



BOISE STATE UNIVERSITY

UPDATED FOR FY2021 THROUGH FY2025

MISSION STATEMENT

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.

STRATEGIC PLAN GOALS AND OBJECTIVES

NOTE THAT IN THIS DOCUMENT, THE “STRATEGIES” OF BOISE STATE UNIVERSITY’S ORIGINAL PLAN HAVE BEEN CONSOLIDATED INTO “OBJECTIVES” TO MATCH THE TEMPLATE OF THE IDAHO STATE BOARD OF EDUCATION

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)	Target (“Benchmark”)	
	FY 2021	FY 2025
Academic Challenge		
>Higher-order learning	100%	105% ²
>Reflective & integrative learning	105%	105%
Learning with Peers		
>Collaborative learning	107%	107%
>Discussions with diverse others	103%	105%

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

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

Performance Measures:

Students participating in internships	Target ("Benchmark")	
	FY 2021	FY 2025
>Number of students with internship credit	1,000	1,200

NSSE % of senior participating in internships (and similar experiences), and in research	Target ("Benchmark")	
	FY 2021	FY 2025
>% of students participating in internships and other applied experiences	54%	56%
>% of students participating in research w/faculty members	28%	30%

Vertically Integrated Projects ³ (VIPs)	Target ("Benchmark")	
	FY 2021	FY 2025
>Number of students enrolled in VIP credit	250	350
>Number of VIP teams	25	34

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)	Target ("Benchmark")	
	FY 2021	FY 2025
Learning with Peers		
>Collaborative learning	105%	105%
>Discussions with diverse others	100%	102%
Experiences with faculty		
>Student-faculty interaction	103%	105%
>Effective teaching practices	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)	Target ("Benchmark")	
	FY 2021	FY 2025
Academic Challenge		
>Higher-order learning	100%	102%
>Reflective & integrative learning	102%	105%
>Learning strategies	100%	102%
>Quantitative reasoning	105%	105%
Learning with Peers		
>Collaborative learning	105%	105%
Experiences with faculty		
>Effective teaching practices	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.

³ 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, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

Performance Measures:

Unduplicated number of graduates (distinct by award level) ⁴	Target ("Benchmark")	
	FY 2021	FY 2025
>Undergraduate Certificate	425	575
>Associate	150	150
>Baccalaureate	3,559	4,351
>(SBOE target for bacc graduates ⁵)	N/A	N/A
>Graduate Certificate	280	340
>Master's	950	1050
>Education Specialist	25	30
>Doctoral	50	65
Total Distinct Graduates	5,014	5,986

First year retention rate ⁶	Target ("Benchmark")		
	F2020 cohort	F2022 cohort	F2024 cohort
>Percent of first-time, full-time freshmen retained	82.0%	83.5%	85.0%
-Resident, Pell-Eligible only			
-Resident, Not Pell-Eligible only	74.0%	76.5%	79.0%
-Non-Resident, Pell-Eligible only	78.0%	80.0%	82.0%
-Non-Resident, Not Pell-Eligible only	80.0%	82.0%	84.0%
>Percent full-time transfers retained or graduated	89.0%	90.0%	91.0%
	79.0%	81.0%	83.0%

4-year graduation rate ⁷	Target ("Benchmark")	
	Fall 2017 cohort	Fall 2021 cohort
> % of first-time, full-time freshmen who graduated	33%	43%
-Resident, Pell-Eligible only		
-Resident, Not Pell-Eligible only		
-Non-Resident, Pell-Eligible only	22%	33%
-Non-Resident, Not Pell-Eligible only	29%	38%
>% of full-time transfers who graduated	39%	48%
	50%	54%
	51%	53.5%

6-year graduation rate ⁸	Target ("Benchmark")	
	Fall 2015 cohort	Fall 2019 cohort
> % of first-time, full-time freshmen who graduated	52.0%	56.0%
-Resident, Pell-Eligible only		
-Resident, Not Pell-Eligible only		
-Non-Resident, Pell-Eligible only	43.0%	50.0%
-Non-Resident, Not Pell-Eligible only	49.5%	52.5%
>% of full-time transfers who graduated	56.0%	62.0%
	69%	71%
	59.0%	62.0%

⁴ 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.

⁵ 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.

⁶ Retention measured as the per2998cent 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.

⁷ SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time.

⁸ SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time.

Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere) ⁹	Target (“Benchmark”)	
	Fall 2015 cohort	Fall 2019 cohort
>First-time, full-time Freshman cohort	75%	78%
>Full-time Transfer student cohort	78%	80%

Gateway math success of new degree-seeking freshmen ¹⁰	Target (“Benchmark”)	
	Fall 2019 cohort	Fall 2023 cohort
>% completed within two years	83%	86%

Progress indicated by credits per year ¹¹	Target (“Benchmark”)	
	FY 2021	FY 2025
>% of undergraduate degree seeking students with 30 or more credits per year	28%	30%

Success in credit-bearing course (gateway) after remedial course ¹²	Target (“Benchmark”)	
	FY 2021	FY 2025
>English	70%	74%
>Mathematics	55%	58%

Degrees and Certificates Awarded ¹³	Target (“Benchmark”)	
	FY 2021	FY 2025
>Undergraduate Certificate	425	575
>Associate	150	150
>Baccalaureate	3,773	4,612
>Graduate Certificate	288	350
>Master’s	950	1,050
>Education Specialist	25	30
>Doctoral	50	65

⁹ 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.

¹⁰ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 254) or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The new targets follow from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

¹¹ 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.

¹² SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above 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 108 and English remediation defined as English 101P. The data shown for FY17 reflects students who took remedial during FY16 and completed the subsequent credit-bearing course during FY17. Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology. OSBE also provided instructions on which data to report in which years, so the data for English that was shown previously as FY17 is reported in the FY18 column instead.

¹³ 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.

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)	Target ("Benchmark")	
	FY 2021	FY 2025
Experiences with faculty >Student-faculty interaction	103%	105%
Campus Environment >Quality of interactions	103%	105%
>Supportive environment	95%	100%

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	Target ("Benchmark")	
	FY 2021	FY 2025
>Quality of interaction with academic advisors	102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	105%	105%

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

Performance Measures:

Dual enrollment ¹⁴	Target ("Benchmark")	
	FY 2021	FY 2025
>Number of credits produced	30,020	37,500
>Number of students served	7,300	9,300

eCampus (Distance Education)	Target ("Benchmark")	
	FY 2021	FY 2025
>Student Credit Hours	145,000	185,000
>Distinct Students Enrolled	18,000	23,000

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	Target ("Benchmark")	
	FY 2021	FY 2025
Expenditures as reported to the National Science Foundation	\$47M	\$52M

Publications of Boise State authors and citations of those publications over 5-year period	Target ("Benchmark")	
	For CY 2016-20	For CY 2020-24
>Number of peer-reviewed publications by Boise State faculty, staff, students ¹⁵	2,700	3,500
>Citations of peer-reviewed publications authored Boise State faculty, staff students ¹⁶	15,000	22,000

¹⁴ 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.

¹⁵ # of publications over five-year span with Boise State listed as an address for one or more authors; from Web of Science.

¹⁶ 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.

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline ¹⁷	Target ("Benchmark")	
	FY 2021	FY 2025
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	20%	20%
>\$\$ per grant award for interdisciplinary grants	\$350,000	\$350,000
>\$\$ per grant award for single-discipline grants	\$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 ¹⁸	Target ("Benchmark")	
	FY 2021	FY 2025
>Basic Classification	R2 (Research: High)	R2 (Research: High)

Number of doctoral graduates	Target ("Benchmark")	
	FY 2021	FY 2025
Graduates with PhD, DNP, EdD	50	65

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:

Enrolled Idaho Students (Fall enrollment)	Target ("Benchmark")	
	FY 2021	FY 2025
Number of enrolled degree-seeking resident undergraduates	11,000	12,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	6,500	7,500
Total number of enrolled students (degree-seeking and non-degree seeking)	17,500	19,500
Number of new First-time degree-seeking students who are Idaho residents	1,700	2,000
Number of new Transfer degree-seeking students who are Idaho residents	1,000	1,100

Enrollment in online courses and programs (Fall enrollment)	Target ("Benchmark")	
	FY 2021	FY 2025
Number of students taking one or more courses online, undergraduate and graduate	11,500	14,000
Number of students enrolled in programs considered to be delivered online, undergraduate and graduate	3,700	5,500

¹⁷ Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person \$\$\$. A new protocol for calculating these measures was implemented in fall 2019, thus, all previous numbers are updated to reflect the new methodology.

¹⁸ 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).

Dual enrollment ¹⁹	Target ("Benchmark")	
	FY 2021	FY 2025
>Number of credits produced	30,020	37,500
>Number of students served	7,300	9,300

eCampus (Distance Education)	Target ("Benchmark")	
	FY 2021	FY 2025
>Student Credit Hours	145,000	185,000
>Distinct Students Enrolled	18,000	23,000

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

Performance Measures:

STEM Graduates ²⁰	Target ("Benchmark")	
	FY 2021	FY 2025
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	760	910
STEM degree graduates as % of all degree graduates, bachelor's and above	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	Target ("Benchmark")	
	FY 2021	FY 2025
Baccalaureate graduates from underrepresented groups ²¹		
>from rural counties	165	210
>from ethnic minorities	500	700
Baccalaureate graduates who are Idaho residents	2,700	3,100
Baccalaureate graduates of non-traditional age (30 and up)	1,000	1,100
Baccalaureate graduates who began as transfers from Idaho community college ²²	700	1,100

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	Target ("Benchmark")	
	FY 2021	FY 2025
Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,600	1,800
% of baccalaureate students participating in service-learning course	47%	51%

¹⁹ 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.

