



BOISE STATE UNIVERSITY

UPDATED FOR FY2020 THROUGH FY2024

MISSION STATEMENT

CORE THEMES

VISION

STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE

COMPLETE COLLEGE IDAHO PLAN

KEY EXTERNAL FACTORS

Focus on Effectiveness

Boise State University Strategic Plan

Mission

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.

Vision

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.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at <https://academics.boisestate.edu/planning/core-themes-2/>.

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.*

STRATEGIC PLAN GOALS AND OBJECTIVES

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

Objective A: Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.

Performance Measures:

| NSSE ¹ Indicators: For Freshmen Only (% of peer group rating) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|---|--------------------------------------|--------------------------------------|--------------------|--------------------------------------|----------------------|-------------------|
| | | | | | FY 2020 | FY 2024 |
| Academic Challenge | <i>NSSE survey every three years</i> | <i>NSSE survey every three years</i> | 99% ² ↔ | <i>NSSE survey every three years</i> | 100% | 105% ³ |
| >Higher-order learning >Reflective & integrative learning | | | 103%↔ | | 105% | 105% |
| Learning with Peers | <i>NSSE survey every three years</i> | <i>NSSE survey every three years</i> | 107% ↑ | <i>NSSE survey every three years</i> | 107% | 107% |
| >Collaborative learning >Discussions with diverse others | | | 101% ↔ | | 103% | 105% |

Objective B: Provide a relevant, impactful educational experience that includes opportunities within and across disciplines for experiential learning.

Performance Measures:

| Students participating in internships | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|--|--------------------------------------|--------------------------------------|------------|--------------------------------------|----------------------|---------|
| | | | | | FY 2020 | FY 2024 |
| >Number of students with internship credit | 996 | 921 | 927 | Available July 2019 | 1,000 | 1,200 |
| NSSE % of senior participating in internships (and similar experiences), and in research | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| >% of students participating in internships and other applied experiences | <i>NSSE survey every three years</i> | <i>NSSE survey every three years</i> | 52.2% ↑ | <i>NSSE survey every three years</i> | 54% | 56% |
| >% of students participating in research w/faculty members | | | 26.6% ↑ | | 28% | 30% |
| Vertically Integrated Projects ⁴ (VIPs) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| >Number of students enrolled in VIP credit | 61 | 75 | 51 | 181 | 300 | 500 |
| >Number of VIP teams | 8 | 8 | 10 | 17 | 25 | 30 |

¹ "NSSE" refers to the National Survey of Student Engagement (<http://nsse.indiana.edu/>), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is taken by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

² ↔ Indicates that Boise State is statistically the same as peers; ↑ & ↓ indicate statistically higher and lower than peers, respectively.

³ A percentage of 105% indicates that Boise State would score 5% better than peers.

⁴ 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. Not that not all student participants sign up for credit.

Objective C: Cultivate intellectual community among students and faculty and facilitate respect for the diversity of human cultures, institutions, and experiences.

Performance Measures:

| NSSE Indicators: For Seniors Only (% of peer group rating) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | | | |
|---|--|--|---------|--|-------------------------|---------|--|--|
| | | | | | FY 2020 | FY 2024 | | |
| Learning with Peers | | | | | | | | |
| >Collaborative learning | <i>NSSE survey every three years</i> | <i>NSSE survey every three years</i> | 103% ↔ | <i>NSSE survey every three years</i> | 105% | 105% | | |
| >Discussions with diverse others | | | 98% ↔ | | 100% | 102% | | |
| Experiences with faculty | | | | | | | | |
| >Student-faculty interaction | | | 101% ↔ | | 103% | 105% | | |
| >Effective teaching practices | | | 99% ↔ | | 100% | 102% | | |

