



# **BOISE STATE UNIVERSITY**

**UPDATED FOR FY2017 THROUGH FY2021**

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MAPPING OF STRATEGIC PLAN TO THE COMPLETE  
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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 2017-2021

**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 FY2017	For FY2021
<b>% students achieving University Learning Outcomes<sup>i</sup></b> >Written & oral communication (ULOs 1-2) >Critical inquiry, innovation, teamwork (ULOs 3-4) >Civic & Ethical foundations (ULOs 5-6)	Preliminary scores re: DLS courses; Fall 2015. 4-point scale; 3 = "satisfactory" >Understanding indiv. as members of a culture 3.0 >Understanding Historical & Cultural Forces 3.0 >Reasoning, Inquiry, and Problem Solving 2.9 >Responsibility & Personal Reflection 2.9				Initial assessment of ULO's 1, 3, 5, 6 in spring 2016 via ePortfolios	90% of graduates rated as "good" or "exemplary"
	2012	2013	2014	2015	For FY 2018	For FY 2021
<b>Students participating in internships in research<sup>ii</sup></b> >Number of students with internship credit >Number of students with research credit <sup>1</sup>	860 -	847 -	833 -	876 -	900 No baseline	1000
	2008	2010	2012	2015	For FY 2018	For FY 2021
<b>NSSE % of students participating in internships (and similar experiences), and in research<sup>iii</sup></b> > % of students participating in internship and similar experiences <sup>2</sup> >% of students participating in research <sup>3</sup>	51% 15%	47% 15%	43.6% 16.4%	51.2% 20.4%	52% 22%	55% 27%
				FY16	For FY 2018	For FY 2021
<b>Vertically Integrated Projects<sup>4</sup> (VIPs)<sup>i</sup></b> >Number of students enrolled in VIP >Number of VIP teams			New program	60 6	72 6	180 18
	2008	2010	2012	2015	For FY 2018	For FY 2021
<b>NSSE benchmarks of student perception of quality of educational experience (% of urban peer; seniors)<sup>iv</sup></b> >Level of academic challenge >Active and collaborative learning >Student-faculty interaction >Enriching educational experience >Supportive campus environment	97.8%	98.2%	98.5%	See below		

(Continued on Next Page)

<sup>1</sup> Boise State recently created a set of university-wide course numbers to enable the tracking of numbers of students who participate in research. Because it is a new measure, there is no baseline data and any sort of performance target would be overly speculative.

<sup>2</sup> % of seniors reporting in the NSSE survey to have participated in an internship. Note that there were slight changes in how the questions were asked in the surveys from 2008-2012 to 2015. 2012: "Practicum, internship, field experience, co-op experience, or clinical assignment." 2015: "Internship, co-op, field experience, student teaching, or clinical placement."

<sup>3</sup> % of seniors reporting in the NSSE survey to have participated in an internship. Note that there were slight changes in how the questions were asked in the surveys from 2008-2012 to 2015. 2012: "Work on a research project with a faculty member outside of course or program requirement." 2015: "Work with faculty member on a research project."

<sup>4</sup> Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

	2008	2010	2012	2015	For FY2018	For FY2021
<b>Revised<sup>5</sup> NSSE benchmark measures</b> (% of peer group rating; for seniors only): <sup>iv</sup>						
Academic Challenge						
>Higher-Order Learning				99% ⇔ <sup>6</sup>	100%	105% <sup>7</sup>
>Reflective & Integrative Learning				102 ⇔	100%	105%
>Learning Strategies				97% ↓	100%	105%
>Quantitative Reasoning				102 ⇔	100%	105%
Learning with Peers						
>Collaborative Learning				103% ↑	100%	105%
>Discussions with Diverse Others				94% ↓	98%	100%
Experiences with Faculty						
>Student-Faculty Interaction				90% ↓	95%	100%
>Effective Teaching Practices				96 ↓	100%	100%
Campus Environment						
>Quality of Interactions				101 ⇔	100%	105%
>Supportive Environment				91% ↓	95%	100%

<sup>5</sup>The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured

<sup>6</sup> ⇔ indicates that Boise State's score is statistically the same as peers; ↓ & ↑ indicate statistically lower and higher than peers

<sup>7</sup> A percentage of 105% indicates that Boise State would score 5% better than peers.

