decisions and strategies using probability concepts.★</p> <p>Example: Product testing, medical testing, or pulling a hockey or soccer goalie at the end of a game and replacing the goalie with an extra player.</p>	Statistical Reasoning; Statistical Methods / Probability and Statistics

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APPENDIX A: STANDARDS TO ISAT ALIGNMENT

DRAFT

PLANNING, POLICY and GOVERNMENT AFFAIRS
JUNE 14, 2023

SUBJECT

Legislative Ideas – 2024 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	The Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2020	The Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2021	The Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2022	The Board approved fourteen (14) 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 as proposed legislation at a later date for final approval prior to submittal to the legislature for consideration during the 2024 legislative session. Board approved proposed legislation is submitted to DFM and 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.

All legislative ideas for the 2024 legislative session must be submitted to DFM no later than June 23, 2023.

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Proposed Legislative Ideas

1. Optional Retirement Program
2. Rural School Definitions
3. Education Data
4. CTE Instructor Career Ladder Movement
5. Institution Reporting Requirements

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

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve all five legislative ideas to move forward in the process.

BOARD ACTION

I move to approve the following legislative idea(s) in substantial conformance to the form provided in Attachment 1: Optional Retirement Program, Rural School Definition, Education Data, CTE Instructor Career Ladder Movement, and Institution Reporting Requirements.

AND

I move to authorize the Executive Director to submit these legislative ideas 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 _____

2024 LEGISLATIVE PROPOSALS

1. Optional Retirement Program

Statement of Purpose

33-107A allows the state board of education to establish an optional retirement program. Currently, new employees of the Office of the State Board of Education may opt into PERSI only if they are already vested. This has limited the agency's ability to recruit local candidates competitively. The proposed change would provide new employees of the Office of the State Board of Education the opportunity to select either PERSI or an OPR at the time of hire, regardless of whether the employee is already vested in PERSI. This change would provide an additional tool for recruiting highly qualified candidates to state government positions.

Fiscal Impact

This amendment does not pose a significant fiscal impact to the state.

2. 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.

3. 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.

4. Institution Reporting Requirements

Statement of Purpose

Section 33-3729(5) requires postsecondary institutions to report student transfer data to the State Board of Education. While the reporting requirement is important to retain in Idaho Code, the specific data points, which are currently also codified, are better suited to agency policy. Removing these specifics from Idaho Code would allow the agency to make adjustments when necessary as programs or technologies change without needing legislative action.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

5. Career Technical Education – Instructor Career Ladder Movement

Statement of Purpose

Section, 33-1004B, Idaho Code, established Career Ladder as a methodology for calculating salary-based apportionment allocations for instructional staff and pupil service staff. In 2020 (SB1329), Section 33-1004B, Idaho Code, was amended to allow for career technical education instructional staff holding an occupational specialist certificate to be initially placed on the career ladder based on years of experience in a field related to the content area they were teaching in. The intent of the legislation was to provide schools with additional funding to help recruit and retain staff with industry backgrounds teaching in career technical programs. The amendments did not provide any provisions for movement outside of these individuals meeting the established performance criteria. Because the criteria is based on annual classroom performance and student outcomes in three of the previous five years, these individuals could not advance on the career ladder until they had been in the classroom for at least three years. With increased pressure in the educator pipeline and declining retention rates it is not necessary to provide provisions that will allow for these individuals to progress on the career ladder sooner than the current three years. The proposed legislation would establish a shorter timeline for these staff to meet the existing performance criteria allowing for movement during the three years following initial placement on the career ladder.

Fiscal Note

The proposed amendments could result in a small increase to salary-based apportionment for instructional staff, however, due to the averaging methodology and the small number of qualifying staff the overall increase would be de minimis.

SUBJECT

Empowering Parents Program Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-1030, 33-1031, 33-1032

BACKGROUND/DISCUSSION

Students throughout Idaho are benefiting from the Empowering Parents program. As the office charged with administering this grant, the State Board of Education (Board) has a fiduciary responsibility to ensure that taxpayer funds are being used as the Legislature and Governor Little intended.

This due diligence demonstrates our longstanding commitment to accountability and transparency.

