

## ***Part I – Agency Profile***

### **Agency Overview**

Founded in 1901, Idaho State University (ISU) is a Carnegie classified Doctoral University: High Research Activity. Idaho State has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, Idaho State serves a student population of 12,847 (Fall 2019-end of term), and 14,870 unduplicated annual headcount (Fiscal Year 2020), representing 45 states and 54 countries. In addition, Idaho State taught over 8,000 students (FY 2020) in professional development, Workforce Training, and Continuing Education courses. Idaho State’s mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution’s history and Idaho’s unique geography.

Idaho State’s geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State offers more than 250-degree programs ranging from career technical education certificates to postgraduate doctoral degrees (PhDs). Idaho State’s disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Board’s mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. Idaho State hosts 13 men’s and women’s National Collegiate Athletic Association (NCAA) athletic teams and offers 135 student clubs and organizations for student participation.

Idaho State is organized into seven colleges. The colleges include the colleges of Arts and Letters, Business, Education, Science and Engineering, Technology, Pharmacy, and Health. In addition, Idaho State houses a Graduate School overseen by a graduate dean advised by graduate faculty.

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

### **Core Functions/Idaho Code**

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

#### **ISU’s Mission:**

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

Central to its mission is the emphasis on health sciences education. Idaho State offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. Idaho State also serves southern Idaho by providing full-service, cost-effective medical care options at its 21 health clinics. Idaho State faculty and staff provided health services for more than 47,000 patient visits and over 66,000 prescriptions during the 2020 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy/Telepharmacy Operation has four telehealth pharmacies in rural southern Idaho: Arco, Challis, Council, and Kendrick, plus the “home base” pharmacy in Pocatello. These partnerships were requested by city officials concerned that pharmacy services would no longer be available in their towns.

Idaho State’s commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. Idaho State’s Early College program, which provides dual enrollment opportunities for Idaho high school

students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

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

#### ISU's core themes:



**Learning  
and  
Discovery**

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

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



**Access  
and  
Opportunity**

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

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



**Leadership  
in  
Health Sciences**

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

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



**Community Engagement  
and  
Impact**

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

Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Operating revenues				
Student tuition and fees (Gross)	107,743,000	105,380,000	104,794,000	104,240,000
Scholarship discounts and allowances	(27,912,000)	(30,218,000)	(30,516,000)	(31,449,000)
Federal grants and contracts	8,890,000	8,525,000	8,832,000	8,647,000
State and local grants and contracts	11,644,000	10,220,000	8,764,000	10,356,000
Private grants and contracts	6,496,000	5,922,000	5,791,000	5,865,000
Sales and services of education activities	6,153,000	4,976,000	6,030,000	5,395,000
Sales and services of auxiliary enterprises	13,196,000	14,015,000	14,679,000	12,827,000
Other	3,728,000	4,557,000	4,713,000	3,514,000
Total operating revenues	129,938,000	123,377,000	123,087,000	119,395,000
<b>Expenditure</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Operating expenses	247,448,000	249,231,000	252,645,000	253,036,000
Instruction	103,496,000	103,664,000	105,022,000	103,887,000
Research	17,516,000	16,371,000	14,878,000	13,173,000
Public Services	3,981,000	3,612,000	3,812,000	3,910,000
Academic Support	16,313,000	17,464,000	18,224,000	18,285,000
Libraries	3,738,000	3,718,000	3,776,000	3,812,000
Student Services	9,941,000	9,562,000	10,490,000	11,001,000
Institutional Support	24,107,000	25,855,000	25,874,000	30,662,000
Maintenance & Operations	18,606,000	20,241,000	18,666,000	17,473,000
Auxiliary Enterprises	24,196,000	22,477,000	25,243,000	22,599,000
Scholarships and Fellowships	13,396,000	14,103,000	13,993,000	15,855,000
Depreciation	12,158,000	12,163,000	12,667,000	12,379,000
Operating income/(loss)	(117,510,000)	(125,854,000)	(129,558,000)	(133,641,000)
Nonoperating revenues/(expenses)				
State appropriations:	95,578,000	96,604,000	100,023,000	102,269,000
State General Account	76,474,000	77,405,000	80,244,000	81,437,000
Endowment Income	3,610,000	3,610,000	3,739,000	4,008,000
Other State Appropriations	3,093,000	3,485,000	3,704,000	4,303,000
Professional Technical Education	12,401,000	12,104,000	12,336,000	12,521,000
State Department of Public Works	1,130,000	1,210,000	153,000	(104,000)
Title IV grants	15,793,000	16,682,000	16,221,000	15,495,000
Other Federal grants	0	0	0	1,989,000
Gifts	7,653,000	4,390,000	10,618,000	7,390,000
Net investment income	126,000	235,000	908,000	1,005,000
Amortization of bond financing costs	(5,000)	(3,000)	(2,000)	(9,000)
Bond issuance costs	0	0	0	0
Interest on capital asset-related debt	(1,313,000)	(1,208,000)	(1,115,000)	(1,421,000)
Gain or (loss) on disposal of fixed assets	(99,000)	(196,000)	(149,000)	(84,000)
Net nonoperating revenues/(expenses)	118,863,000	117,714,000	126,657,000	126,530,000
<b>Other Revenue and Expenses</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Capital gifts and grants	3,102,000	7,575,000	6,820,000	13,360,000
Other Expenses	0	0	0	(1,356,000)
Net other revenues and expenses	3,102,000	7,575,000	6,820,000	12,004,000
Increase in net assets	4,455,000	(565,000)	3,919,000	4,893,000