Objective D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Performance Measures:

| NSSE Indicators: For Seniors Only (% of peer group rating) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|---|--|--|---------|--|----------------------|---------|
| | | | | | FY 2020 | FY 2024 |
| Academic Challenge | | | | | | |
| >Higher-order learning | <i>NSSE survey every three years</i> | <i>NSSE survey every three years</i> | 99% ↔ | <i>NSSE survey every three years</i> | 100% | 102% |
| >Reflective & integrative learning | | | 100% ↔ | | 102% | 105% |
| >Learning strategies | | | 98% ↔ | | 100% | 102% |
| >Quantitative reasoning | | | 103% ↔ | | 105% | 105% |
| Learning with Peers | | | | | | |
| >Collaborative learning | | | 103% ↔ | | 105% | 105% |
| Experiences with faculty | | | | | | |
| >Effective teaching practices | | | 99% ↔ | | 100% | 102% |

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

Objective A: Design and implement innovative policies and procedures that remove barriers to graduation and facilitate student success.

Performance Measures:

| Unduplicated number of graduates (distinct by award level) ⁵ | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | | |
|---|--------------------|------------------|------------------|----------------------------|----------------------|------------------|--------------|
| | | | | | FY 2020 | FY 2024 | |
| >Undergraduate Certificate | 127 | 200 | 248 | Available Sept. 2019 | 300 | 400 | |
| >Associate | 141 | 114 | 118 | | 150 | 150 | |
| >Baccalaureate | 2,998 | 3,141 | 3,196 | | 3,500 | 4,050 | |
| >(SBOE target for baccalaureate graduates ⁶) | (2,843) | (2,986) | (3,130) | | (3,416) | | |
| >Graduate Certificate | 173 | 212 | 241 | | 270 | 320 | |
| >Master's | 670 | 776 | 917 | | 950 | 975 | |
| >Education Specialist | 10 | 15 | 16 | | 23 | 33 | |
| >Doctoral | 18 | 36 | 32 | | 40 | 50 | |
| Total Distinct Graduates | 3,916 | 4,173 | 4,393 | | 4,800 | 5,600 | |
| First year retention rate ⁷ | Fall 2015 cohort | Fall 2016 cohort | Fall 2017 cohort | Fall 2018 Cohort | Target ("Benchmark") | | |
| | | | | | F2019 cohort | F2021 cohort | F2023 cohort |
| >Percent of first-time, full-time freshmen retained | 78.2% | 79.8% | 79.5% | Available Oct. 2019 | 82.0% | 83.5% | 85.0% |
| -Resident, Pell-Eligible only | | | | | | | |
| -Resident, Not Pell-Eligible only | 72.7% | 72.6% | 70.8% | | 74.0% | 76.5% | 79.0% |
| -Non-Resident, Pell-Eligible only | 76.1% | 76.6% | 75.4% | | 78.0% | 80.0% | 82.0% |
| -Non-Resident, Not Pell-Eligible only | 76.8% | 75.6% | 77.3% | | 80.0% | 82.0% | 84.0% |
| >Percent full-time transfers retained or graduated | 84.0% ⁷ | 87.8% | 88.2% | | 89.0% | 90.0% | 91.0% |
| | 5.4% | 73.8% | 76.6% | | 79.0% | 81.0% | 83.0% |
| 4-year graduation rate ⁸ | Fall 2012 Cohort | Fall 2013 Cohort | Fall 2014 Cohort | Fall 2015 Cohort | Target ("Benchmark") | | |
| | | | | | Fall 2016 cohort | Fall 2017 cohort | |
| > % of first-time, full-time freshmen who graduated | 21.1% | 25.5% | 28.7% | Available Sept. 2019 | 33% | 41% | |
| -Resident, Pell-Eligible only | | | | | | | |
| -Resident, Not Pell-Eligible only | | | | | | | |
| -Non-Resident, Pell-Eligible only | 10.9% | 12.2% | 15.3% | | 20% | 33% | |
| -Non-Resident, Not Pell-Eligible only | 18.7% | 22.9% | 24.5% | | 29% | 38% | |
| >% of full-time transfers who graduated | 29.2% | 31.4% | 34.0% | | | 39% | 48% |
| | 36.9% | 42.7% | 46.4% | | 49% | 53% | |
| | 47.0% | 47.5% | 49.7% | | 51% | 53% | |

⁵ SBOE required metric: timely degree completion. 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.