The Empowering Parents grant program was established in Idaho Code §§ 33-1030 - 1034 to provide education grants for eligible students. After a competitive solicitation, the State Division of Purchasing awarded Primary Class Inc., also known as "Odyssey," the contract to create and administer the grant program, including creation of the platform to be used by participants to make eligible education expenditures.

The state's contract with Odyssey requires Odyssey to establish an online platform including an electronic marketplace for awardees to use grant awards for eligible products and services.

Idaho Code § 33-1030(3) defines eligible education expenses as:

- a) Computer hardware, internet access, or other technological devices or services that are primarily used to meet a participant's educational needs;
- b) Textbooks, curriculum, or other instructional materials, including educational software and applications;
- c) Fees for national standardized assessments, advanced placement examinations, examinations related to college or university admissions, or industry-recognized certification examinations;
- d) Therapies, including but not limited to occupational, behavioral, physical, speech-language, and audiology therapies, or other services or therapies specifically approved by the board;
- e) Educational programs offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to nonpublic students, provided that such students may not be counted for purposes of calculating public school enrollment; or

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- f) Other education expenses approved by the board, upon recommendation of the parent advisory panel established pursuant to section 33-1032, Idaho Code.

Pursuant to Idaho Code § 33-1032, a parent advisory panel shall make recommendations to the Board regarding implementation, administration, and improvements to the program and may make recommendations regarding the inclusion of other educational expenses.

The parent advisory panel had its first organizational meeting on June 1, is scheduled to meet next on July 10 and has several other regional meetings scheduled throughout the summer. It is expected that the panel will make recommendations for the Board to consider at its regularly scheduled October meeting.

IMPACT

The grant program has benefitted thousands of Idaho students.

As of May 15, 2023:

- Number of students who received awards: 49,429
- Total applications received: 37,544
- Total applications funded: 27,093 (72%)
- Total applications not funded or rejected as incomplete or ineligible: 10,451 (28%)
- Total funds awarded: \$49,429,000

ATTACHMENTS

Attachment 1 – Empowering Parents Program Monthly Update Report – 5/15/23
Attachment 2 – Letter to the Board from Governor Little

STAFF COMMENTS AND RECOMMENDATIONS

On April 5, 2023, after meeting with the State Division of Purchasing (the administrator of the Odyssey contract) the State Board staff launched a review of purchases made on the platform that did not appear to qualify as “Eligible Education Expenses” as defined in Idaho Code.

To date, more than 70 percent of the total purchases made through the Marketplace have been reviewed. Eighty percent of the reviewed purchases are purchases that have been approved fall under the statutory definition of eligible education expenses. Seven percent of the reviewed purchases do not appear to meet the definition. These include computer cases, uniforms, screen protectors, etc.

More information has been requested from Odyssey about the other 13 percent of reviewed purchases in order to determine eligibility.

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If the parent advisory panel determines all or some of the flagged items should be made eligible, it will make a recommendation to the Board for consideration. Meanwhile, the review continues. Two additional Board staff members have been assigned to assist the Empowering Parents program coordinator with the review.

Board staff submitted a formal financial record request to Odyssey on April 13, 2023. The file was received on May 5, 2023. Supporting documentation is still forthcoming. We have directed Odyssey to not process any transactions for products and services that do not fit within the statutory definition of eligible education expenses.

Under Idaho Code § 33-1031(3), "If a parent is found to misuse grant funds, then neither the parent nor another parent of the student living in the same household may apply for a grant in the future for any student, provided that the parent may appeal the finding to the board."

The parent advisory panel held its first meeting on June 1, 2023. State Board staff members are working with Odyssey and will complete the review in time for the next parent advisory panel meeting on July 10.

BOARD ACTION

This item is for informational purposes only.



**Empowering Parents Grant Program
May 15, 2023**

The Empowering Parents Program pursuant to Idaho Code, Section 33-1031 provides eligible families with grant funds for use towards eligible education services and devices to help students recover from the learning loss caused by the COVID-19 pandemic.

The program is open to parents based on adjusted gross income (AGI) verified by the Idaho Tax Commission from the prior year and one or more students in kindergarten through grade 12. Students may attend public school, private school, or be homeschooled. The award amounts are limited to \$1,000 per eligible student and no more than \$3,000 per family.

