

**Agency Overview**

Founded in 1901, Idaho State University is one of the country’s most comprehensive higher education institutions, offering more than 250 academic programs. Idaho State is one of six universities in the U.S. to award technical certificates through graduate, post-graduate and professional degrees. The University is a Carnegie-classified doctoral research institution, attracting students from around the world to its main campus in Pocatello and locations in Meridian, Idaho Falls, and Twin Falls. For nearly 60 years, the University has been Idaho’s designated leader for training and educating health care professionals.

Today, Idaho State serves a student population of 12,560 (Fall 2021-end of term), and 14,702 unduplicated annual headcount (Fiscal Year 2022), representing 48 states and 54 countries. In addition, Idaho State taught more than 21,000 students (FY 2022) in professional development, workforce training, and continuing education courses. Idaho State’s mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution’s history and Idaho’s unique geography.

Idaho State’s geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and the rural communities of the central mountains on the north. Idaho State’s disciplinary breadth, combined with its unique degree mix, offers a wide variety of opportunities for Idahoans, following the Board’s mandate to serve its diverse, largely rural region and to provide health care programming for the state. Idaho State hosts 13 men’s and women’s National Collegiate Athletic Association (NCAA) athletic teams and offers 112 student clubs and organizations for student participation.

Idaho State is organized into seven colleges: Arts and Letters, Business, Education, Science and Engineering, Technology, Pharmacy, and Health. In addition, Idaho State’s Graduate School is overseen by a graduate dean advised by graduate faculty, and the Dean of the Library directs library activities and its faculty and staff.

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

In 2022, Idaho State completed and began implementing a new, more aspirational mission, vision, and strategic plan. To achieve mission fulfillment, the University created five goals. The goals work to improve institutional effectiveness, student achievement, and student learning.

- 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

The FY23 Performance Measure Report will reflect the new plan’s accomplishments of the new performance measures.

**Core Functions/Idaho Code**

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

**ISU’s Mission:**

Idaho  
University  
research-  
institution  
advances  
and

PART I – AGENCY PROFILE

State  
is a public  
based  
that  
scholarly  
creative

endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through the delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Central to its mission is the emphasis on health sciences education. Idaho State offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. Idaho State also serves southern Idaho by providing full-service, cost-effective medical care options at its 22 health clinics. Idaho State faculty and staff provided health services for more than 50,000 patient visits and over 69,000 prescriptions during the 2022 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy/Telepharmacy Operation has two telehealth pharmacies in rural southern Idaho in Arco and Challis, plus the “home base” pharmacy in Pocatello. These partnerships were requested by city officials concerned that pharmacy services would no longer be available in their towns.

Idaho State’s commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. Idaho State’s Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

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

#### ISU’s core themes:



**Learning  
and  
Discovery**

#### **Core Theme One:**

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



**Community Engagement  
and  
Impact**

#### **Core Theme Two:**

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



**Opportunity**

#### **Core Theme Three:**

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



**Leadership  
in  
Health Sciences**

#### **Core Theme Four:**

**Community Engagement and Impact.** As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a

diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

**Revenue and Expenditures**

| <b>Revenue</b>                              | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b>         |
|---|----------------|----------------|----------------|------------------------|
| Operating revenues                          |                |                |                | Available in Fall 2022 |
| Student tuition and fees (Gross)            | 104,794,000    | 104,240,000    | 107,388,000    |                        |
| Scholarship discounts and allowances        | (30,516,000)   | (31,449,000)   | (27,984,000)   |                        |
| Federal grants and contracts                | 8,832,000      | 8,018,000      | 8,401,000      |                        |
| State and local grants and contracts        | 8,764,000      | 9,891,000      | 10,894,000     |                        |
| Private grants and contracts                | 5,791,000      | 5,865,000      | 5,776,000      |                        |
| Sales and services of education activities  | 6,030,000      | 5,395,000      | 6,805,000      |                        |
| Sales and services of auxiliary enterprises | 14,679,000     | 12,827,000     | 10,394,000     |                        |
| Other                                       | 4,713,000      | 3,514,000      | 3,895,000      |                        |
| Total operating revenues                    | 123,087,000    | 119,301,000    | 125,569,000    |                        |
| <b>Expenditure</b>                          | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY2021</b>  | <b>FY 2022</b>         |
| Operating expenses                          | 252,645,000    | 253,036,000    | 252,592,000    |                        |
| Instruction                                 | 105,022,000    | 103,887,000    | 101,192,000    |                        |
| Research                                    | 14,878,000     | 13,173,000     | 13,682,000     |                        |
| Public Services                             | 3,812,000      | 3,910,000      | 5,094,000      |                        |
| Academic Support                            | 18,224,000     | 18,285,000     | 17,011,000     |                        |
| Libraries                                   | 3,776,000      | 3,812,000      | 3,492,000      |                        |
| Student Services                            | 10,490,000     | 11,001,000     | 11,289,000     |                        |
| Institutional Support                       | 25,874,000     | 30,662,000     | 32,573,000     |                        |
| Maintenance & Operations                    | 18,666,000     | 17,473,000     | 15,291,000     |                        |
| Auxiliary Enterprises                       | 25,243,000     | 22,599,000     | 19,505,000     |                        |
| Scholarships and Fellowships                | 13,993,000     | 15,855,000     | 21,277,000     |                        |
| Depreciation                                | 12,667,000     | 12,379,000     | 12,186,000     |                        |
| Operating income/(loss)                     | (129,558,000)  | (134,735,000)  | (127,023,000)  |                        |
| Nonoperating revenues/(expenses)            |                |                |                |                        |
| State appropriations:                       | 100,023,000    | 102,269,000    | 96,766,000     |                        |
| State General Account                       | 80,244,000     | 81,437,000     | 77,968,000     |                        |
| Endowment Income                            | 3,739,000      | 4,008,000      | 4,265,000      |                        |
| Other State Appropriations                  | 3,704,000      | 4,303,000      | 2,781,000      |                        |
| Professional Technical Education            | 12,336,000     | 12,521,000     | 11,752,000     |                        |
| State Department of Public Works            | 153,000        | (104,000)      | (198,000)      |                        |
| Title IV grants                             | 16,221,000     | 15,495,000     | 14,144,000     |                        |
| Other Federal grants                        | 0              | 3,083,000      | 19,420,000     |                        |
| Gifts                                       | 10,618,000     | 7,390,000      | 9,216,000      |                        |
| Net investment income                       | 908,000        | 1,005,000      | 144,000        |                        |
| Amortization of bond financing costs        | (2,000)        | (9,000)        | (663,000)      |                        |
| Interest on capital asset-related debt      | (1,115,000)    | (1,421,000)    | (1,556,000)    |                        |
| Gain or (loss) on disposal of fixed assets  | (149,000)      | (84,000)       | (2,000)        |                        |
| Net nonoperating revenues/(expenses)        | 126,657,000    | 127,624,000    | 137,271,000    |                        |
| <b>Other Revenue and Expenses</b>           | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY2021</b>  | <b>FY 2022</b>         |
| Capital gifts and grants                    | 6,820,000      | 13,360,000     | 4,541,000      |                        |
| Other Expenses                              | 0              | (1,356,000)    | 0              |                        |
| Special Items - Transfer of Operations      |                |                | 663,000        |                        |
| Net other revenues and expenses             | 6,820,000      | 12,004,000     | 5,204,000      |                        |
| Increase in net assets                      | 3,919,000      | 4,893,000      | 15,452,000     |                        |