⁶ Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

⁷ Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated.

⁸ SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time.

| 6-year graduation rate ⁹ | Fall 2010 cohort | Fall 2011 cohort | Fall 2012 cohort | Fall 2013 cohort | Target ("Benchmark") | |
|---|------------------|------------------|------------------------|----------------------------|----------------------|------------------|
| | | | | | Fall 2014 cohort | Fall 2018 cohort |
| > % of first-time, full-time freshmen who graduated | 38.7% | 43.4% | 45.8% | | 48.0% | 54.0% |
| -Resident, Pell-Eligible only | | | | Available Sept. 2019 | | |
| -Resident, Not Pell-Eligible only | | | | | | |
| -Non-Resident, Pell-Eligible only | 29.3% | 30.4% | 34.3% | | 38.0% | 46.0% |
| -Non-Resident, Not Pell-Eligible only | 34.2% | 43.5% | 41.4% | | 45.0% | 51.0% |
| >% of full-time transfers who graduated | 45.6% | 44.4% | 54.7% | | 57.0% | 61.0% |
| | 58.4% | 60.7% | 64.0% | | 65.5% | 68.5% |
| | 51.0% | 58.3% | 57.5% | | 58.0% | 62.0% |
| Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere) ¹⁰ | Fall 2010 cohort | Fall 2011 Cohort | Fall 2012 cohort | Fall 2013 cohort | Target ("Benchmark") | |
| | | | | | Fall 2014 cohort | Fall 2017 Cohort |
| >First-time, full-time Freshman cohort | 64% | 71% | 72% | Available Nov. 2019 | 73% | 76% |
| >Full-time Transfer student cohort | 74% | 80% | 78% | | 78% | 80% |
| Gateway math success of new degree-seeking freshmen ¹¹ | Fall 2014 Cohort | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Target ("Benchmark") | |
| | | | | | Fall 2018 Cohort | Fall 2022 Cohort |
| >% completed within two years | 84.40% | 87.79% | 88.65% | Available Sept. 2019 | 89% | 90% |
| Progress indicated by credits per year ¹² | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| | | | | | FY 2020 | FY 2024 |
| >% of undergraduate degree seeking students with 30 or more credits per year | 23.9% | 23.9% | 23.9% | Available July 2019 | 25% | 28% |
| Success in credit-bearing course (gateway) after remedial course ¹³ | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| | | | | | FY 2020 | FY 2024 |
| >English | 65% | 64% | Available July 2019 | Available July 2020 | 70% | 74% |
| >Mathematics | 47% | 40% | | | 50% | 50% |

⁹ SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time.

¹⁰ The "Student Achievement Measure" (SAM) is a nationally-recognized metric that provides 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: graduate from or are still enrolled at Boise State, or graduated or still enrolled somewhere else.

¹¹ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking cohorts (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 243) or higher within two years (e.g., students who entered in fall 2015 and completed a gateway math or higher by the end of summer 2017).

¹² SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used. Spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

¹³ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course (Math 123, 143, 157, or 243) (C- or above) within one year of completing the remedial course (e.g., students who took remedial course in fall 2016 and completed a subsequent course by the end of fall 2017). Math remediation defined as Math 025 and English remediation defined as English 101P.

| Degrees and Certificates Awarded ¹⁴ | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|--|---------|---------|---------|----------------------------|----------------------|---------|
| | | | | | FY 2020 | FY 2024 |
| >Undergraduate Certificate | 127 | 226 | 248 | Available Sept. 2019 | 300 | 400 |
| >Associate | 145 | 116 | 119 | | 150 | 150 |
| | | 3,317 | 3,373 | | 3,700 | 4,275 |
| >Baccalaureate | 3,174 | 220 | 248 | | 270 | 320 |
| >Graduate Certificate | 178 | 776 | 917 | | 950 | 975 |
| >Master's | 670 | 15 | 16 | | 23 | 33 |
| >Education Specialist | 10 | 36 | 32 | | 40 | 50 |
| >Doctoral | 18 | | | | | |

Objective B: Ensure that faculty and staff understand their responsibilities in facilitating student success.