Funding is distributed in three waves based on the verified AGI. AGI waves are defined as:

Wave 1 – household has an AGI under \$60,000

Wave 2 – household has an AGI under \$75,000

Wave 3 – household has an AGI equal to or more than \$75,000

Following is detailed information on applications, student awards and demographics, and marketplace purchases.

Applications:

Total applications received	37,544
Total applications funded	27,093 (72%)
Total applications not funded or rejected as incomplete or ineligible	10,451 (28%)

Student Awards and Demographics:

Number of Students Awarded	49,429
Funds Distributed	\$49,429,000.00 (99.8% of total appropriated funds)

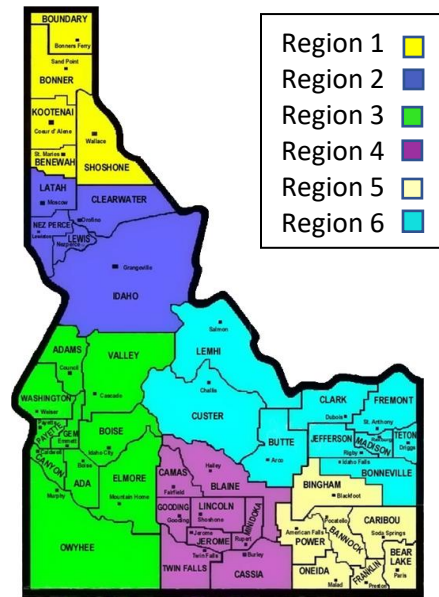
Funded students based on AGI Waves:

AGI Wave	Funded Students
Wave 1	35,772
Wave 2	2,548
Wave 3	11,109

Funded students based on regions around the state:

Education Region	Students
Region 1	4,021
Region 2	2,186
Region 3	24,207
Region 4	6,511
Region 5	3,925
Region 6	8,443
N/A*	136

*zip code entry error



Funded students based on school type:

School Type	Students
Home School*	1,314
Private School	1,049
Public Charter School	5,975
Traditional Public School	41,087
N/A**	4

*Home School students are students whose parent or guardian indicated they were home-schooled and they do not participate in any public-school courses (full or part-time, virtual or in-person).

**school type entry error

Marketplace Purchases

There have been **\$27,593,135.96** transactions on the marketplace, as of May 15, 2023. Section 33-1030, Idaho Code, allows eligible marketplace purchases in six categories.

The amount spent in each category is detailed below:

Statutory Categories	Amount
(a) Computer hardware, internet access, or other technological devices or services	\$20,935,327.46
(b) Textbooks, curriculum, or other instructional materials, including educational software and applications	\$6,533,785.20
(c) Fees for national standardized assessments, advanced placement examinations, examinations related to college or university admissions, or industry-recognized certification examinations	\$0.00
(d) Therapies, including occupational, behavioral, physical, speech-language, and audiology therapies, or other services or therapies specifically approved by the board	\$124,023.30
(e) Educational programs offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to nonpublic students	\$0.00
(f) Other education expenses and services as approved by the Board	\$0.00



ATTACHMENT 2

Governor Brad Little

State Capitol :: Boise, Idaho 83720
(208) 334-2100 :: gov.idaho.gov

June 9, 2023

Dr. Linda Clark, President, State Board of Education
Matt Freeman, Executive Director, Office of the State Board of Education
P.O. Box 83720
Boise, ID 83720

Dear President Clark and Director Freeman,

The Idaho Legislature created the Empowering Parents grant program in 2022 through Senate Bill 1255, directing the State Board of Education to administer the grants. The Office of the State Board of Education (OSBE), as administrative support for the board, is contractually obligated to administer the program and oversee the contractor's performance.

There is an expectation at both the federal and state levels that agencies managing public funds serve as the first line of defense for proper stewardship of funds, and that such agencies are responsible for ensuring funds are not used for ineligible purposes. Robust oversight, documentation, and a dedicated compliance regime are critical to safeguarding the use of scarce taxpayer dollars.

Since September of 2022 when the Empowering Parents grants went live, the program has successfully served tens of thousands of families with additional educational resources outside the classroom.

Only recently, my staff first received specific details from OSBE staff on identified purchases that may not have been permitted by Section 33-1030(3), Idaho Code, and applicable federal guidance. I expect all agencies within my administration to communicate early and often on matters of this magnitude. Let's work toward improved communication on the internal OSBE staff review moving forward.