| Other Revenue and Expenses                  | FY 2019     | FY 2020     | FY 2021     | FY 2022 |
|---|-------------|-------------|-------------|---------|
| Net assets - beginning of year (*-restated) | 248,179,000 | 252,098,000 | 256,991,000 |         |
| Net assets – end of year (*-restated)       | 252,098,000 | 256,991,000 | 272,443,000 |         |

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

| Cases Managed and/or Key Services Provided  | FY 2019        | FY 2020        | FY 2021        | FY 2022                |
|---|----------------|----------------|----------------|------------------------|
| Grand Total Number of Students <sup>1</sup>   | <b>23,210</b>  | <b>23,197</b>  | <b>30,558</b>  | <b>36,115</b>          |
| Total number of enrolled ISU students in a fiscal year  | 14,976         | 14,870         | 14,241         | 14,702                 |
| Total number of College of Education K-12 professional development students in a fiscal year (see note <sup>1</sup> ) | 2,005          | 2,703          | 11,484         | 15,805                 |
| Total number of Workforce Training / Continuing Education students in a fiscal year                                   | 6,229          | 5,624          | 4,833          | 5,608                  |
| Percentage of undergraduates (based on fall term)   |                |                |                |                        |
| - Full-time   | 57%            | 56%            | 57%            | 55%                    |
| - Part-time   | 43%            | 44%            | 43%            | 45%                    |
| Total annual full-time equivalency (FTE) enrollment <sup>2</sup>  | <b>9,775</b>   | <b>9,589</b>   | <b>9,322</b>   | <b>9,252</b>           |
| - Career Technical  | 828            | 819            | 749            | 711                    |
| - Undergraduate   | 6,864          | 6,587          | 6,246          | 6,191                  |
| - Graduate  | 2,083          | 2,183          | 2,327          | 2,350                  |
| Total credit hours taught: <sup>3</sup>   | <b>280,770</b> | <b>274,551</b> | <b>265,715</b> | <b>263,467</b>         |
| - Career Technical credit hours   | 24,852         | 24,556         | 22,473         | 21,334                 |
| - Academic credit hours   | 255,918        | 249,995        | 243,242        | 242,133                |
| o Undergraduate credit hours  | 205,928        | 197,601        | 187,391        | 185,725                |
| o Graduate credit hours   | 49,990         | 52,394         | 55,851         | 56,408                 |
| Percentage of all degree-seeking undergraduates receiving a PELL grant  | 43%            | 43%            | 40%            | 40%                    |
| Amount of ISU student scholarships/fellowships awarded  | \$13,993,000   | \$15,855,000   | \$21,277,000   | Available in Fall 2022 |
| Total number of certificates and degrees awarded <sup>4</sup>   | <b>2,554</b>   | <b>2,462</b>   | <b>2,756</b>   | <b>2,737</b>           |
| - Undergraduate   | 1,933          | 1,803          | 2,082          | 1,955                  |
| - Graduate  | 621            | 659            | 674            | 782                    |
| % degrees awarded in Health Professions <sup>5</sup>  | 35%            | 33%            | 37%            | 37%                    |
| % degrees awarded in STEM Disciplines <sup>6</sup>  | 18%            | 15%            | 15%            | 13%                    |

|  |              |              |              |              |
|--|--------------|--------------|--------------|--------------|
| Total new degree-seeking undergraduate students in FY <sup>7</sup>                           | <b>1,828</b> | <b>1,737</b> | <b>1,593</b> | <b>1,703</b> |
| - Idaho Resident   | 1,681        | 1,584        | 1,437        | 1,522        |
| - Non-resident   | 116          | 123          | 130          | 142          |
| - International  | 31           | 30           | 26           | 39           |
| Percentage of students participating in course-based community engaged learning <sup>8</sup> | 48%          | 45%          | 44%          | 43%          |
| - Total Students Enrolled  | 7,143        | 6,719        | 6,316        | 6,285        |