**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 2012	FY 2013	FY 2014	FY 2015	For FY201	For FY2021
<b>Number degree graduates (distinct by award level)<sup>5*v</sup></b>						
>Associate	195	165	132	166	150	150
>Baccalaureate (SBOE target for baccalaureate graduates <sup>6</sup> )	2,584 (2,270)	2,716 (2,413)	2,764 (2,557)	2,971 (2,700)	3,250 (2,986)	3,800 (3,565) <sup>7</sup>
>Graduate Certificate	170	167	192	226	250	250
>Master's	653	691	640	703	740	800
>Doctoral	11	11	34	14	32	40
Total distinct graduates	3,503	3,621	3,629	3,938		
	F2011 cohort	F2012 cohort	F2013 cohort	F2014 cohort	F2016 cohort	F2019 cohort
<b>Retention<sup>8*vi</sup></b>						
>Percent first-time, full-time freshmen retained to year 2	71.5%	70.9%	74.5%	75.6%	78%	80%
>Percent full-time transfers retained or graduated by year 2	74.1%	74.0%	71.9%	73.5%	77%	80%
	F2006 cohort	F2007 cohort	F2008 Cohort	F2009 Cohort	Fall 2011 Cohort	Fall 2014 Cohort
<b>6-year graduation rate of first-time, full-time freshmen<sup>ii</sup></b>	29.5%	38.2%	37.1%	37.9%	44%	50%
	FY 2012	FY 2013	FY 2014	FY 2015	For FY201	For FY2021
<b>Dual enrollment<sup>9*ii</sup></b>						
># credits produced	10,770	11,607	12,111	14,820	17,500	22,000
># students served	2,410	2,624	2,699	3,586	4,250	5,750
<b>eCampus (Distance Education)<sup>vii</sup></b>						
>Student Credit Hours	55,571	60,146	66,058	73,668	85,000	105,000
>Distinct Students Enrolled	9,381	9,787	10,620	11,369	12,700	15,000
	FY 2012	FY 2013	FY 2014	FY 2015	For FY201	For FY2021
<b>Baccalaureate graduates per 3-year average FTE<sup>10v</sup></b>	18.2	18.9	19.2	20.7	21.0	22.5
<b>Graduate degree graduates per 3-year average FTE<sup>11*v</sup></b>	54.4	55.0	48.6	47.2	50.0	50.0

<sup>5</sup> 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.

<sup>6</sup> Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.

<sup>7</sup> FY2021 number for SBOE target assumes the same annual rate of increase (4.4%) as previous years; SBOE specified targets only through 2020.

<sup>8</sup> 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.

<sup>9</sup> Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. Reflects data from the annual Dual Credit report to the Board.

<sup>10</sup> 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.

<sup>11</sup> 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.