Other Revenue and Expenses	FY 2017	FY 2018	FY 2019	FY 2020
Net assets - beginning of year (*-restated)	245,237,000	*248,744,000	248,179,000	252,098,000
Net assets – end of year (*-restated)	249,692,000	*248,179,000	252,098,000	256,991,000

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

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
<sup>1</sup> Grand Total Number of Students	<b>23,384</b>	<b>24,001</b>	<b>23,210</b>	<b>23,197</b>
Total number of enrolled ISU students in a fiscal year	15,648	15,113	14,976	14,870
Total number of College of Education K-12 professional development students in a fiscal year	819	1,664	2,005	2,703
Total number of Workforce Training / Continuing Education students in a fiscal year	6,917	7,224	6,229	5,624
Percentage of undergraduates (based on fall term)				
- Full-time	57%	56%	57%	56%
- Part-time	43%	44%	43%	44%
Total annual full-time equivalency (FTE) enrollment <sup>2</sup>	<b>10,233</b>	<b>9,960</b>	<b>9,775</b>	<b>9,589</b>
- Career Technical	771	747	828	819
- Undergraduate	7,378	7,108	6,864	6,587
- Graduate	2,084	2,105	2,083	2,183
Total credit hours taught: <sup>3</sup>	<b>294,476</b>	<b>286,161</b>	<b>280,770</b>	<b>274,551</b>
- Career Technical credit hours	23,130	22,401	24,852	24,556
- Academic credit hours	271,346	263,760	255,918	249,995
o Undergraduate credit hours	221,328	213,250	205,928	197,601
o Graduate credit hours	50,018	50,510	49,990	52,394
Total degrees/certificates awarded <sup>4</sup>	<b>2,356</b>	<b>2,537</b>	<b>2,554</b>	<b>2,462</b>
- Technical certificates	200	238	231	183
- Undergraduate academic certificate	30	38	41	45
- Associate	405	472	428	420
- Bachelor	1,168	1,166	1,233	1,155
- Graduate academic certificate	4	10	13	24
- Master	389	459	441	472
- Doctorate	160	154	167	163
% awarded in Health Professions <sup>5</sup>	34%	34%	35%	33%
% awarded in STEM Disciplines <sup>6</sup>	18%	18%	18%	15%

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Percentage of all degree-seeking undergraduates receiving a PELL grant	41%	43%	43%	43%
Amount of ISU student scholarships/fellowships awarded	\$13,395,827	\$14,103,000	\$13,993,000	\$15,855,000
Total number of certificates and degrees awarded	<b>2,356</b>	<b>2,537</b>	<b>2,554</b>	<b>2,462</b>
- Undergraduate	1,803	1,914	1,933	1,803
- Graduate	553	623	621	659
Total new degree-seeking undergraduate students in FY <sup>7</sup>	<b>1,777</b>	<b>1,811</b>	<b>1,828</b>	<b>1,737</b>
-				
- Idaho Resident	1,500	1,643	1,681	1,584
- Non-resident	143	110	116	123
- International	134	58	31	30
Percentage of students participating in course-based community engaged learning <sup>8</sup>	50%	50%	48%	45%
- Total Students Enrolled	7,829	7,534	7,143	6,719