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. The main reason for the large increase in the total number of College of Education K-12 professional development students in fiscal year 2021 and 2022 was the result of an out-of-state marketing campaign.
2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.
3. Total student credit hour production for the fiscal year.
4. Degrees are those awarded and posted as of July 26, 2022 for the fiscal year.
5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.
6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the CIP codes, 01,03,04,11,14,15,26,27,29,40,41.
7. New students in the summer term enrolled in the subsequent fall term are counted as “new” in the fall term.
8. Community Engaged Learning describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. These undergraduate and graduate for-credit opportunities include, but are not limited to, internships, externships, job shadowing, service learning, community based research, public service courses, practicums, practical work (live work), and clinical rotations.

**FY 2022 Performance Highlights (Optional)**

**College of Arts and Letters**

The theme of recent major accomplishments in the College of Arts and Letters is “the power of partnerships.”

- The ISU College of Arts and Letters is continuing work on what we are calling the INCLUDE (Idaho Needs Connectivity Leading University Distance Education) Project, made possible by community partners and donors as well as two large USDA grants. This effort is providing for the purchase and installation of state-of-the-art distance education technology—technology that will allow Idaho high school students in rural communities the opportunity to be part of ISU classes taught by the very best ISU faculty. These high school students can earn college credit funded through the Idaho Department of Education’s Fast Forward Program. This program is also creating meaningful relationships between ISU and rural communities and building student confidence in attending college, both important steps toward increasing Idaho’s Go-on rate. As an extension of this initiative, the College of Arts and Letters is partnering with other colleges, as well as with community health clinics, to provide broader service to these rural schools and communities. INCLUDE 2 will use distance learning and telehealth to bring mental and physical health services and care to rural Idaho high school students and educators. In addition to health

care services, INCLUDE 2 will provide health education to parents, students, and the community, focusing on opioid and substance use and suicide.

- Through partnering with alumni and other friends of ISU, the College of Arts and Letters has established a number of new Endowed Faculty Legacy Scholarships. These scholarships will provide ongoing financial support for future ISU students, and they are built on the legacies of ISU faculty members who devoted their lives to outstanding work.
- Two new programs reflect a partnership between the arts and the professional world. Music has a new Commercial Music option. Art, with support from the Department of Communication, Media, and Persuasion, has just launched the new BFA in Digital Media. Both programs are designed to give students strong backgrounds in the arts, paired with cutting edge professional knowledge and skill needed in the workforce today.
- The College of Arts and Letters is partnering with the wider world by making more graduate programs available online. The still new fully and exclusively online MA in Spanish program has just seen its first cohort of graduates, and enrollments in that program continue to dramatically exceed expectations. Other existing MA programs, including Anthropology, Communication, History, and Public Administration, have taken advantage of remote delivery technology to make their traditional in-person graduate courses and degrees available to students anywhere.

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

- The ISU College of Business received a significant gift to permanently endow the Walter P. Brown Center for Sales Excellence. Construction of the Brown Center for Sales Excellence is expected to conclude in 2022, enabling students and professionals to develop sales skills, enhance their personal brand, as well as construct, practice, and train for individual and team sales presentations, interviews, and proposals.
- 14 Brand new Permanently Endowed Scholarships
- Doubled the number of Endowed Professorships in the history of the College of Business in just one year including our very first Endowed Professorships in Management and Health Care Administration
- The Idaho State University College of Business developed a proposal which resulted in the award of a \$50,000 Small Business Innovation Research (SBIR) Grant which will support disabled entrepreneurs applying for SBIR Grants.
- The ISU College of Business received a significant financial gift to create the Orin C. Smith Global Finance Lab. The Smith Global Finance Lab will be a modern space with a trading room feel for College of Business students and faculty to use, learn, and apply current, in-demand finance and analytics tools including a Bloomberg terminal. This state-of-the art space will be on the second floor of the College of Business building directly across from the Student Community Center and will be an incredible tool for recruiting. The construction of the Smith Global Finance Lab is expected to be completed by fall 2022.
- As a response to the NCAA's change to its Name, Image, Likeness (NIL) Policy, the College of Business has partnered with the Idaho State University Athletics Department to offer the Bengal NIL Academy. This 2021 change allows student-athletes to earn money from the use of their name, image, and likeness. As such, most Division I universities have planned third-party training to help assist their student athletes in managing these new types of agreements. While these trainings are often done via external consultants, the College of Business provided in-

house instruction for our student-athletes. We have developed six training modules taught by College of Business faculty, including personal branding, financial literacy, social media marketing, basic taxes, entrepreneurship, and professional selling.