**Goal 2 (continued)**

	F2006 cohort	F2007 cohort	F2008 Cohort	F2009 Cohort	Fall 2011 Cohort	Fall 2014 Cohort
<b>Success and Progress Rate (at six years)<sup>12ii</sup></b>						
>First-time, full-time Freshmen cohort	64%	70%	70%	66%	72%	75%
>Full-time Transfer student cohort	75%	74%	77%	72%	77.5%	81%
	<b>2008</b>	<b>2010</b>	<b>2012</b>	<b>2015</b>	<b>For FY2017</b>	<b>For FY2021</b>
<b>NSSE student rating of administrative offices</b> (as % of urban peer average score) <sup>iv</sup>	94.5%	97.1%	96.9%	See below		
<b>Revised<sup>13</sup> NSSE measures</b> (% of peer group rating; for seniors only; higher score indicates better interaction): <sup>iv</sup>						
>Quality of interaction with academic advisors				100.5% ⇄	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)				97.7% ⇄	100%	100%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)				104.7% ↑	105%	105%
	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>For FY2017</b>	<b>For FY2021</b>
<b>Degrees and Certificates Awarded<sup>14*v</sup></b>						
>Professional Technical Degrees & Certificates						
>Associate	218	168	137	168	152	152
>Baccalaureate	2,766	2,905	2,900	3,154	3,450	4,035
>Graduate Certificate	170	171	195	237	260	260
>Master's	664	691	640	703	740	800
>Doctoral	11	11	34	14	32	40
<b>Unduplicated graduates per 3-YR average FTE<sup>15*v</sup></b>						
>Undergraduate	19.4	19.8	20.0	21.7	23.0	25.0

<sup>12</sup> "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.

<sup>13</sup> The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured

<sup>14</sup> 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.

<sup>15</sup> 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 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
<b>Total Research &amp; Development Expenditures</b> (as reported to the National Science Foundation) <sup>ii</sup>	\$27.9M	\$25.7M	\$26.6M	\$31.3M (tentative)	\$34.0 M	\$38 M
<b>Number of doctoral graduates (PhD and EdD)<sup>viii</sup></b>	11	11	34	14	32	40
<b>New doctoral programs<sup>viii</sup></b>	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	PhD in Ecology, Evolution, & Behavior; (approved February 2016)	PhD Computing	
	CY 2008-12	CY 2009-13	CY 2010-14	CY 2011-14	For CY2013-17	For CY 2017-
<b>Number of peer-reviewed publications over 5-year period<sup>16viii</sup></b>	1,317	1,411	1,449	1,533	1,750	2,300
	CY 2008-12	CY 2009-13	CY 2010-14	CY 2011-14	For CY2013-17	For CY 2017-
<b>Citations of publications by Boise State authors over five year span<sup>17viii</sup></b>	5,445	7,264	9,499	11,190	15,000	20,000

<sup>16</sup> # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

<sup>17</sup> Total citations, during the listed five year span, of peer-reviewed publications published in that same five year span, limited to those publications with Boise State listed as 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 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
<b>Number of graduates with high impact on Idaho's college completion rate<sup>v</sup></b>						
Baccalaureate graduates traditionally underrepresented groups <sup>18</sup>						
>from rural counties <sup>19</sup>	142	158	157	153	165	195
>from ethnic minorities	170	194	220	273	360	550
Baccalaureate graduates who are Idaho residents	2,264	2,317	2,298	2,408	2,635	3,080
Baccalaureate graduates who are of non-traditional age (age 30 and up)	767	811	859	822	900	1,050
Baccalaureate graduates who began as transfers from Idaho community college (in transfer cohort)	122	167	188	269	500	750
<b>Number of graduates in high demand disciplines (bachelor's, master's, doctoral)<sup>20viii</sup></b>	1,661	1,741	1,705	1,968	2,153	2,517
<b>Number of STEM graduates (bachelor's, STEM education, master's, doctoral)<sup>21ii</sup></b>	407	454	499	540	675	830
<b>Students Participating in Courses with Service Learning Component<sup>viii</sup></b>	2,648	2,398	2,151	2,334	2,775	3,000
<b># of students requiring remedial coursework<sup>22*ii</sup></b>	123 10.4%	102 8.7%	110 9.4%	142 11.7%	100 8%	100 8%
<b>Carnegie Foundation Community Engagement Classification</b> recognizing community partnerships and curricular engagement <sup>viii</sup>	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation.  The classification was renewed in Spring 2015				Renewal of Community Engagement Classification in 2020	

<sup>18</sup> 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

<sup>19</sup> "Rural counties" is defined as the ten service area counties minus Ada and Canyon counties.