To augment the internal OSBE staff review of transactions within the program, enhance fact finding, and hasten transparency and accountability to the taxpayers, I am offering the Division of Financial Management to contract with an independent third party to conduct a full financial audit of the program and status of eligible versus ineligible purchases. This will help us ensure we know the full scope of the situation and what has been reimbursed through the online marketplace relative to applicable laws.

Further, pursuant to Section 67-802, Idaho Code, I am requesting that the State Board of Education prepare a report and action plan to submit to my office no later than June 16, 2023, that:

- Strengthens accountability of the Empowering Parents Grant Program, including enhanced Board-level oversight of all contractors;
- Reviews all contracts to identify opportunities to recoup funding from contractors for any purchases deemed ineligible;

ATTACHMENT 2

Governor Brad Little

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- Identifies all oversight efforts, safeguards, and other steps taken by the State Board and office staff to ensure grant funds were used only for eligible education expense and only for the benefit of eligible students, as defined by Idaho Code 33-1030; and
- Proposes changes to program administration and oversight that may be necessary to enhance stewardship of taxpayer funds to ensure compliance with both Idaho Code and applicable federal guidance.

I know we share a common goal of transparency and accountability for use of public funds, and I appreciate your partnership in reaching that goal. I look forward to timely submission of your action plan so that we may continue with this program that is important to so many Idaho students and families.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brad Little", is written over a horizontal line.

Brad Little
Governor of Idaho

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

Idaho State University's annual published progress report is attached. Any updates will be provided through the presentation. Annual performance measure reports are presented to the Board at the regular October Board meeting.

IMPACT

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

ATTACHMENTS

Attachment 1 – Annual Report

BOARD 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 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 program prioritization implementation.

BOARD ACTION

This item is for informational purposes only.



PROGRESS REPORT

2023



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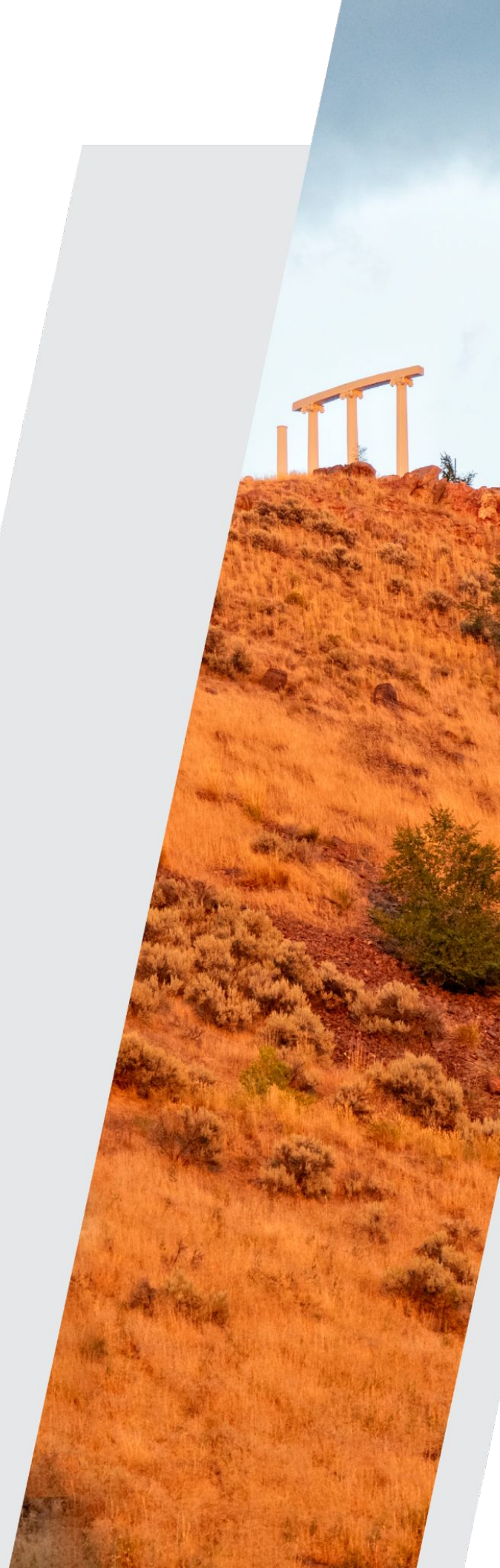
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4 A Year in Review

7 The Year Ahead

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Executive Summary

For the academic year of 2022-2023, Idaho State University focused institutional efforts and priorities around the five goals defined in the strategic plan. These goals directly align with 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 fourth semester in a row ISU increased enrollment, our retention rates dramatically increased from where they were two years ago, we completed and are executing a new visionary 5-year strategic plan, and are wrapping up a successful scholarship campaign. As an institution, we are poised to continue our momentum for the upcoming year.