- Accounting Professor, Dr. Dawn Konicek led a team of faculty and students who completed over 550 tax returns in 2022 as part of the Volunteer Income Tax Assistance (VITA) program which offers students and community members free tax preparation. Our Idaho State College of Business faculty and students have completed over 2,000 tax returns for low income members of our community over the past five years representing a major real-world opportunity for College of Business accounting students.

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

- The College of Education's Albion Center for Professional Development is on track to generate more than \$6m in revenue this year which brings our two-year total to more than \$11m. The Albion Center provides professional development courses for teachers all over the country so they are able to learn new skills, renew their teaching certification, or move up on the salary scale. This year we invested \$1m in marketing Albion which resulted in getting the Idaho State University brand into more than two million K-12 teachers' households in every state in the country.
- In FY 22, the College of Education's fundraising efforts have so far yielded more than \$550k in gifts which represents a 300% increase from our yearly average for the past decade. This funding will go directly to students via scholarships or through faculty-led student engagement efforts including undergraduate research, applied learning projects, or study abroad opportunities.
- In collaboration with the College of Science and Engineering and the College of Technology, we received a National Science Foundation Capacity Building Grant to support efforts to diversify and strengthen the STEM teacher pipeline. This project entitled IMPACTS: Idaho Making Progress Against Critical Teacher Shortages seeks to understand how to better recruit, retain, and support secondary STEM teachers, focusing on underserved rural school districts, including Hispanic and Native American populations. In August of 2022 we will submit a full proposal which, if funded, could result in significant funding for scholarships, stipends, program development and mentoring for new STEM teachers.
- This year we launched two new fully online programs including a Master's in Special Education and a Master's in Deaf Education, which is the only one of its kind in the state of Idaho. We are also partnering with Hanover Research to understand potential opportunities for growing graduate student enrollment.
- The College of Education's graduate program in elementary education was rated #3 in the country in the category "Best Online Elementary Education Master's Degree Program" by OnlineMastersDegrees.org. This ranking was based on measures related to academic quality, affordability and flexibility.
- This year we hosted the second annual COE Diversity, Equity, Inclusion (DEI) in Education Conference which drew K-12 and higher education faculty, staff and students from the state, region and across the country. This year's theme focused on the context of equity and inclusion in rural and diverse educational communities. In addition, we co-sponsored the Diversity Resource Council's Black History Month speaker, Rev. Dr. Sakena Young-Scaggs..
- Dr. Cory A. Bennett, Professor in Teaching and Educational Studies, and Dr. Shannon Kobs Nawotniak, Associate Professor in Geosciences and Director of the University Honors Program, joined forces to create R.E.A.L. STEM (Remote and Equitable Access to Learning STEM), with the goal of delivering authentic STEM experiences for upper elementary students including



opportunities for students to envision themselves in STEM careers..The project proposal was funded by the Idaho National Laboratory in partnership with the Idaho STEM Action Center.

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

- Early career ISU faculty in the College of Science and Engineering have been awarded some of the most prestigious new investigator awards offered by major federal funding agencies. Dr. Kristen Lane in the Department of Biology was awarded a \$1.5 million New Innovator Award from the National Institutes of Health for cutting edge work on deadly malaria parasites. Dr. Amir Ali is a key component to a \$450,000 Faculty Development Grant from the Nuclear Regulatory Commission and Dr. Devaleena Pradhan received and \$800,000 CAREER grant from the National Science Foundation.
- Our Nuclear Engineering faculty have partnered with GE-Research on a \$4.5 million Advanced Research Project Agency-Energy (ARPA-E) from the Department of Energy to investigate aspects of nuclear fuel reprocessing.
- In response to regional industry demand CoSE has developed Bachelor's and Master's degrees in Computer Engineering. These degree programs have been approved by the SBOE and have started to enroll students.
- CoSE faculty are co-principal investigators with INL scientists and engineers on six of a total of 13 Center for Advanced Energy Studies (CAES) Collaboration Program Development Fund Grants awarded to all three Idaho universities. These awards demonstrate the growing interrelatedness of research and educational efforts between ISU and INL.
- CoSE's STEM IS U Scholarship Fund has attracted nearly \$500,000 in financial commitments to support students in financial need as they improve their lives by obtaining degrees in STEM.
- ISU's Disaster Response Complex continues to increase its national reach. The DRC has trained over 20 National Guard units from around the United States in state-of-the-art techniques in disaster preparedness. Numerous regional civilian first responder teams have also been trained. In April 2022, the DRC hosted the inaugural Disaster Preparedness and Response Conference. This conference attracted nearly 100 first responders from the region and included partnerships with numerous ISU partners from public health, the sciences, engineering, public safety, continuing education, workforce training, and the humanities.
- The College of Science and Engineering is collaborating with the College of Business to develop a branding and marketing campaign for ISU Engineering to increase awareness of the opportunities for students to pursue engineering degrees at ISU.

