



BOISE STATE UNIVERSITY

UPDATED FOR FY2016 THROUGH FY2020

**MISSION STATEMENT
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Focus on Effectiveness

Mission Statement

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at <http://academics.boisestate.edu/planning/accreditation-standard-one/>.

***Undergraduate Education.** Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

***Graduate Education.** Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

***Research and Creative Activity.** Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

Vision for Strategic Plan

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

Focus on Effectiveness: A Strategic Plan for Boise State University
Initially developed for the years 2012-2017
Updated in this document to cover the fiscal years 2016-2020
(* denotes system-wide measure required by SBOE)

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

Objectives:

- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning.
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
- Cultivate intellectual community among students and faculty.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

| Goal 1: Key Performance Measures | Recent data | | | | Performance Targets | |
|---|--|--------|-------|-------|---|---|
| | | | | | For FY2016 | For FY2020 |
| % students achieving University Learning Outcomes¹ >Written & oral communication (ULOs 1-2) >Critical inquiry, innovation, teamwork (ULOs 3-4) >Civic & Ethical foundations (ULOs 5-6) | New program: Fall 2012 New program: Fall 2012 New program: Fall 2012 | | | | Initial assessment of ULO's 1, 3, 5, 6 in spring 2015 via ePortfolios | 90% of graduates rated as "good" or "exemplary" |
| | 2006 | 2008 | 2010 | 2012 | For FY2016 | For FY2020 |
| NSSE benchmark measures of student perception of quality of educational experience (as % of urban peer rating; for seniors only): | | | | | | |
| >Level of academic challenge | 97.1% | 97.8% | 98.2% | 98.5% | 100% | 100% |
| >Active and collaborative learning | 100.0% | 102.0% | 96.5% | 97.9% | 100% | 100% |
| >Student-faculty interaction | 93.4% | 96.9% | 87.0% | 90.8% | 95% | 100% |
| >Enriching educational experience | 99.4% | 96.7% | 95.9% | 93.0% | 98% | 100% |
| >Supportive campus environment | 93.6% | 90.0% | 90.1% | 88.3% | 95% | 100% |

¹ % of graduating undergraduates who achieve a competency of "exemplary" or "good" for each of ULOs 1-6 (Intellectual foundations and Civic & ethical foundations) and for ULO 7-11 (Disciplinary areas). The ULOs are based on the "LEAP" program of the AAC&U, and are incorporated into our Foundational Studies Program.

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

Objectives:

- Identify and remove barriers to graduation.
- Bring classes to students using advanced technologies and multiple delivery formats.
- Design and implement innovative policies and processes that facilitate student success.
- Connect students with university services that address their individual needs.
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success.

| Goal 2: Key Performance Measures | Recent data | | | | Performance Targets | |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | FY 2011 | FY 2012 | FY 2013 | FY 2014 | For FY2016 | For FY2020 |
| Number degree graduates (distinct by award level)^{2*} | | | | | | |
| >Associate | 218 | 195 | 165 | 132 | 135 | 135 |
| >Baccalaureate (SBOE target for baccalaureate graduates ³) | 2,411 (2,127) | 2,584 (2,270) | 2,716 (2,413) | 2,764 (2,557) | 3,125 (2,843) | 3,700 (3,416) |
| >Graduate Certificate | 121 | 170 | 167 | 192 | 190 | 190 |
| >Master's | 642 | 653 | 691 | 640 | 700 | 800 |
| >Doctoral | 11 | 11 | 11 | 34 | 28 | 38 |
| Baccalaureate graduates per 3-year average FTE⁴ | 17.1 | 18.2 | 18.9 | 19.2 | 21.0 | 22.5 |
| Graduate degree graduates per 3-year average FTE^{5*} | 51.9 | 54.4 | 55.0 | 48.6 | 50.0 | 52.0 |
| Dual enrollment^{6*} | | | | | | |
| ># credits produced | 9,435 | 10,770 | 11,607 | 12,111 | 14,000 | 17,000 |
| ># students served | 2,030 | 2,410 | 2,624 | 2,699 | 3,100 | 3,800 |
| eCampus (Distance Education) | | | | | | |
| >Student Credit Hours | 52,590 | 55,571 | 60,146 | 66,058 | 76,000 | 97,000 |
| >Distinct Students Enrolled | 9,147 | 9,381 | 9,787 | 10,620 | 12,200 | 15,000 |
| | F2010 cohort | F2011 cohort | F2012 cohort | F2013 cohort | F2015 cohort | F2018 cohort |
| Retention^{7*} | | | | | | |
| >Percent first-time, full-time freshmen retained to year 2 | 69.1% | 71.5% | 70.9% | 74.5% | 77% | 80% |
| >Percent full-time transfers retained or graduated by year 2 | 70.6% | 73.8% | 72.7% | 71.4% | 77% | 80% |

² Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

³ Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.