ISU made substantial progress in developing and implementing initiatives aimed to make tangible improvements in support of the strategic plan. We have aligned all pre-existing project charters to the strategic plan as well as commissioned new initiatives to move us forward. Within these goals and priorities, we will continue to use identified project charters as our primary means to meet our goals. New initiatives will continue to be added at times to keep our efforts fresh and to demonstrate progress.

1. **Increase Student Access, Opportunity, Retention, and Success:** We build a diverse and thriving student population by providing all students with the tools, opportunities, and environment to support their goals, learning, and achievement.
2. **Strengthen Programmatic Excellence:** Programmatic excellence is at the core of student achievement. The University continually evolves to meet workforce demands and recruit, retain, and support highly qualified faculty and staff. We allocate resources to strengthen programs and opportunities focused on student achievement and success.
3. **Cultivate External Partnerships:** We contribute to the betterment of all communities through strong collaborations and partnerships. The University will continue to foster existing beneficial partnerships and build new associations that advance Idaho State's mission.
4. **Expand Research, Clinical, and Creative Activities:** We change lives for the better by expanding our research, clinical, and creative activities. We focus on increasing human knowledge, serving the needs of society, and supporting artistic ventures.
5. **Energize the Bengal Community:** We engage and build strong relationships with all members of the Bengal Community to achieve academic success and innovation, advance learning and research, and enhance lives. The Bengal Community includes students, faculty, staff, alumni, community members, friends, and partners who engage with the University and support its success.

The intent of the following report is to provide the State Board of Education with high-level accomplishments made in the academic year 2022-2023 and outline specific initiatives to be implemented in the academic year 2023-2024.

A Year in Review

The following provides a high-level overview of some of ISU's accomplishments during the academic year 2022-2023

Institutional Accomplishments 2022-2023

Title	Description
Recruitment Efforts	<p>ISU once again hosted a reformatted Bengal Visit Day (our largest annual student recruitment event) for prospective students. Bengal Visit Day provides an opportunity to showcase the programs and opportunities available at Idaho State. This year we increased attendance from approximately 1,300 in 2022 to a new record of over 1,800 this year.</p>
Retention Initiatives and ISU Navigate	<p>Perhaps the achievement we are most proud of this year has been our increased retention rates. Our retention rates increased significantly from where they were just two years ago:</p> <ul style="list-style-type: none">• Freshman/first-year student retention is up 7.5%• Idaho resident student retention rate is up 7%• First-generation student retention rate is up 10%• Historically underserved populations:<ul style="list-style-type: none">○ Hispanic student retention rate is up 13%○ Black/African American student retention rate is up 16%○ Native American student retention rate is up 13% <p>We have seen tremendous retention growth in just two years and are very optimistic that we will continue to see improvements as we continue to integrate ISU Navigate into our student success operations.</p>
Strategic Enrollment Management Plan	<p>For the fourth semester in a row, ISU saw an enrollment increase. These increases come after decades of enrollment decline and truly show that our efforts to strategically recruit students to Idaho State are working.</p>
Program Prioritization	<p>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.</p> <p>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.</p>
University Advancement	<p>ISU has focused on increasing our connections with ISU alumni through targeted Advancement efforts. We are completing our two-year scholarship campaign to raise \$20 million for ISU students and have already exceeded our goal by raising \$23,313,217 with two months remaining on the campaign.</p> <p>Our second annual Bengal Giving Day was again a great success as we raised over \$631,953 and benefited from 315 new first-time donors to the University.</p>
Capital Projects	<p>Construction was completed on the Idaho Central Credit Union Bengal Alumni Center. We have already hosted several successful events in the venue and are looking forward to a building dedication later this summer. The Alumni Center is truly meeting our goal of providing a venue for the greater Pocatello community to gather and</p>

bring the community and campus together. We are already hosting the meetings for the Pocatello Chubbuck Chamber of Commerce, area Rotary clubs, weddings, and the Idaho Chiefs of Police Association is holding its annual meeting in the Alumni Center this summer.