Performance Measures:

| NSSE Indicators: For Seniors Only (% of peer group rating) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|---|--------------------------------------|--------------------------------------|---------|--------------------------------------|----------------------|---------|
| | | | | | FY 2020 | FY 2024 |
| Experiences with faculty | <i>NSSE survey every three years</i> | <i>NSSE survey every three years</i> | 101% ↔ | <i>NSSE survey every three years</i> | 103% | 105% |
| >Student-faculty interaction | | | | | | |
| Campus Environment | | | 101% ↔ | | | |
| >Quality of interactions | | | 90% ↓ | | | |
| >Supportive environment | | | | | 95% | 100% |

Objective C: Bring classes to students using advanced technologies and multiple delivery formats.

| NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|--|--------------------------------------|--------------------------------------|----------|--------------------------------------|----------------------|---------|
| | | | | | FY 2020 | FY 2024 |
| >Quality of interaction with academic advisors | <i>NSSE survey every three years</i> | <i>NSSE survey every three years</i> | 99.8% ↔ | <i>NSSE survey every three years</i> | 102% | 105% |
| >Quality of interaction with student services staff (career services, student activities, housing, etc.) | | | 100.2% ↔ | | 102% | 105% |
| >Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.) | | | 103.4% ↑ | | 105% | 105% |

Performance Measures:

| Dual enrollment ¹⁵ | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|-------------------------------|---------|---------|---------|------------------------|----------------------|---------|
| | | | | | FY 2020 | FY 2024 |
| >Number of credits produced | 15,534 | 21,519 | 23,664 | Available July 2019 | 30,020 | 36,485 |
| >Number of students served | 3,597 | 4,857 | 5,408 | | 6,775 | 8,240 |
| eCampus (Distance Education) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| | | | | | FY 2020 | FY 2024 |
| >Student Credit Hours | 81,178 | 91,342 | 108,315 | Available July 2019 | 134,320 | 182,740 |
| >Distinct Students Enrolled | 12,106 | 13,055 | 14,430 | | 16,820 | 22,880 |

¹⁴ SBOE required metric: degree completion. 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.

¹⁵ 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 numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

Goal 3: Gain distinction as a doctoral research university.

Objective A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.

Performance Measures:

| Total Research & Development Expenditures | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|--|------------|------------|------------|---------------------|----------------------|----------------|
| | | | | | FY 2020 | FY 2024 |
| Expenditures as reported to the National Science Foundation | \$32.0M | \$34.9 M | \$41.4M | Available Apr 2020 | \$44M | \$50M |
| Publications of Boise State authors and citations of those publications over 5-year period | CY 2011-15 | CY 2012-16 | CY 2013-17 | CY 2014-18 | Target ("Benchmark") | |
| | | | | | For CY 2016-20 | For CY 2020-24 |
| >Number of peer-reviewed publications by Boise State faculty, staff, students ¹⁶ | 1,533 | 1,709 | 1,957 | 2,237 | 2,700 | 3,500 |
| >Citations of peer-reviewed publications authored Boise State faculty, staff students ¹⁷ | 11,190 | 12,684 | 8,147 | 10,167 | 14,000 | 22,000 |
| Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline ¹⁸ | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| | | | | | FY 2020 | FY 2024 |
| >Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary) | 7.1% | 9.6% | 18.9% | Available Sept 2019 | 15% | 20% |
| >\$ per grant award for interdisciplinary grants | \$276,604 | \$237,338 | \$244,317 | | \$300,000 | \$350,000 |
| >\$ per grant award for single-discipline grants | \$106,394 | \$137,209 | \$164,347 | | \$200,000 | \$225,000 |

Objective B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit, including the creation of select doctoral programs with a priority in professional and STEM disciplines.