<sup>20</sup> 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.

<sup>21</sup> 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.

<sup>22</sup> Includes all new Idaho students who have been out of high school 1 year or less taking Math 15 or 25. 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.
- 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 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Cost of education <sup>23</sup> (resident undergrad with 15-cr load per semester; tuition & fees per year) <sup>ii</sup>	Boise State>	\$5,566	\$5,884	\$6,292	\$6,640	Remain less than the WICHE state average	Remain less than the WICHE state average
	WICHE avg>	\$6.645	\$7,037	\$7,331	\$7,558		
	BSU as % of W>	83.8%	83.6%	85.8%	87.9%		
	CPI adjusted?	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Total Expense per EWA-resident Weighted SCH delivered: Undergrad Only <sup>24*</sup>	<i>In 2011 \$\$&gt;</i> Unadjusted>	<b>\$247.02</b> \$252.13	<b>\$258.60</b> \$267.81	<b>\$270.73</b> \$284.92	<b>\$281.35</b> \$284.92	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
Total Expense per EWA-resident Weighted SCH delivered: Undergrad & Graduate	<i>In 2011 \$\$&gt;</i> Unadjusted>	<b>\$229.95</b> \$234.71	<b>\$239.40</b> \$247.92	<b>\$248.98</b> \$262.03	<b>\$256.83</b> \$284.92	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
Total Expense per EWA-Total Weighted SCH delivered: Undergrad Only <sup>25*</sup>	<i>In 2011 \$\$&gt;</i> Unadjusted>	<b>\$231.71</b> \$236.50	<b>\$239.51</b> \$248.04	<b>\$247.30</b> \$260.27	<b>\$256.26</b> \$266.86	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
Total Expense per EWA-Total Weighted SCH delivered: Undergraduate and Graduate	<i>In 2011 \$\$&gt;</i> Unadjusted>	<b>\$217.90</b> \$222.41	<b>\$224.71</b> \$232.72	<b>\$231.40</b> \$243.53	<b>\$235.87</b> \$248.54	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
Distinct baccalaureate graduates per \$100k undergraduate expense <sup>26</sup>	<i>In 2011 \$\$&gt;</i> Unadjusted>	<b>1.43</b> 1.40	<b>1.44</b> 1.39	<b>1.43</b> 1.36	<b>1.49</b> 1.42	No decrease in CPI adjusted # per \$100k	No decrease in CPI adjusted # per \$100k

<sup>23</sup> 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/pub/tf>

<sup>24</sup> Expense information is from the Cost of College study, produced yearly by Boise State’s controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. “Undergrad only” uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. “Undergrad and graduate” uses undergraduate and graduate expenses, and includes EWA weighed 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.

<sup>25</sup> Expense information as in previous footnote. “EWA-resident Total SCH” refers to all credits, resident and nonresident, weighted using standard EWA calculation rules.

<sup>26</sup> Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

**Goal 5 (continued)**

	CPI adjusted?	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Distinct baccalaureate, grad certificate, and graduate degree graduates per \$100k total undergraduate and graduate expenses <sup>27</sup>	<b><i>In 2011 \$\$&gt;</i></b> Unadjusted>	<b>1.58</b> 1.55	<b>1.57</b> 1.52	<b>1.53</b> 1.45	<b>1.58</b> 1.50	No decrease in CPI adjusted # per \$100k	No decrease in CPI adjusted # per \$100k
Distinct undergraduate graduates (baccalaureate plus associate) per \$100k undergraduate expense <sup>28*</sup>	<b><i>In 2011 \$\$&gt;</i></b> Unadjusted>	<b>1.52</b> 1.49	<b>1.51</b> 1.46	<b>1.48</b> 1.41	<b>1.58</b> 1.50	No decrease in CPI adjusted # per \$100k	No decrease in CPI adjusted # per \$100k

<sup>27</sup> 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.

<sup>28</sup> 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.