The Holt Arena remodel will be completed prior to the fall football season with new seats, window panels, and ceiling. This upgrade provides a much-needed update to our largest event venue on campus, and in all of East Idaho.

The Skaggs College of Pharmacy remodel of Leonard Hall has begun with demolition already underway. Campus groups are in the process of planning the research lab needs of faculty and students.

Phase II of the renovation and rejuvenation of the first floor of the Oboler Library is underway. The goal of the re-envisioning of the first floor of the Library is to create a student-centric gathering and interactive/collaborative learning space that becomes a hub of student life on campus.

Residential Life Improvements	The University invested \$5 million into housing renovations to improve the overall residential experience for our students and has transformed most of our spaces into modern, bright, and welcoming spaces. This fall we have had a waiting list for our student housing for the first time in recent memory, and these updates are, in part, contributing to that success.
College of Arts and Letters	Interdepartmental collaboration is benefitting students across the institution. The College of Arts and Letters recently created interdisciplinary programs, such as commercial music, forensic science, digital media, medical ethics, Spanish for the health professions, applied behavioral analysis, and medical anthropology—and all are growing and thriving. In addition, new interdisciplinary certificates are being prepared and faculty are seeking joint appointments across colleges which fosters dialogue and cooperation, leading to the sharing of resources and expertise as well as curricular renewal.
College of Business	The College of Business was awarded a substantial grant by the Small Business Administration's (SBA) Federal and State Technology (FAST) Partnership Program. This allows us to expand our commercialization efforts which fit extremely well with our other outreach in the COB such as Bengal Solutions, CEED, the Brown Center for Sales Excellence, and SBDC. This will also support grant writing services and market research assistance for potential entrepreneurs that will create amazing educational opportunities for our students while helping grow the entrepreneurial ecosystem in Idaho. We are the first College of Business in the State of Idaho to receive this award.
College of Education	In partnership with School District 25, the College of Education launched the Paraprofessional to Certified Teacher (PaCT) program to provide an affordable pathway for paraprofessionals to earn a college degree or teacher certification. This program has resulted in incredible goodwill toward the University, enhanced relationships with the school district, and has seen a more than 90% first-to-second-semester retention rate. This program is transforming students' lives and the lives of their children who may one day be ISU students. Most importantly, this program will help to address the ongoing teacher shortage in Idaho.
College of Health	<p>The Physician Assistant program was awarded a major grant in support of rural health training. The Primary Care Training & Enhancement -PA Rural Training Program grant was funded for a total of \$1.4 million. The program was one of only 11 in the nation to receive this competitive grant. It supports . . .</p> <p>The Department of Community and Public Health submitted grants totaling more than \$10,761,747. Currently, 78% of faculty are funded partially by grant funding and the most recent grant was funded by HRSA for 3 years at \$3,000,000.</p> <p>Idaho State University is one of only seven universities in the United States where students can obtain health care degrees that range from an associates degree all the way to a PhD, including over 55 health professions programs that enhance and expand Idaho's health care workforce. We are responding to the healthcare worker shortages that exist in Idaho's rural areas, many physicians, nurse practitioners, pharmacists and physician assistants have remained in Idaho after receiving their education at Idaho State University. For example, over half (54.1%) of all Physicians assistants practicing in Idaho are ISU graduates and over half of all physicians that went through ISU's Family Medical Residency program are still in practice in Idaho today.</p>



College of Pharmacy

The Skaggs College of Pharmacy received a gift from the ALSAM Foundation for a \$14,000,000 lead donor gift to renovate the research and teaching laboratories in Leonard Hall in Pocatello, Idaho. This is the single largest gift in the history of ISU. The State of Idaho also contributed \$3,400,000 to this project. During 2022 design planning and many related activities were completed and construction began in March 2023.