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

- Representatives from the ISU College of Technology have partnered with Pocatello Housing Alliance and Community Partnerships, United Way of Southeastern Idaho, and other community partners to advance access to educational opportunities among all residents of southeastern Idaho, especially those experiencing economic barriers. This partnership supports the creation of a Skills Development Center in Pocatello. We are committed to providing career counseling, basic skills training, and introductory classes in a shared space.
- College of Technology students are doing well in national competitions. A team of five Surveying and Geomatics Engineering Technology students took second place in the 21<sup>st</sup> Annual Student competition in Washington D.C. sponsored by the National Society of

Professional Surveyors. Six Business Technology students qualified for Business Professionals of America (BPA) nationals in Texas in May. Two students from Automotive Collision Repair and Refinishing and Computerized Machining Technology won Gold Medals at the Idaho SkillsUSA state competition and will be going to Nationals in Atlanta, GA in June.

- The College of Technology received State Board approval to offer certificates in Nuclear Welding and Amazon Cloud Computing. A new online BS in Respiratory Therapy program will begin in Fall 2022.
- Industry visits have resulted in increased support to College of Technology programs and students. Recent travel of a group of 1<sup>st</sup> year Nuclear Operations Technology students to Los Alamos National Lab resulted in employment offers to the students now including salary and tuition through their second year of the program. Many industry site visits culminated in equipment donations and scholarships. Stotz John Deer recently visited our Diesel Technology program. Sixteen technicians/hiring managers from American Falls, Preston, Tremonton, Twin Falls, and Burley brought high-end and autonomous tractors and worked side-by-side students to troubleshoot problems commonly found in the workplace.
- The College of Technology continues to partner with the Shoshone-Bannock Tribe to create avenues to higher education. The Continuing Education/Workforce Training program offers CNA and Dental Assisting classes at the Shoshone Bannock High School as part of an Idaho Workforce Development Sector Grant. Our Hospitality Management faculty have worked closely with the Shoshone-Bannock Casino/Hotel and have seen interest and success in the program because of the partnership. College and Career Readiness have offered math workshops and tutoring to prepare hotel/casino employees with the math skills necessary to enter the Hospitality Management program.
- The College of Technology Provided GED and English as a Second Language (ESL) classes to rural communities. We implemented Integrated Education and Training (IET) programs where staff work with regional industry partners to offer education services on site. We are teaching ESL classes at Lakeview Ag, a farm in the American Falls area that employs migrant farm workers. This IET program focuses on using contextualized English language instruction. For example, staff extract vocabulary and relevant information from the field manuals, and integrates it into a customized ESL curriculum that is relevant to the participants job. The goal of the IET training is to not only increase the English language acquisition skills of employees, but to increase their job knowledge and performance, related to their position.
- The Cosmetology program has been asked to pilot a new curriculum on the chemistry of hair that will go nationwide.

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

- The Kasiska Division of Health Sciences received \$1.5 million in scholarships and stipends from Blue Cross of Idaho. This helps to support our rural and mental health mission to deliver much needed care in under-served areas. We also received \$1 million from the Kasiska Foundation for scholarships for undergraduate students in the health sciences.
- The division also received a \$300K grant to support COVID disease mitigation and student mental health impacted by the pandemic. Faculty and staff throughout the Division were also part of the ongoing COVID-19 response on campus and with our local communities as well.
- Our on-campus screening site served our faculty, staff, and students throughout the year and vaccinations were likewise made available at multiple campus locations throughout the year as

well. We remain committed to our partnership with Southeastern Idaho Public Health and together we continue to serve the greater community through education and outreach.

- We are also very proud of our major interdisciplinary clinic remodel in Meridian, our ongoing partnership with Idaho College of Osteopathic Medicine (ICOM) to provide interprofessional educational opportunities, and that our very own Bachelor of Science in Health Sciences (BSHS) degree is the #2 undergraduate degree at Idaho State University.

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

The focus of the College of Health is “serving the health care needs of Idahoans through education and clinical practice”.

- The College of Health is the largest college at ISU with 12 departments, 41 programs and greater than 10 clinics serving Idahoans.
- The college has developed programs reaching across the state of Idaho from Idaho Falls to Caldwell “the smile of Idaho” serving the critical need for health care providers.
- Physical Therapy, Nursing (RN’s), PA’s, Dental Hygienists, and NP’s are some of the fastest, highest paying and high growth jobs in the state according to the Idaho Dept. of Labor.
- To further meet the critical shortage of physical therapists in Idaho, the DPT program has expanded to Meridian and the first cohort has graduated. This expansion effectively doubles the number of DPT graduates from ISU.
- The MOT program expansion to Meridian is underway with the seating of an initial cohort of 18-20 which effectively doubles the cohort size for MOT. This significant increase further addresses the state-wide shortage of OT’s.
- PA program remains in high demand with a 3.4% increase in applications.
- The PA program secured a planned gift of \$10,000,000 over 20 years. This will provide \$500,000 in scholarships annually.
- Counseling is in the second year of a student training grant that fully or partially funds students in Rehabilitation Counseling. The grant is \$1 million over 5 years.
- Faculty in the Sign Language Studies and Sign Language Interpreting program won a \$2.1 million dollar grant from the US Department of Education to train health care interpreters and \$200,000 from the Idaho Department of Health and Welfare to address health care disparities. Interpreting is considered a high demand field with a critical need for interpreters in Idaho and the US at large.
- COH programs provide significant service to the community. School of Nursing students contributed over 11,000 hours of service in schools, clinics, non-profit organizations, shelters and at community events throughout Idaho.
- Medical Lab Science also contributed hundreds of hours in community service through community health fairs.
- Dental Hygiene students had a high impact on oral health in our community. They provided free care to 2986 community members worth a total of \$137,458.