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. In FY 2018, students enrolled in a College of Education professional development courses could be counted twice during this fiscal year because a new data system was launched in January 2018. In FY 2018, if a student took a professional development course prior to January 2018 and then after January 2018, the student will be counted twice in this case.
2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.
3. Total student credit hour production for the fiscal year.
4. Degrees are those awarded and posted as of August 3, 2020 for the fiscal year.
5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.
6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the CIP codes, 01,03,04,11,14,15,26,27,29,40,41.
7. New students in the summer term enrolled in the subsequent fall term are counted as “new” in the fall term.
8. Community Engaged Learning describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. These undergraduate and graduate for-credit opportunities include, but are not limited to, internships, externships, job shadowing, service learning, community based research, public service courses, practicums, practical work (live work), and clinical rotations.

### Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	<i>Not applicable</i>
Number of Words	<i>Not applicable</i>
Number of Restrictions	<i>Not applicable</i>

### FY 2020 Performance Highlights *(Optional)*

#### College of Arts & Letters

- ✦ The College of Arts and Letters has been expanding its online graduate program offerings, providing access to many who cannot come to the Pocatello campus to further their education and marketability. The initial projection for the new Masters of Arts (MA) in Spanish was five students to start the program. In just one year, there are now 56 students pursuing that degree. The Department of History started offering their MA program online, with a focus on serving high school teachers throughout Idaho. The first cohort of online MA in History students, all Idaho high school teachers, graduated in spring 2020. Other CAL programs, like the MA in Communication and the MA in English, are making good progress toward similar online graduate program availability.
- ✦ Two faculty in the Department of Psychology, Dr. Steven Lawyer and Dr. Sam Peer, received a 1.1 million dollar Health Services and Resources Administration (HRSA) Graduate Psychology Education grant. The grant is titled “Idaho Rural Interdisciplinary Health Collaborative (IRIHC)” and will address the need for mental health interventions for opioid addiction. The funding will provide important training opportunities for clinical graduate students in the program and much needed behavioral health services for communities in the region.

#### College of Business

- ✦ ISU students Ashley French, Dalene Hunter, Sophia Perry, and Kathryn Rose and Assistant Professor Alex Bolinger wrote a history book of Pocatello during the WWII era. This book was recently optioned by PBS’s American Experience to become a featured episode of the latest season. This has brought much critical acclaim to book, the students, and their professor.
- ✦ After a national search, the College of Business hired Shane Hunt as the new Dean of the college. Dean Hunt is the first dean to originate outside the college of business in over 40 years.

#### College of Education

- ✦ The MA in Teaching (MAT) program has grown from five students in the initial year of operation (AY16-17) to more than 100 students in AY19-20. The MAT is an alternate route to the teacher certification program that results in initial teacher certification and a Master’s degree.
- ✦ In AY19-20, the College of Education offered more than 275 different professional development courses to more than 2100 professional educators in 13 states through the Albion Center for Education Innovation. This effort generated more than \$325,000 in revenue for the College of Ed from educators seeking recertification and professional enhancement credits

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

- ✦ ISU's Disaster Response Complex (DRC) is a nearly \$1.1M project funded by the Higher Education Research Council (IGEM-HERC) to Dr. Mustafa Mashal of the Department of Civil and Environmental Engineering. The DRC is in collaboration with the Idaho National Laboratory (INL) and the Center for Advanced Energy Studies (CAES). The project will build facilities and curriculum for disaster response research and training for first responders in the Idaho National Guard, Idaho Office of Emergency Management, and local search and rescue/fire departments. Once completed, the DRC will be a unique facility in the Pacific Northwest.
- ✦ ISU Nuclear Engineering professor Mary Lou Dunzik-Gougar received an \$800,000 grant for materials science research from the U.S. Department of Energy to study submicroscopic materials to determine their suitability for the development of new nuclear fuels.

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

- ✦ The Energy Technology and Education Center purchased a nuclear reactor simulator from GSE Solutions. This software models a commercial nuclear-pressurized water reactor and has the capability of having instructor generated events inserted into the simulation. The simulator is particularly valuable to the nuclear operations technology program and will be used to give these technicians hands-on experience in running a nuclear reactor.
- ✦ Brock Gunter, program coordinator for the Automotive Technology program, developed a very specialized virtual training program to cover the live-work aspect of the capstone course for his graduating students. A dedicated effort was put forth to use any and all tools, assets, modalities, and help from industry to put together training that brought accolades from local television channels, Facebook, radio stations, and compliments from BMW on his training efforts.