<b>Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan</b>					
<b>Boise State Strategic Goals →</b> →	<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>
<b>↓SBOE Strategic Goals ↓</b>					
<b>Goal 1: A well-educated citizenry</b>					
<i>Objective A: Access- Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.</i>		✓		✓	
<i>Objective B: Adult learner re-integration- Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.</i>		✓		✓	
<i>Objective C: Higher level educational attainment - Increase successful progression through Idaho's educational system.</i>		✓		✓	
<i>Objective D: Quality education- Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.</i>	✓	✓	✓	✓	
<i>Objective E: Education to workforce alignment- Deliver relevant education that meets the needs of Idaho and the region.</i>			✓	✓	
<b>Goal 2: Innovation and economic development</b>					
<i>Objective A: Workforce readiness- Prepare students to efficiently and effectively enter and succeed in the workforce.</i>	✓	✓		✓	
<i>Objective B: Innovation and creativity - Increase creation and development of new ideas and solutions that benefit society.</i>			✓	✓	

<b>Goal 3: Effective and efficient educational system</b>					
<b>Objective A: Data-informed decision making- Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.</b>				✓	✓
<b>Objective B: Quality teaching workforce- Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.</b>	✓			✓	✓
<b>Objective C: Alignment and coordination- Facilitate and promote the articulation and transfer of students throughout the education pipeline.</b>	✓	✓		✓	
<b>Objective D: Productivity and efficiency- Apply the principles of program prioritization for resource allocation and reallocation.</b>				✓	✓
<b>Objective E: Advocacy and communication- Educate the public and their elected representatives by advocating the value and impact of the educational system.</b>			✓	✓	

<b>Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan</b>					
<b>Boise State Strategic Goals</b> → → <b>↓Complete College Idaho Strategic Goals↓</b>	<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>
<i>STRENGTHEN THE PIPELINE</i>					
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		✓			
<i>TRANSFORM REMEDIATION</i>					
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		✓			
<i>STRUCTURE FOR SUCCESS</i>					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
<i>REWARD PROGRESS &amp; COMPLETION</i>					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
<i>LEVERAGE PARTNERSHIPS</i>					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	

<b>Mapping of Boise State University's Strategic Plan onto the Strategic Research Plan for Idaho Higher Education</b>					
<b>Boise State Strategic Goals</b> → ↓ <b>Strategic Research Plan</b> <b>Strategic Research Goals</b> ↓	<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>
<b>Goal 1: Increase research and collaboration among, Idaho universities and colleges to advance areas of research strength and opportunity.</b>					
Objective 1.A: Ensure growth and sustainability of public university research efforts.	✓		✓	✓	
Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).			✓	✓	
Objective 1.C: Expand joint research ventures among the state universities.	✓		✓		
<b>Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.</b>					
Objective 2.A: Increase the number of sponsored projects involving the private sector.			✓	✓	
<b>Goal 3: Contribute to the economic development of the State of Idaho.</b>					
Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.			✓	✓	✓
Objective 3.B: Increase the number of university startup companies.			✓	✓	
<b>Goal 4: Enhance learning and professional development through research and scholarly activity.</b>					
Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.	✓	✓	✓		

## 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.

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- <sup>i</sup> Performance targets set based on analysis of available and projected resources and established best practices
  - <sup>ii</sup> Performance targets set based on analysis of available and projected resources and State Board of Education standard
  - <sup>iii</sup> Performance targets set based on national standards for high quality programs
  - <sup>iv</sup> Performance targets set based on standards for peer institutions
  - <sup>v</sup> Performance targets set based on standards or benchmarks set by the State Board of Education and an analysis of what it would take to meet institutions projected “share” to meet
  - <sup>vi</sup> Performance targets set based on State Board of Education initiative
  - <sup>vii</sup> Performance targets set based on analysis of available and projected resources and student need
  - <sup>viii</sup> Performance targets are set based on internally set standards to maintain or expand quality program