College of Science and Engineering

During the past year, two faculty in the College of Science and Engineering have been named as Fulbright Scholars, among the most prestigious academic honors awarded by the United States government. Dr. Mustafa Mashal, associate professor in the Department of Civil and Environmental Engineering, is currently serving as a Fulbright U.S. Scholar in Qatar. Mashal is teaching students at Qatar University in various aspects of civil engineering and is conducting research about retrofitting bridges for stability using titanium rods. Dr. Larry Leibrock, visiting assistant professor in the Department of Computer Science, was recently awarded a Fulbright-National Science Foundation Cybersecurity and Critical Infrastructures Scholars Award. Leibrock is also a joint appointee at Idaho National Laboratory where he conducts cybersecurity research. Dr. Leibrock will spend his Fulbright at the University of Iceland where he will collaborate with researchers to make Iceland's unique geothermal power systems resilient to cyber attack.

College of Technology

The College of Technology's Industrial Cybersecurity Engineering Technology faculty partnered with University of Idaho in a HERC iGEM grant to build the RADICL cyber lab in Idaho Falls and facilitate workforce training and development efforts in the cyber-physical security sector with the end goal of empowering cyber-physical security analysts and cyber-informed industrial technicians with high quality learning experiences. This project enhances the College of Technology's ability to deliver much needed workforce training and development by enabling ISU to introduce amplitude testing services and provide industrial exams to a new and existing market. ISU Industrial Cybersecurity faculty will be awarded \$900,000 for the project over a three-year period.

Graduate School

The Graduate School successfully completed the implementation of launching the DegreeWorks advising and audit system for the entirety of the graduate student population. This will ensure that our graduate students have instantaneous access to information related to their progress towards degree – including requirements fulfilled, requirements needed, anticipated graduation dates, petition or exceptions needs, and formal milestone needs and outcomes. This greatly increases transparency and predictability related to the degree earning process for our students, their faculty advisors, the Registrar's Office, and the Graduate School. This was implemented entirely using existing resources and staffing.

Research

Trending upward year after year, ISU received more than \$36 million in external research awards, with 176 active investigators. This represents a 45% increase in awards and 14% increase in the number of active researchers since 2019. These positive trends exemplify Idaho State's classification as a Carnegie Doctoral, High Research Activity University. Though the total number of proposal submissions has trended slightly downward in recent years, the average award dollar amount has increased. ISU researchers are seeking and winning larger grant awards, with the steadiest growth in the federal government-supported research and development sector. Last year, ISU students received just over \$1.8 million in externally-sponsored wages and stipends to participate in research and creative scholarship activities.

Campus Master Plan

ISU officially launched a campus-wide initiative to create a new Facilities Campus Master Plan. This plan will align with and support the institutional strategic plan, budget model, and program prioritization framework. The University will work through a transparent and inclusive process to create a comprehensive physical master plan to provide a roadmap to support operational opportunities for academic, research, and student life operations.

The Year Ahead

The following provides a high-level overview of some of ISU's initiatives that will be the focus of the academic year 2023-2024.

Goals and Priorities 2023-2024

Project Charter	Description
Employer Needs	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. Each college dean will consult with the Director of the Career Center and the top employers to identify their specific workforce needs and determine how ISU can help meet these needs more effectively. This process will ensure that our academic majors and programs are positioned to prepare, inspire and empower graduating students for a lifetime of meaningful work.
INL	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.
Program Health and Sustainability and Funding Model	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.
Cyber Security	Cybersecurity is vital to commercial, personal and national security needs. The workforce demand for cyber professionals far exceeds the current supply. ISU will be part of a statewide effort to meet workforce demand and to provide research solutions to industry and government partners.
Budget Model	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.
Employee Lifecycle and Campus Culture Enhancements	Focus the mission of Human Resources toward the concept that our people are our biggest resource. Be the conduit, through strategic enhancements of all employee lifecycle elements, to impact positive culture change. This change will focus on: integrating an employee engagement and morale focus in all lifecycle elements, growing a strengths-based organizational development capacity, effectively managing performance, and creating a mission-focused environment where trust, compassion, stability and hope exist for our employees.
Environmental Sustainability	Idaho State University will become a net-zero institution. To meet this goal, we will inventory the current carbon footprint of the university and create a phased plan that outlines specific measures that will reduce our carbon footprint over time. Based on the recommendations outlined in the plan, the University will establish a target date to achieve net-zero operations.
Data and Analytics Plan and Process	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. Related to student recruitment and retention, work collaboratively with Academic and Student Affairs to identify the outcomes we expect to measure over time, identify the data needed to measure those outcomes, and help develop the needed reporting tools. Review, recommend and facilitate implementation of clear roles and responsibilities related to data management for the following offices: Institutional Research, Information Technology Services, Enrollment Management, and the Registrar's Office. Review the University's Customer Relationship Management vendor and contracts to ensure overall efficiency and effectiveness.