Performance Measures:

| Carnegie Foundation Ranking ¹⁹ | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|---|----------------------------|----------------------------|----------------------------|------------------------|------------------------|------------------------|
| | | | | | FY 2020 | FY 2024 |
| >Basic Classification | R3 (Research: Moderate) | R3 (Research: Moderate) | R3 (Research: Moderate) | R2 (Research: High) | R2 (Research: High) | R2 (Research: High) |
| Number of doctoral graduates | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| | | | | | FY 2020 | FY 2024 |
| Graduates with PhD, DNP, EdD | 18 | 36 | 32 | Available Sept. 2019 | 40 | 50 |

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

¹⁷ 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.

¹⁸ Excludes no-cost extensions. Represents per-grant, not per-person \$\$.

¹⁹ Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (definition updated 2019 to D/PU: Doctoral Professional Universities).

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

Objective A: Include community impact in the creation and assessment of university programs and activities.

Performance Measures:

| Number of graduates in high demand disciplines ²⁰ (bachelor's, master's, doctoral) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|---|------------------------|----------------|----------------|----------------------|----------------------|----------------|
| | | | | | FY 2020 | FY 2024 |
| Number of graduates | 1,510 | 1,575 | 1,605 | Available Sept. 2019 | 1,700 | 1,900 |
| Rate of employment in Idaho one year after graduation ²¹ | Graduation Year Cohort | | | | Target ("Benchmark") | |
| | FY 2013 Cohort | FY 2014 Cohort | FY 2015 Cohort | FY 2016 Cohort | FY 2018 Cohort | FY 2022 Cohort |
| >Idaho residents | 81% | 80% | Not available | Not available | 82% | 83% |
| >Non-residents | 45% | 41% | available | available | 45% | 46% |

Objective B: Increase student recruitment, retention, and graduation in STEM disciplines.

Performance Measures:

| STEM Graduates ²² | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|--|---------|---------|---------|----------------------|----------------------|---------|
| | | | | | FY 2020 | FY 2024 |
| Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral) | 564 | 671 | 692 | Available Sept. 2019 | 760 | 910 |
| STEM degree graduates as % of all degree graduates, bachelor's and above | 15.3% | 16.9% | 16.7% | Available Sept. 2019 | 17% | 17% |

Objective C: Collaborate with external partners to increase Idaho student's readiness for and enrollment in higher education.

Performance Measures:

| Number of graduates with high impact on Idaho's college completion rate | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|---|---------|---------|---------|----------------------|----------------------|---------|
| | | | | | FY 2020 | FY 2024 |
| Baccalaureate graduates from underrepresented groups ²³ | | | | | | |
| >from rural counties | 142 | 120 | 124 | Available Sept. 2019 | 165 | 210 |
| >from ethnic minorities | 303 | 339 | 359 | Available Sept. 2019 | 500 | 700 |
| Baccalaureate graduates who are Idaho residents | 2,350 | 2,268 | 2,263 | Available Sept. 2019 | 2,700 | 3,100 |
| Baccalaureate graduates of non-traditional age (30 and up) | 869 | 867 | 847 | Available Sept. 2019 | 1,000 | 1,100 |
| Baccalaureate graduates who began as transfers from Idaho community college ²⁴ | 384 | 391 | 406 | Available Sept. 2019 | 700 | 1,100 |

²⁰ Defined as distinct number of graduates in those disciplines, identified by CIP code, appropriate for the top 25% of jobs listed by the Idaho Department of labor that require at least a bachelor's degree, based on project number of openings 2014-2024.