- The PA program students have provided over 875 service learning hours including international service in the Dominican Republic.
- An MSAT/DPT student served as national chair of the Student Leadership Committee
- COH faculty won 2 of the 3 Idaho State University Distinguished faculty awards. Dr. Nancy Devine, Associate Professor of Physical Therapy, has been named the Idaho State University's Distinguished Teacher Award recipient for the 2021-2022 academic year. Mr. Dave Martin, Clinical Associate Professor & Academic Coordinator of the Physician Assistant Studies program, has been named the Idaho State University's Distinguished Service Award recipient for the 2021-2022 academic year. 4 other faculty were finalists
- Dr. Dani Moffit was inducted into the Northwest Athletic Trainers' Association Hall of Fame for her untiring efforts in service to the Athletic Training profession, educational organization, and diversity, equity and inclusion in health care. She is the first woman in Idaho to receive this honor.

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

- Held a successful 2-day Centennial Celebration (100 + 1 in 2021) of the College of Pharmacy in September 2021, after being postponed in 2020 due to COVID-19.
- Dedicated the Centennial Patio and announcement that the Centennial Celebration Capital Campaign goal of \$15,000,000 had been exceeded.
- Celebrated the many academic and community service accomplishments of our student pharmacists, including the ASP Chapter winning the Operation Immunization Region 7 Award.
- Awarded over \$500,000 in scholarships to student pharmacists, and provided over \$300,000 in financial support for graduate students in the Biomedical and Pharmaceutical Sciences and the Clinical Psychopharmacology graduate programs.
- Invested over \$250,000 in start up funding for recently appointed faculty.
- Expanded opportunities for biomedical and pharmaceutical sciences research by expanding the Zebrafish laboratories in Meridian and associated equipment, including 3D printers.
- Achieved continued growth in the enrollment of students in the Biomedical and Pharmaceutical Sciences and the Clinical Psychopharmacology graduate programs
- The Master of Science in Clinical Psychopharmacology received American Psychological Association Designation and graduated its inaugural cohort.
- Launched "Pharmacy Fusion," a monthly, 30-minute radio broadcast on KISU and designed to cover College of Pharmacy topics of interest to many.
- Completed the ownership transfer of Bengal Pharmacy from the Idaho State University Foundation to the Idaho State University College of Pharmacy.
- Established an integrated mental health clinic and a limited services licensed location for Bengal Pharmacy in the new clinic space on the Meridian campus.
- Finalized the design plans for construction of a Dean's Suite in a shelled space on the second floor of the Meridian campus to provide needed office and graduate student space.

- Restructured the Office of Experiential Education to eliminate an administrative officer line and to move the Office from the Dean's Office to the Department of Pharmacy Practice and Administrative Sciences.
- Conducted regular quarterly meetings of the Alumni Advocacy Board to grow the connection with the alumni, including serving as Ambassadors for Bengal Giving Day. This and other efforts resulted in the College of Pharmacy having a very successful Bengal Giving Day.
- At the time of preparing this PMR narrative, the College of Pharmacy is just days away from what it believes will be finalization of gifts and other funding to support a \$20,000,000 renovation of the research labs in Leonard Hall on the Pocatello campus.

### Graduate School:

- 8.3% increase in Graduate School enrollment fall 2022 over fall 2021. Graduate enrollment has experienced a total increase of 16% since August 2016.
  - Has expanded its service to the university through the development of the DegreeWorks automated audit system for the graduate student population. This involved the encoding of the entire graduate program catalog, over 100 graduate programs, and will allow students to see, at a glance, where they are in their matriculation towards degree.
  - Inaugurated summer support initiatives for graduate students intended to facilitate degree completion. This included thesis and dissertation writing workshops as well as summer research grants. In addition to these, summer Graduate Assistantships and Summer Scholarships were offered. In total, nearly \$250k of summer support was provided.
  - We successfully partnered with Proquest Electronic Thesis and Dissertation, the industry standard archive for these publications, to provide digital archiving of our students' theses and dissertations. This means that ISU students' graduate work will now be accessible globally through the world's largest database of scholarly knowledge.
  - Beginning fall 2022, we increased the number of Graduate Teaching Assistantships by 30, which contributed to the overall increase in graduate enrollment realized but also helped us create new pipeline opportunities out of our undergraduate programs. Using a targeted approach, we awarded these GAships to programs with growth potential and paired the award with strategic recruitment funds to draw new students in.
  - We inaugurated an institution-wide framework for the establishment of 4+1 accelerated programs that was previously lacking. This allows for a seamless and abbreviated progression from undergraduate education into the graduate experience – saving students time and money at the same time it increases our enrollments.
  - The Graduate School leadership played a key role in defining and inaugurating the institution's cluster hire initiative – Issues in Rurality: Disparity and Difference. This research-oriented hiring initiative is primed to recruit a number of faculty doing innovative work in examining the issues and opportunities related to rural spaces and populations into the university. Given our mandate to serve the region, we hope this initiative will increase our ability to do so effectively.
- 
- Conducted a Graduate Student Mental Health and Wellness initiative that created and hosted a series of workshops on graduate student mental health and wellness. This culminated with an inter-institutional panel and workshop with BSU and UI faculty and students examining common challenges experience by graduate students along with common practices for mitigating those challenges.