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

- ✦ The Pre-Health Office within the KDHS recently hired a new Advising and Recruitment Coordinator and restructured the Pre-Health Advising Office to meet better the needs of an expanding group of pre-health sciences students at the college and high school level. Working with community partners, a new Associate of Science in Health Sciences degree was proposed, and efforts have better coordinated across the KDHS to recruit and identify pre-health students and ensure that they receive the support they need as they seek entry into one of our dozens of health sciences programs.
- ✦ The KDHS was charged with consolidation and reorganization of the Division to two colleges: the College of Pharmacy and the College of Health. The College of Nursing becomes the School of Nursing, and the College of Rehabilitation and Communication Sciences becomes the School of Rehabilitation and Communication Sciences. The two schools will be housed within the College of Health. The proposed changes will help address overall budget constraints and address legislative concerns related to administrative seats within institutions of higher education. The proposed changes will eliminate two dean positions (revert to an associate dean model for the two schools) and eliminate an associate vice president position (replaced by an executive director). The proposed new structure for the Division will be effective June 29, 2020. SBOE and NWCCU will be informed of the proposed changes for their subsequent approval.

***College of Health Professions***

- ✦ Submission and approval for three new Master's degree offerings in high demand: an online Master's of Science in Health Informatics in the Department of Community and Public Health; a Master's of Counseling for the Clinical Rehabilitation Counseling Program in the Department of Counseling; and admission and initiation of the beginning class of Master's of Science in Nutrition for both the combined Dietetic Internship and stand-alone MS in Nutrition.
- ✦ Submission, approval, and initiation of the new and high-demand Digital Sonography Certificate in the Radiographic Sciences Program. Students in the program have already been hired!

***College of Pharmacy***

- ✦ Clinical Psychopharmacology Program finished their first year of instruction and graduated the first PharmD class at Anchorage, Alaska campus.
- ✦ Established a pharmaceutical and translational core facility and became one of the first universities in the nation to secure a 3D bio-printer to support cancer research.

***College of Nursing***

- ✦ Successful 10-year accreditation on-site visit
- ✦ Developed and now have approved through ISU, NWCCU, and Idaho Board of Nursing (IBON) Post Masters Graduate Certificate Program in Psychiatric Mental Health, meeting the needs in part of our community of interest. Will admit the first cohort fall of 2021.

***College of Rehabilitation and Communication Sciences***

- ✦ Enrolled second class of Doctor of Physical Therapy students in Meridian
- ✦ Enrolled the first group of 5 students in the new Ph.D. in Rehabilitation and Communication Sciences



**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1: Grow Enrollment –</b>						
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students, 2,702) over the next five years.*						
* full-time certificate and undergraduate and full and part-time graduate degree-seeking students						
1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 19-23 by 20% (450).	actual	2,249	2,282	2,327	2,319	-----
	target	2,315	2,320	2,401	2,485	2,499
<b>Goal 2: Strengthen Retention –</b>						
Objective: Improve undergraduate student retention rates by 5% by 2022.						
2. Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate FYs 18-22. <b>Benchmark Definition:</b> A 5% (74%) increase in fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate beginning from FY 16 (69%) retention numbers (SBOE benchmark = 80%). <sup>1</sup>	actual	64%	63%	64%	64%	-----
	Total	1,152	1,186	1,174	1,073	
	Retained	737	750	752	682	
	Not Retained	415	436	422	391	
	target	70%	71%	72%	72%	72%
<b>Goal 3: Promote ISU's Identity –</b>						
Objective: Over the next five years, promote ISU's unique identity by 50% (5.750b) as Idaho's only institution delivering technical certificates through undergraduate, graduate, and professional degrees.						
3.2 Promote the public's knowledge of ISU through owned and earned media captures FY 18-22. (FY 2022 = 5.750 billion) <sup>2</sup>	actual	431.5 m	1,171 b	779.2 m	Available fall 2020	-----
	target	18.375b	18.559b	18.837b	18.837b	5.117b
<b>Idaho State Board Of Education System-Wide Strategic Plan Measures</b>						
1. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2025 = 40%) (SBOE system-wide Strategic Plan Measure)	actual	40%	42%	42%	37%	-----
	Total	2,280	1,937	1,823	1,836	
	Completed Math	903	821	764	682	
	Did Not Complete Math	1,377	1,116	1,059	1,154	
	target	35%	34%	37%	37%	38%