²¹ Percent of all graduates at all award levels who were identified in "covered employment" by the Idaho Department of Labor one year out after graduation. Covered employment refers to employment for an organization that is covered under Idaho's unemployment insurance law. These data do not include several categories of employment, including individuals who are self-employed, federal employees, those serving in the armed forces, foreign aid organizations, missions, etc. Therefore, the actual employment rates are higher than stated. The full report can be accessed at: https://labor.idaho.gov/publications/ID_Postsec_Grad_Retent_Analysis.pdf.


²² STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

²³ 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

²⁴ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

Objective D: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships. Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Performance Measures:

| Students participating in courses with service-learning component | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|---|--|---------|---------|--|----------------------|--|
| | | | | | FY 2020 | FY 2024 |
| Number of baccalaureate graduates who participated in a course with a Service-Learning component | 1,255 | 1,558 | 1,452 | Available July 2019 | 1,600 | 1,800 |
| % of baccalaureate students participating in service-learning course | 41% | 46% | 45% | Available July 2019 | 50% | 55% |
| Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| | | | | | FY 2020 | FY 2024 |
| <p>"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."²⁵</p> | Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015. | | |  | | Renewal of Community Engagement Classification in 2025 |

²⁵ Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc .

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

Objective A: Increase organizational effectiveness by reinventing our business practices, simplifying or eliminating policies, investing in faculty and staff, breaking down silos, and using reliable data to inform decision-making.

Performance Measures:

| NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
|--|--------------------------------------|--------------------------------------|----------|--------------------------------------|---|----------------------------------|
| | | | | | FY 2020 | FY 2024 |
| >Quality of interaction with academic advisors | <i>NSSE survey every three years</i> | <i>NSSE survey every three years</i> | 99.8% ↔ | <i>NSSE survey every three years</i> | 102% | 105% |
| >Quality of interaction with student services staff (career services, student activities, housing, etc.) | | | 100.2% ↔ | | 102% | 105% |
| >Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.) | | | 103.4% ↑ | | 105% | 105% |
| Cost of Education ²⁶ (resident undergraduate with 15 credit load per semester; tuition and fees) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| >Boise State | \$6,874 | \$7,080 | \$7,326 | \$7,694 | Remain less than the WICHE state average | |
| >WICHE average | \$7,826 | \$7,980 | \$8,407 | \$8,630 | | |
| >Boise State as % of WICHE | 87.8% | 88.7% | 87.1% | 89.2% | | |
| Expense per EWA-weighted Student Credit Hour (SCH) | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Target ("Benchmark") | |
| \$ per Resident Undergraduate SCH ²⁷ | \$311.72 | \$313.64 | \$313.35 | <i>Available Dec. 2019</i> | No increase in Consumer Price Index (CPI) adjusted \$\$ | No increase in CPI adjusted \$\$ |
| >In 2015 \$\$ (i.e., CPI-adjusted) | | | | | | |
| >Unadjusted | \$314.81 | \$322.15 | \$329.90 | | | |
| \$ per Resident Undergraduate & Graduate SCH | \$280.53 | \$281.38 | \$279.53 | <i>Available Dec. 2019</i> | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ |
| >In 2015 \$\$ | | | | | | |
| >Unadjusted | \$283.31 | \$289.01 | \$294.29 | | | |
| \$ per Total Undergraduate SCH ²⁸ | \$266.25 | \$266.47 | \$263.08 | <i>Available Dec. 2019</i> | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ |
| >In 2015 \$\$ | | | | | | |
| >Unadjusted | \$268.89 | \$273.70 | \$276.98 | | | |
| \$ per Total Undergraduate & Graduate SCH | \$247.65 | \$247.63 | \$244.00 | <i>Available Dec. 2019</i> | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ |
| >In 2015 \$\$ | | | | | | |
| >Unadjusted | \$250.11 | \$254.35 | \$256.89 | | | |

²⁶ 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/uf>.

²⁷ 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.