⁴ Includes the unduplicated number of annual baccalaureate degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.

⁵ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking graduate students divided by 24.

⁶ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. Reflects data from the annual Dual Credit report to the Board.

⁷ Retention is measured as the percent of first-time, full-time baccalaureate-seeking freshmen cohort returning to enroll the subsequent year.

Transfer retention reflects the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated by that time.

Goal 2 (continued)

| | F2005 cohort | F2006 cohort | F2007 cohort | F2008 Cohort | Fall 2010 Cohort | Fall 2013 Cohort |
|---|----------------|----------------|----------------|----------------|-------------------|-------------------|
| Success and Progress Rate (at six years)⁸ | | | | | | |
| >First-time, full-time Freshmen cohort | | 64% | 70% | 70% | 72% | 75% |
| >Full-time Transfer student cohort | | 75% | 74% | 77% | 77.5% | 81% |
| 6-year graduation rate of first-time, full-time freshmen | 29.3% | 29.5% | 38.2% | 37.1% | 44% | 50% |
| | 2006 | 2008 | 2010 | 2012 | For FY2016 | For FY2020 |
| NSSE student rating of administrative offices (as % of urban peer average score) | 98.4% | 94.5% | 97.1% | 96.9% | 100% | 100% |
| Measures required by OSBE but not used by Boise State | FY 2011 | FY 2012 | FY 2013 | FY 2014 | For FY2016 | For FY2020 |
| Degrees and Certificates Awarded^{9*} | | | | | | |
| >Professional Technical Degrees & Certificates | 61 | | | | | |
| >Associate | 195 | 198 | 168 | 137 | | |
| >Baccalaureate | 2,575 | 2,770 | 2,882 | 2,901 | | |
| >Graduate Certificate | 121 | 170 | 171 | 195 | | |
| >Master's | 641 | 653 | 691 | 640 | | |
| >Doctoral | 11 | 11 | 11 | 34 | | |
| Unduplicated graduates per 3-YR average FTE^{10*} | | | | | | |
| >Undergraduate | 18.3 | 19.4 | 19.8 | 20.0 | 21.0 | 22.5 |

⁸ "Success and Graduation Rate" is used by the Voluntary System of Accountability to provide a more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduated from or are still enrolled at Boise State, or graduated or still enrolled elsewhere.

⁹ Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

¹⁰ Includes the unduplicated number of annual undergraduate degree graduates (Associate plus Bachelor's) divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30. Boise State focuses on the ratio pertaining to baccalaureate graduates since that is our primary mission.

Goal 3: Gain distinction as a doctoral research university.

Objectives:

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.
- Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit.
- Build select doctoral programs with a priority in professional and STEM disciplines.
- Build infrastructure to keep pace with growing research and creative activity.
- Design systems to support and reward interdisciplinary collaboration.

| Goal 3: Key Performance Measures | Recent data | | | | Performance Targets | |
|--|--------------------------|---|---|--------------------------|--------------------------|---|
| | FY 2011 | FY 2012 | FY 2013 | FY 2014 | For FY2016 | For FY2020 |
| Total Research & Development Expenditures (as reported to the National Science Foundation) | \$24.2M | \$27.9M | \$25.7M | \$26.6M | \$30.0 M | \$38 M |
| Number of doctoral graduates (PhD and EdD) | 11 | 11 | 11 | 34 | 28 | 38 |
| New doctoral programs | No new doctoral programs | Fall 2012 start: PhD Biomolecular Science; PhD Material Science & Engineering; EdD Educational Technology | Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy | No new doctoral programs | No new doctoral programs | PhD in Ecology, Evolution, & Behavior; PhD Computing |
| | CY 2007-11 | CY 2008-12 | CY 2009-13 | CY 2010-14 | For CY 2012-16 | For CY 2016-20 |
| Number of peer-reviewed publications over 5-year period¹¹ | 1,225 | 1,317 | 1,411 | 1,449 | 1,750 | 2,300 |
| | CY 2007-11 | CY 2008-12 | CY 2009-13 | CY 2010-14 | For CY 2012-16 | For CY 2016-20 |
| Citations of publications by Boise State authors over five year span¹² | 4,998 | 5,351 | 6,956 | 9,043 | 12,000 | 17,000 |

¹¹ # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

¹² Total citations, during the listed five year span, of peer-reviewed publications published in that same five year span, limited to those publications with Boise State listed as an address for at least one author. From Web of Science.
<http://library.boisestate.edu/researchindicators/index.php>

Goal 4: Align university programs and activities with community needs.