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>2. Reform Remediation V - Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (FY 2025 = 45%)<sup>3</sup></b> (SBOE system-wide Strategic Plan Measure)	Math - actual	32%	27%	30%	28%	-----
	Math - Total	532	493	513	381	
	Completed Math	171	133	156	107	
	Did Not Complete Math	361	360	357	274	
	English -actual	96%	92%	94%	92%	-----
	English - Total	277	275	359	289	
	Completed English	265	252	336	267	
	Did Not Complete English	12	23	23	22	
	target	30%	34%	37%	38%	40%
<b>3. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2025 = 50%)</b> (SBOE system-wide Strategic Plan Measure)	actual	24%	25%	25%	26%	-----
	Total	9,665	9,263	8,876	8,531	
	Completed 30+ hours	2,367	2,292	2,192	2,256	
	Did Not Complete 30+ hours	7,298	6,971	6,684	6,275	
	target	27%	28%	29%	29%	30%
<b>4. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2025 = 40%)<sup>4</sup></b> (SBOE system-wide Strategic Plan Measure)	actual	29%	32%	34%	33%	-----
	Total	1,227	1,171	1,070	1,360	
	Graduated Within 150%	354	372	369	444	
	Did Not Graduate Within 150%	873	799	701	916	
	target	33%	34%	35%	35%	36%
<b>5. Timely Degree III - Total number of certificates/degrees produced (FY 2025 = 2,058)</b> (SBOE system-wide Strategic Plan Measure) <sup>5</sup>	actual	1,803	1,914	1,933	1,803	-----
	Certificate	230	276	272	228	
	Associate	405	472	428	420	
	Bachelor	1,168	1,166	1,233	1,155	
	target	+22	+22	+22	+22	+22
<b>6. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2025 = 20%)<sup>4</sup></b> (SBOE system-wide Strategic Plan Measure)	actual	16%	16%	20%	19%	-----
	Total	1,071	1,361	1,169	1,141	
	Graduated Within 100%	171	222	229	220	
	Did Not Graduate Within 100%	900	1,139	940	921	
	target	16%	17%	18%	19%	20%

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
7. 7. Timely Degree IV - Number of unduplicated graduates. (FY 2025 = 1,998) (SBOE system-wide Strategic Plan Measure) 6	actual	1,750	1,858	1,864	1,735	-----
	Certificate	209	255	263	220	
	Associate	402	472	427	411	
	Bachelor	1,139	1,131	1,174	1,104	
	target	1,772	1,887	1,896	1,905	1,915

**Performance Measure Explanatory Notes (Optional)**

1. The FY 2020 data (Fall 2019 cohort) are those enrolled at ISU as of August 20, 2020. This rate could change by Census Day (October 15, 2020).
2. The methodology for calculating the public’s knowledge of ISU through owned and earned media was revised in ISU’s 2020 Strategic Plan because the previous methodology was greatly influenced by unexpected media events.
3. The methodology for this metric was revised in 2020 for all years. Remedial Math includes courses numbered below a 100 level, Math 1108 – Intermediate Algebra, MATH 1123P and 1153P are a co-requisite model. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays. Data in FY 2016 includes student enrolled in a remedial English course or ENGL 1101P. After FY 2016, data represents students enrolled in only ENGL 1101P.
4. The data reported in the FY 2020 column for the percent of first-time, full-time, freshmen graduating within 150% of time and 100% are tentative and may be revised after degrees awarded in Summer 2020 are posted.
5. Total number of certificates/degrees produced, broken out by: undergraduate certificates of one academic year or more, associate degrees, and baccalaureate degrees.
6. Number of unduplicated graduates, broken out by: undergraduate certificates of one academic year or more, associate degrees, and baccalaureate degrees. Leverage IPEDS methodology: Students are counted once per award level, regardless of double majors. So if a student earned an associate’s and a bachelor’s in the same year, they would be counted once under each level (twice overall), but if they received two bachelors, they would be counted once.

**For More Information Contact**

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