²⁸ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules.

| Graduates per FTE | FY | FY | FY | FY | Target ("Benchmark") | |
|---|------|------|------|-----------|----------------------|---------------|
| | 2016 | 2017 | 2018 | 2019 | FY 2020 | FY 2024 |
| Baccalaureate graduates per undergraduate FTE ²⁹ | 21.1 | 21.7 | 21.8 | Available | 22.2 | 22.8 |
| Baccalaureate graduates per junior/senior FTE ³⁰ | 37.9 | 41.1 | 41.2 | Sept. | 42.5 | 44.0 |
| Graduate degree graduates per graduate FTE ³¹ | 38.7 | 43.1 | 46.8 | 2019 | 44.0 | 45.0 |
| Distinct Graduates per \$100k Expense ³² | FY | FY | FY | FY | Target ("Benchmark") | |
| | 2016 | 2017 | 2018 | 2019 | FY 2020 | FY 2024 |
| Distinct baccalaureate graduates per \$100k undergraduate expense | | | | Available | No increase | No increase |
| >In 2015 \$\$ (i.e., CPI-adjusted) | 1.41 | 1.44 | 1.45 | Jan. 2020 | in CPI | in CPI |
| >Unadjusted | 1.40 | 1.40 | 1.37 | | adjusted \$\$ | adjusted \$\$ |
| Baccalaureate, masters, and doctoral graduates per \$100k total expense | | | | Available | No increase | No increase |
| >In 2015 \$\$ | 1.47 | 1.53 | 1.57 | Dec. | in CPI | in CPI |
| >Unadjusted | 1.46 | 1.49 | 1.49 | 2019 | adjusted \$\$ | adjusted \$\$ |

Objective B: Diversify sources of funding and allocate resources strategically to promote innovation, effectiveness, and responsible risk-taking.

Performance Measures:

| Sponsored Projects funding: # of Awards by Purpose | FY | FY | FY | FY | Target ("Benchmark") | |
|--|----------|----------|----------|-----------|----------------------|---------|
| | 2016 | 2017 | 2018 | 2019 | FY 2020 | FY 2024 |
| >Research | 227 | 230 | 239 | Available | 250 | 300 |
| >Instruction/Training | 23 | 29 | 26 | February | 30 | 35 |
| >Other Sponsored Activities | 93 | 102 | 103 | 2020 | 110 | 125 |
| >Total | 343 | 361 | 368 | | 390 | 460 |
| Sponsored Projects funding: Dollars awarded by purpose | FY | FY | FY | FY | Target ("Benchmark") | |
| | 2016 | 2017 | 2018 | 2019 | FY 2020 | FY 2024 |
| >Research | \$23.3M | \$30.0M | \$36.8M | Available | \$38M | \$45M |
| >Instruction/Training | \$5.9M | \$5.7M | \$6.2M | February | \$7M | \$10M |
| >Other Sponsored Activities | \$12.2M | \$14.3M | \$12.9M | 2020 | \$15M | \$20M |
| >Total | \$41.4M | \$50.1M | \$56.0M | | \$60M | \$75M |
| Advancement funding | FY | FY | FY | FY | Target ("Benchmark") | |
| | 2016 | 2017 | 2018 | 2019 | FY 2020 | FY 2024 |
| >Total gift income (outright gifts and previous pledge payments) | \$23.7 M | \$37.6M | \$33.9M | Available | \$38M | \$40M |
| >Total Endowment Value | \$96.7M | \$105.4M | \$114.8M | January | \$130M | \$150M |
| | | | | 2020 | | |

²⁹ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

³⁰ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

³¹ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

³² Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of graduates for summer, fall, and spring terms.

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 and improve constituent issues.

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

Red Tape Reduction Act

Please see the Board of Education strategic plan for Red Tape Reduction Act information.