**Library:**

- During AY22, the Library continued its work offering digital and in person services to ISU students from Library locations in Pocatello, Meridian and Idaho Falls. Library spaces were open during the entire year, with spaces configured to reflect pandemic related safety considerations. Reference consults were 4,653. Library workshops for individual courses reached 1,603 students. Interlibrary borrowing undertaken on behalf of ISU students and faculty comprised 4,573 transactions. Library faculty taught twelve sections of LLIB 1115, a three-credit general education objective eight course, as well as a section of Hons 3391. The Library provided reservable study rooms and the use of desktop computers, 3D printing, virtual reality equipment and video production lab for student use.
- Library service activities that are relatively new include the completion of the second year Library faculty designed and delivered information literacy unit within 19 sections of the three-credit ROAR 1199. Additionally, Library efforts toward OER support increased considerably during AY22. OER work involves active promotion of the value of OER and assisting faculty in locating existing resources available openly and from within the collection. The Library has this year added OER work to the responsibilities of key Library faculty.
- In ongoing collection activities, the Library collection has been shifting increasingly to licensed digital resources. Today's collections stands as a dynamic, targeted collection of scholarly journals, databases and books in digital and print form. University faculty collaborate with Library faculty in selecting collection materials and the attention given seems to be paying off: ISU retrievals of licensed digital resources is up at 1,866,418 5% over the previous year. Details of the collection are noted in the Library catalog and website and are highlighted in custom reports provided by the Library to specialized program accreditors.
- AY22 also saw Library staff collaborating with ISU Facilities to prepare for the relocation of staff work areas and collection materials in order to prepare for the installation of a Starbucks operation on the first floor of the Pocatello building. Demolition and construction are expected to begin in May 2022. Additionally, the space in Idaho Falls was relocated to a more prominent location within the Tingey building and refurbished as part of a space swap with the Testing Center there.

**Part II – Performance Measures**

| Performance Measure  | FY 2019               | FY 2020 | FY 2021 | FY 2022 | FY 2023                      |        |
|--|-----------------------|---------|---------|---------|------------------------------|--------|
| <b>Goal 1: Grow Enrollment –</b>   |                       |         |         |         |                              |        |
| Objective: Increase new full-time, degree-seeking students by 20% (+450 new students, 2,702) over the next five years.*  |                       |         |         |         |                              |        |
| * full-time certificate and undergraduate and full and part-time graduate degree-seeking students  |                       |         |         |         |                              |        |
| 1. Increase new full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).  | actual                | 2,327   | 2,319   | 2,255   | 2,435                        | -----  |
|  | target                | 2,401   | 2,485   | 2,499   | 2,601                        | 2,702  |
| <b>Goal 2: Strengthen Retention –</b>  |                       |         |         |         |                              |        |
| Objective: Improve undergraduate student retention rates by 5% by 2022.  |                       |         |         |         |                              |        |
| 2. Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate FYs 18-22.<br><b>Benchmark Definition:</b> A 5% (74%) increase in fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate beginning from FY 16 (69%) retention numbers (SBOE benchmark = 80%). <sup>1</sup> | actual                | 64%     | 63%     | 67%     | 71%                          | -----  |
|  | Total                 | 1,174   | 1,073   | 991     | 1,140                        |        |
|  | Retained              | 752     | 675     | 660     | 812                          |        |
|  | Not Retained          | 422     | 398     | 331     | 328                          |        |
|  | target                | 72%     | 72%     | 72%     | 72%                          | 74%    |
| <b>Goal 3: Promote ISU's Identity –</b>  |                       |         |         |         |                              |        |
| Objective: Over the next five years, promote ISU's unique identity by 50% (5.750b) as Idaho's only institution delivering technical certificates through undergraduate, graduate, and professional degrees.  |                       |         |         |         |                              |        |
| 3.2 Promote the public's knowledge of ISU through owned and earned media captures FY 18-22. (FY 2022 = 5.750 billion) <sup>2</sup>   | actual                | 779.2 m | 1,920 b | 6.9 b   | Available later in Fall 2022 | -----  |
|  | target                | 4.312b  | 4.792b  | 5.271b  |                              | 5.750b |
| <b>Idaho State Board Of Education System-Wide Strategic Plan Measures</b>  |                       |         |         |         |                              |        |
| 1. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2025 = 40%) <sup>3</sup> (SBOE system-wide Strategic Plan Measure)   | actual                | 68%     | 68%     | 71%     | 73%                          | -----  |
|  | Total                 | 767     | 781     | 776     | 695                          |        |
|  | Completed Math        | 525     | 529     | 548     | 509                          |        |
|  | Did Not Complete Math | 242     | 252     | 228     | 186                          |        |
|  | target                | 37%     | 37%     | 37%     | 37%                          | 38%    |