Objectives:

- Include community impact in the creation and assessment of university programs and activities.
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.
- Increase student recruitment, retention, and graduation in STEM disciplines.
- Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

| Goal 4: Key Performance Measures | Recent data | | | | Performance Targets | |
|---|---|--------------|-------------|----------------------------|---|------------|
| | FY 2011 | FY 2012 | FY 2013 | FY 2014 | For FY2016 | For FY2020 |
| Number of graduates with high impact on Idaho's college completion rate | | | | | | |
| Baccalaureate graduates traditionally underrepresented groups ¹³ | | | | | | |
| >from rural counties ¹⁴ | 153 | 149 | 154 | 154 | 174 | 206 |
| >from ethnic minorities | 153 | 170 | 194 | 218 | 275 | 380 |
| Baccalaureate graduates who are Idaho residents | 2,188 | 2,264 | 2,317 | 2,298 | 2,600 | 3,077 |
| Baccalaureate graduates who started as Idaho community college transfers (in Transfer Cohort) | 177 | 173 | 234 | 288 | 390 | 600 |
| Number of graduates in high demand disciplines (bachelor's, master's, doctoral)¹⁵ | 1,000 | 1,082 | 1,020 | 1,015 | 1,200 | 1,450 |
| Number of STEM graduates (bachelor's, STEM education, master's, doctoral)¹⁶ | 375 | 407 | 452 | 495 | 600 | 800 |
| # of employers listing career-level jobs with BroncoJobs | 623 | 832 | 834 | Not available at this time | 950 | 1,100 |
| Students Participating in Courses with Service Learning Component | 2,577 | 2,648 | 2,398 | 2,151 | 2,775 | 3,000 |
| # of students requiring remedial coursework^{17*} | 108 8.4% | 123 10.4% | 102 8.7% | 110 9.4% | 100 8% | 100 8% |
| Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement | Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation | | | | Boise State's 's Community Engagement Classification was renewed in Spring 2015 | |

¹³ Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

¹⁴ "Rural counties" is defined as the ten service area counties minus Ada and Canyon counties.

¹⁵ Defined as distinct number of graduates in those disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor, based on projected # of openings 2008-2018.

¹⁶ STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

¹⁷ Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

Goal 5: Transform our operations to serve the contemporary mission of the university.

Objectives:

- Reinvent our academic and business practices to improve service and efficiency.
- Simplify or eliminate policies and regulations that waste effort and resources.
- Invest in faculty and staff to develop key competencies and motivate top performance.
- Break down silos that inhibit communication, collaboration and creativity.
- Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.

| Goal 5: Key Performance Measures | | Recent data | | | | Performance Targets | |
|--|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|---|--|
| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | For FY2016 | For FY2020 |
| Cost of education¹⁸ (resident undergrad with 15-cr load per semester; tuition & fees per year) | Boise State> | \$5,300 | \$5,566 | \$5,884 | \$6,292 | Remain less than the WICHE state average | Remain less than the WICHE state average |
| | WICHE avg> | \$6,005 | \$6.645 | \$7,037 | \$7,331 | | |
| | BSU as % of W> | 88.3% | 83.8% | 83.6% | 85.8% | | |
| | CPI adjusted? | FY 2011 | FY 2012 | FY 2013 | FY 2014 | For FY2016 | For FY2020 |
| Total Expense per EWA Weighted SCH delivered: Undergraduate Only ^{19*} | In 2011 \$\$> Unadjusted> | \$235.52 \$235.52 | \$247.02 \$252.13 | \$258.60 \$267.81 | \$270.73 \$284.92 | No increase in Consumer Price Index (CPI) adjusted \$\$ | No increase in CPI adjusted \$\$ |
| Total Expense per EWA Weighted SCH delivered: Undergraduate and Graduate ¹⁹ | In 2011 \$\$> Unadjusted> | \$218.56 \$218.56 | \$229.95 \$234.71 | \$239.40 \$247.92 | \$248.98 \$262.03 | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ |
| Distinct baccalaureate graduates per \$100k undergraduate expense ²⁰ | In 2011 \$\$> Unadjusted> | 1.39 1.39 | 1.43 1.40 | 1.44 1.39 | 1.43 1.36 | No decrease in CPI adjusted # per \$100k | No decrease in CPI adjusted # per \$100k |
| Distinct baccalaureate, grad certificate, and graduate degree graduates per \$100k total undergraduate and graduate expenses ²¹ | In 2011 \$\$> Unadjusted> | 1.53 1.53 | 1.58 1.55 | 1.57 1.52 | 1.53 1.45 | No decrease in CPI adjusted # per \$100k | No decrease in CPI adjusted # per \$100k |

¹⁸ WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf

¹⁹ Expense information is from the Cost of College study, which is 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. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels.