²⁰ 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.

²¹ 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

²² 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.

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	Target (“Benchmark”)	
	FY 2021	FY 2025
“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.” ²³	Renewal of Community Engagement Classification in 2025	

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)	Target (“Benchmark”)	
	FY 2021	FY 2025
>Quality of interaction with academic advisors		
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	105%	105%

Cost of Education ²⁴ (resident undergraduate with 15 credit load per semester; tuition and fees)	Target (“Benchmark”)	
	FY 2021	FY 2025
>Boise State		
>WICHE average		
>Boise State as % of WICHE		
	Remain less than the WICHE state average	

Expense per EWA-weighted Student Credit Hour (SCH)	Target (“Benchmark”)	
	FY 2021	FY 2025
\$ per Resident Undergraduate SCH ²⁵ >In 2015 \$\$ (i.e., CPI-adjusted) >Unadjusted	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Resident Undergraduate & Graduate SCH >In 2015 \$\$ >Unadjusted	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate SCH ²⁶ >In 2015 \$\$ >Unadjusted	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH >In 2015 \$\$ >Unadjusted	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$

²³ 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 .

²⁴ WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at <http://www.wiche.edu/pub/uf>.

²⁵ 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.

²⁶ 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	Target ("Benchmark")	
	FY 2021	FY 2025
Baccalaureate graduates per undergraduate FTE ²⁷	22.2	22.8
Baccalaureate graduates per junior/senior FTE ²⁸	42.5	44.0
Graduate degree graduates per graduate FTE ²⁹	44.0	45.0

Distinct Graduates per \$100k Expense	Target ("Benchmark")	
	FY 2021	FY 2025
Distinct baccalaureate graduates per \$100k undergraduate expense >In 2015 \$\$ (i.e., CPI-adjusted) >Unadjusted	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
Baccalaureate, masters, and doctoral graduates per \$100k total expense >In 2015 \$\$ >Unadjusted	No increase in CPI adjusted \$\$	No increase in CPI 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	Target ("Benchmark")	
	FY 2021	FY 2025
>Research	250	300
>Instruction/Training	30	35
>Other Sponsored Activities	135	145
>Total	415	480

Sponsored Projects funding: Dollars awarded by purpose	Target ("Benchmark")	
	FY 2021	FY 2025
>Research	\$38M	\$45M
>Instruction/Training	\$7M	\$10M
>Other Sponsored Activities	\$20M	\$25M
>Total	\$65M	\$80M

Advancement funding	Target ("Benchmark")	
	FY 2021	FY 2025
>Total gift income (outright gifts and previous pledge payments)	\$38M	\$40M
>Total Endowment Value	\$130M	\$150M

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.

²⁷ 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.

²⁸ 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.

²⁹ 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.

Budget cuts to higher education. Budget cuts to higher education in FY20 and proposed cuts in FY21 will negatively influence our ability to implement our strategic plan. In addition, lack of consistent funding for the Enrollment Workload Adjustment over the years has resulted in a significant base funding reduction to Boise State University while university experienced substantial growth in enrollment.

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.

Positive New External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. Presidents of all universities and colleges have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

Red Tape Reduction Act

All administrative rules governing the postsecondary institutions and special and health programs are run by the State Board of Education through the Office of the State Board of Education. The State Board of Education strategic plan outlines the reduction efforts for the public education system.

Boise State University 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>
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Institution/Agency Goals and Objectives					
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - <i>Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>					
<i>Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.</i>					✓
<i>Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).</i>		✓		✓	
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.					
<i>Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.</i>	✓	✓	✓	✓	
<i>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>		✓		✓	
<i>Objective C: Access - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.</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.					
Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓	✓	✓	
Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.	✓	✓	✓	✓	



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Office of Information Technology - Boise State University

February 2020 - 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 evolved to implementing Critical Security Controls 1- 6 across the University's critical network infrastructure systems as practical.

Progress to Date:

- Continuing assessment of CSC 1-6 maturity as outlined by State ITS department.
- Continuing coordination and increased incident reporting to State ITS and Risk Management.
- NIST Cybersecurity Framework (CSF) continues as a component of Boise State's IT Risk Management framework. OIT contracts with a 3rd party Security Effectiveness vendor to provide real-time feedback on University systems CSF maturity. Average CSF maturity has been maintained at a B throughout the year.
- Workstation, Laptop and Tablet policy has been updated to incorporate security controls outlined in CSC 1-6.

Planned Activities thru FY2021:

- 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.
- University Server Standards is in update to include procedures, standards and reporting As outlined by 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.