Innovation of Campus Technologies and Services	This charter will review and assess all information technology support on campus to evaluate the efficiency and effectiveness of service delivery, user access, organizational structure, and budgets with the goal of optimal alignment of all services.
Strategic Enrollment Plan	ISU will 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 our competition; and focus on the demographics of entering classes. The development of the strategic enrollment management plan will require institution-wide effort, coordination, and support.
Student Life and Engagement	The Division of Student Affairs will develop and implement a plan to revitalize the Bengal Student Experience. Developing a campus climate and culture of student leadership, engagement, and service will elevate the student experience and have a positive impact on student success, retention, and completion. Working in conjunction with students and campus partners, Student Affairs will ensure student-facing functions operate with a student-centric, student-first process-second approach, students will experience a campus experience that will provide opportunities to develop their interests, choose experiences that align with their goals, and enhance their education in and out of the classroom.
First Year Experience	Develop and deploy a robust and thorough experience for all first-year students at Idaho State University. These experiences will include the design and implementation of a recruitment and new student orientation program focused on welcoming and onboarding first-year and transfer students. Develop programming designed to provide experiences that are engaging, inclusive, and educational, with an intentional focus on retention and developing a lifelong commitment to Idaho State University.



The Numbers

- We are ranked fourth in the nation, based on student surveys, veteran retention, graduation rates, and job placement as a Military Friendly University.
- We placed more student interns with the Idaho National Lab than any other university in the country.
- 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 34 of the Department of Labor's 48 health occupations in the U.S. This sector is expected to grow much faster than the average of all occupations.
- We offer quality education - 96% (to date) of ISU students in 2022 met or exceeded the national average for first-time pass rates for health program certification testing.
- ISU is focusing on creating new certificates to support workforce development- increased by 51 in FY22
- We strive for excellence - Once again, 100% of ISU's specialized accredited programs are in good standing with their accrediting organizations

Enrollment Numbers

(As reported in the performance measure report)

ISU Key Data	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Total Annual Enrollment Full-Time Equivalency (FTE) ¹	10,233	9,960	9,775	9,589	9,322	9,252
- Career Technical	771	747	828	819	749	711
- Undergraduate	7,378	7,108	6,864	6,587	6,246	6,191
- Graduate	2,084	2,105	2,083	2,183	2,327	2,350
Total Idaho resident new degree-seeking undergraduate students ²	1,500	1,643	1,681	1,584	1,437	1,522

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.



Retention Rates Graduation Rates

(As reported in the performance measure report)

ISU Key Data	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Retention Rate: fall-to-fall, full-time, first-time bachelor degree seeking student	64%	63%	64%	63%	67%	71%
Graduation Rate: 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)	29%	32%	34%	33%	36%	34%
Graduation Rate: 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)	30%	33%	36%	34%	39%	37%
Graduation Rate: 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.	40%	42%	45%	43%	46%	47%
	(Fall 2011 Cohort)	(Fall 2012 Cohort)	(Fall 2013 Cohort)	(Fall 2014 Cohort)	(Fall 2015 Cohort)	(Fall 2016 Cohort)
Graduation Rate: 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	38%	40%	45%	45%	46%	46%

ISU Foundation Key Data	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023 At 3.31.23
Contributions, Net ¹	\$5,315,986	\$9,827,927	\$12,444,201	\$10,496,438	\$9,954,563	\$29,651,862	\$10,531,346
Endowment Funds	\$53,258,798	\$57,584,648	\$56,346,446	\$56,133,138	\$75,190,280	\$73,679,139	\$85,496,809

¹ Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges, stated at NPV

Conclusion

Substantial progress was made in the 2022-2023 academic year. The University has good momentum and early indicators of positive enrollment data 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