²⁰ Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

²¹ Expense information is from the Cost of College study and includes undergraduate and graduate expenses. Distinct graduates reflect unduplicated numbers of graduates at the baccalaureate, graduate certificate, and graduate degree (master's and doctoral) levels for summer, fall, and spring terms.

Goal 5 (continued)

| Measures required by OSBE but not used by Boise State | | | | | | | |
|---|---|---------------------|---------------------|---------------------|---------------------|--|--|
| | CPI adjusted? | FY 2011 | FY 2012 | FY 2013 | FY 2014 | For FY2016 | For FY2020 |
| Distinct undergraduate graduates (baccalaureate plus associate) per \$100k undergraduate expense ^{22*} | <i>In 2011 \$\$></i> Unadjusted> | 1.49 1.49 | 1.52 1.49 | 1.51 1.46 | 1.48 1.41 | No decrease in CPI adjusted # per \$100k | No decrease in CPI adjusted # per \$100k |

²² Expense information includes undergraduate costs from the Cost of College study. Distinct undergraduate graduates include unduplicated associate's and baccalaureate degree completers for summer, fall, and spring terms.

| Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan | | | | | |
|---|---|---|---|---|--|
| Boise State Strategic Goals → → | <i>Goal 1: Create a signature, high-quality education experience for all students</i> | <i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i> | <i>Goal 3: Gain distinction as a doctoral research university</i> | <i>Goal 4: Align university programs and activities with community needs.</i> | <i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i> |
| ↓SBOE Strategic Goals↓ | | | | | |
| Goal 1: A well-educated citizenry | | | | | |
| <i>Objective A: Access- Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.</i> | | ✓ | | ✓ | |
| <i>Objective B: Higher level of educational attainment - Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.</i> | | ✓ | | ✓ | |
| <i>Objective C: Adult learner re-Integration - Improve the processes and increase the options for re-integration of adult learners into the education system.</i> | | ✓ | | ✓ | |
| <i>Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.</i> | ✓ | ✓ | ✓ | ✓ | |
| Goal 2: Critical Thinking and innovation | | | | | |
| <i>Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.</i> | ✓ | | ✓ | ✓ | ✓ |
| <i>Objective B: Quality Instruction - Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.</i> | | | ✓ | ✓ | ✓ |
| Goal 3: Effective and Efficient Delivery Systems | | | | | |
| <i>Objective A: Cost Effective and Fiscally Prudent - Increased productivity and cost-effectiveness.</i> | | ✓ | | ✓ | ✓ |
| <i>Objective B: Data-informed Decision Making- Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.</i> | | | | ✓ | ✓ |

| Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan | | | | | |
|--|---|---|---|---|--|
| Boise State Strategic Goals→ ↓Complete College Idaho Strategic Goals↓ | <i>Goal 1: Create a signature, high-quality education experience for all students</i> | <i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i> | <i>Goal 3: Gain distinction as a doctoral research university</i> | <i>Goal 4: Align university programs and activities with community needs.</i> | <i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i> |
| STRENGTHEN THE PIPELINE | | | | | |
| Ensure College and Career Readiness | | ✓ | | ✓ | |
| Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers | | ✓ | | | |
| Support Accelerated High School to Postsecondary and Career Pathways | | ✓ | | | |
| TRANSFORM REMEDIATION | | | | | |
| Clarify and Implement College and Career Readiness Education and Assessments | | ✓ | | | |
| Develop a Statewide Model for Transformation of Remedial Placement and Support | | ✓ | | | |
| Provide three options: Co-requisite , Emporium , or Accelerated | | ✓ | | | |
| STRUCTURE FOR SUCCESS | | | | | |
| Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options | | ✓ | | | |
| REWARD PROGRESS & COMPLETION | | | | | |
| Establish Metrics and Accountability Tied to Institutional Mission | | | | | ✓ |
| Recognize and Reward Performance | | ✓ | | | ✓ |
| Redesign the State's Current Offerings of Financial Support for Postsecondary Students | | ✓ | | | ✓ |
| LEVERAGE PARTNERSHIPS | | | | | |
| Strengthen Collaborations Between Education and Business/Industry Partners | | | | ✓ | |
| College Access Network | | | | ✓ | |
| STEM Education | | | ✓ | ✓ | |

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.