| Performance Measure  |   | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|--|---|---------|---------|---------|---------|---------|
| <b>2. Reform Remediation V - Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C-" or higher. (FY 2025 = 45%)</b> <sup>4</sup> (SBOE system-wide Strategic Plan Measure) | Math - actual                             | 23%     | 22%     | 29%     | 38%     | -----   |
|  | Math - Total                              | 1,007   | 847     | 722     | 633     |         |
|  | Completed Math                            | 232     | 187     | 206     | 243     |         |
|  | Did Not Complete Math                     | 775     | 660     | 516     | 390     |         |
|  | English -actual                           | 74%     | 68%     | 60%     | 64%     | -----   |
|  | English - Total                           | 567     | 621     | 238     | 194     |         |
|  | Completed English                         | 420     | 424     | 142     | 124     |         |
|  | Did Not Complete English                  | 147     | 197     | 96      | 70      |         |
|  | target                                    | 37%     | 38%     | 39%     | 39%     | 40%     |
| <b>3. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2025 = 50%)</b> <sup>5</sup> (SBOE system-wide Strategic Plan Measure)   | actual                                    | 24%     | 26%     | 24%     | 25%     | -----   |
|  | Total                                     | 6,000   | 5,655   | 5,322   | 5,519   |         |
|  | Completed 30+ hours                       | 1,426   | 1,459   | 1,261   | 1,394   |         |
|  | Did Not Complete 30+ hours                | 4,574   | 4,196   | 4,061   | 4,125   |         |
|  | target                                    | 29%     | 29%     | 29%     | 29%     | 30%     |
| <b>4. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2025 = 40%)</b> <sup>6</sup> (SBOE system-wide Strategic Plan Measure)   | actual                                    | 34%     | 33%     | 36%     | 34%     | -----   |
|  | Total                                     | 1,070   | 1,360   | 1,169   | 1,141   |         |
|  | Graduated Within 150%                     | 369     | 443     | 422     | 388     |         |
|  | Did Not Graduate Within 150%              | 701     | 917     | 747     | 753     |         |
|  | target                                    | 35%     | 35%     | 35%     | 35%     | 36%     |
| <b>5. Timely Degree III - Total number of certificates/degrees produced (FY 2025 = 2,058)</b> <sup>7</sup> (SBOE system-wide Strategic Plan Measure)   | actual                                    | 1,932   | 1,800   | 2,082   | 1,956   | -----   |
|  | Certificates of less than 1 academic year | 29      | 6       | 4       | 5       |         |
|  | Certificates of 1 academic year or more   | 242     | 219     | 300     | 357     |         |
|  | Associate                                 | 428     | 420     | 494     | 521     |         |
|  | Bachelor                                  | 1,233   | 1,155   | 1,284   | 1,073   |         |
|  | target                                    | +22     | +22     | +22     | +22     | +22     |



|  |   |                |                |                |                |                |
|--|---|----------------|----------------|----------------|----------------|----------------|
| <b>6. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2025 = 20%)</b> <sup>6</sup> (SBOE system-wide Strategic Plan Measure) | actual                                    | 20%            | 19%            | 24%            | 19%            | -----          |
|  | Total                                     | 1,169          | 1,141          | 1,172          | 1,157          |                |
|  | Graduated Within 100%                     | 229            | 220            | 279            | 222            |                |
|  | Did Not Graduate Within 100%              | 940            | 921            | 893            | 935            |                |
|  | target                                    | 18%            | 19%            | 20%            | 20%            | 20%            |
| <b>Performance Measure</b>   |   | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b> | <b>FY 2023</b> |
| <b>7. Timely Degree IV - Number of unduplicated graduates. (FY 2025 = 1,998)</b><br>(SBOE system-wide Strategic Plan Measure) <sup>8</sup>                                       | actual                                    | 1,867          | 1,739          | 2,008          | 1,880          | -----          |
|  | Certificates of less than 1 academic year | 28             | 6              | 4              | 5              |                |
|  | Certificates of 1 academic year or more   | 238            | 218            | 288            | 335            |                |
|  | Associate                                 | 427            | 411            | 489            | 509            |                |
|  | Bachelor                                  | 1,174          | 1,104          | 1,227          | 1,031          |                |
|  | target                                    | 1,887          | 1,896          | 1,905          | 1,910          | 1,915          |

**Performance Measure Explanatory Notes (Optional)**

1. The FY 2022 data (Fall 2021 cohort) are those enrolled at ISU as of August 2, 2022. This rate could change by Census Day (October 15, 2022).
2. The methodology for calculating the public's knowledge of ISU through owned and earned media was revised in ISU's 2020 Strategic Plan because the previous methodology was greatly influenced by unexpected media events.
3. The methodology for this metric was revised by SBOE in 2022 for all years. Benchmarks will be revised in FY 2023. 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.
4. The methodology for this metric was revised by SBOE in 2022 for all years. Benchmarks will be revised in FY 2023. Remedial Math includes courses numbered below a 100 level, Math 1108, 1108P – Intermediate Algebra, MATH 1123P and 1153P are a co-requisite model. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays. 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. For example, if a student successfully completed a remedial course in Fall 2017, the student would have until the end of Fall 2018 to complete a college level course with a C- or higher. If the student passed a co-requisite course with a C- of higher, the student is counted as completing a college-level course within a year. Data includes college level coursework transferred to ISU after the student's first ISU term enrolled in a remedial course as an undergraduate degree-seeking student.
5. 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.
6. The data reported in the FY 2022 column for the percent of first-time, full-time, freshmen graduating within 150% of time and 100% are tentative and may be revised after degrees awarded in Summer 2022 are posted.
7. Total number of certificates/degrees produced, broken out by award levels.
8. Number of unduplicated graduates, broken out by award levels. IPEDS methodology: Students are counted once per award level. If a student earned an associate's and a bachelor's in the same year, they would be counted once under each level (twice overall), but if they received two bachelors, they would be counted once.

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