Mapping of Boise State University's Strategic Plan onto The Matrix

| Boise State Strategic Goals → → | <i>Goal 1: Create a signature, high-quality education experience for all students</i> | <i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i> | <i>Goal 3: Gain distinction as a doctoral research university</i> | <i>Goal 4: Align university programs and activities with community needs.</i> | <i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i> |
|---|---|---|---|---|--|
| ↓ The Matrix ↓ | | | | | |
| Matrix: Overall Goal | | | | | |
| Increase the number of Idahoans who have a relevant, high-quality college education | ✓ | ✓ | ✓ | ✓ | ✓ |
| Matrix: Contributing Goals | | | | | |
| <i>Entry into the Pipeline: Access</i> | | | | | |
| 1. Increase go-on rate for high school students | ✓ | ✓ | | ✓ | |
| 2. Increase return-to-college and completion for adults | ✓ | ✓ | | ✓ | |
| 3. Close the gaps for groups under-represented as college graduates | | ✓ | | ✓ | ✓ |
| <i>Stay in the Pipeline: Progression and Completion</i> | | | | | |
| 4. Increase timely degree completion. Close gaps for underrepresented minorities | ✓ | ✓ | | ✓ | ✓ |
| 5. Increase use of transfer credits | | ✓ | | | |
| 6. Increase use of competency credits | | ✓ | | | |
| 7. Ensure the quality and relevance of college education | ✓ | | ✓ | ✓ | ✓ |
| <i>Deal with Constraints</i> | | | | | |
| 8. Increase affordability of college | | ✓ | | | ✓ |
| 9. Increase \$\$ efficiencies at institutions; and funding formula | | ✓ | | | ✓ |

| Boise State University Strategic Goals | | | | | |
|--|---|--|--|--|---|
| Institution/Agency Goals and Objectives | Goal 1: Create a signature, high- quality education experience for all students | Goal 2: Facilitate the timely attainment of educational goals of our diverse student population. | Goal 3: Gain distinction as a doctoral research university | Goal 4: Align university programs and activities with community needs. | Goal 5: Transform our operations to serve the contemporary mission of the university. |
| GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. | | | | | |
| Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. | | | | | ✓ |
| Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.). | | ✓ | | ✓ | |
| GOAL 2: EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. | | | | | |
| Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system. | ✓ | ✓ | ✓ | ✓ | |
| Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support). | | ✓ | | ✓ | |

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

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



Doug Ooley, CISSP

Chief Information Security Officer/Director

IT Governance, Risk, Compliance and Cybersecurity

Office of Information Technology - Boise State University

March 2019 - NIST Cybersecurity Framework and Critical Security Controls 1-6 Adoption

When Executive Order 2017-02 was published as a State of Idaho directive the Office of Information Technology proceeded with incorporating the NIST Cybersecurity Framework into current IT Risk Management frameworks and began implementing Critical Security Controls 1- 5 across the University's critical network infrastructure systems.

Progress to Date:

- Assessment for now include CSC 1-6 version 7 as outlined by State ITS department.
- The Higher Education Security Council correlated CSC 1-5 gap assessments from participating Higher Education institutions and presented remediation options and priorities to Higher Ed CIOs for review and planning.
- NIST Cybersecurity Framework (CSF) has been incorporated into existing IT Risk Management frameworks. Framework maturity reports are provided through Third Party Security effectiveness vendor. Current average CSF maturity is graded as a B.
- State has agreed in principle that Higher Ed has a different scope and mission than typical agencies so reporting will be considered informational in required.

Planned Activities thru FY2020:

- Higher Ed CIOs will maintain State Board awareness of CSC and NIST Cybersecurity Framework adoption.
- Assessment updates will be reported when practical and will continue to be used for monitoring overall program improvements and increasing maturity.
- Continued collaboration with Higher Education and State agencies to create a statewide purchasing plan to reduce costs. Significant funding will be necessary to effectively close technology gaps and remains a primary obstacle to adoption.
- Continue to create/update policy, procedures, standards and reporting for Critical Security Controls 1-6 where practical.

Note: Adopting and implementing the Critical Security Controls 1-6 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.