# *Part I – Agency Profile*

**Agency Overview**

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

Today, Idaho State serves a student population of 12,685 (Fall 2022-end of term), and 14,816 unduplicated annual headcount (Fiscal Year 2023), representing 49 states and 62 countries.  In addition, Idaho State taught more than 23,000 students (FY 2023) in professional development, workforce training, and continuing education courses.  Idaho State’s mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution’s history and Idaho’s unique geography.

Idaho State’s geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and the rural communities of the central mountains on the north.

Idaho State’s disciplinary breadth, combined with its unique degree mix, offers a wide variety of opportunities for Idahoans, following the Board’s mandate to serve its diverse, largely rural region and to provide health care programming for the state.  Idaho State hosts 13 men’s and women’s National Collegiate Athletic Association (NCAA) athletic teams and offers 112 student clubs and organizations for student participation.

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

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

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

·         Goal 1: Increase student access, opportunity, retention, and success

·         Goal 2: Strengthen programmatic excellence

·         Goal 3: Cultivate external partnerships

·         Goal 4: Expand research, clinical, and creative activities

·         Goal 5: Energize the Bengal community

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

**ISU’s Mission:**

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

**ISU’s Vision:**

We inspire a passion for knowledge and discovery.

**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.

**Revenue and Expenditures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Revenue** | **FY 2021** | **FY 2022** | **FY 2023** | **FY 2024** |
| Operating revenues |  | Restated |  |  |
| Student tuition and fees (Gross) | 107,388,000 | 115,522,000 | 114,235,000 |  |
| Scholarship discounts and allowances | (27,984,000) | (27,057,000) | (32,623,000) |  |
| Federal grants and contracts | 8,402,000 | 10,577,000 | 17,288,000 |  |
| State and local grants and contracts | 10,894,000 | 11,300,000 | 13,382,000 |  |
| Private grants and contracts | 5,776,000 | 7,010,000 | 6,861,000 |  |
| Sales and services of education activities | 6,805,000 | 8,018,000 | 5,773,000 |  |
| Sales and services of auxiliary enterprises | 10,393,000 | 14,148,000 | 14,635,000 |  |
| Other | 3,756,000 | 8,900,000 | 10,265,000 |  |
| Total operating revenues | 125,430,000 | 148,418,000 | 149,816,000 |  |
| **Expenditure** | **FY 2021** | **FY 2022** | **FY 2023** | **FY 2024** |
| Operating expenses | 252,437,000 | 280,891,000 | 302,560,000 |  |
| Instruction | 101,192,000 | 110,866,000 | 121,631,000 |  |
| Research | 13,682,000 | 15,082,000 | 16,085,000 |  |
| Public Services | 5,094,000 | 9,747,000 | 13,906,000 |  |
| Academic Support | 17,011,000 | 17,606,000 | 19,770,000 |  |
| Libraries | 3,492,000 | 3,422,000 | 3,746,000 |  |
| Student Services | 11,289,000 | 13,065,000 | 14,468,000 |  |
| Institutional Support | 32,418,000 | 26,447,000 | 35,825,000 |  |
| Maintenance & Operations | 15,291,000 | 17,347,000 | 21,128,000 |  |
| Auxiliary Enterprises | 19,505,000 | 24,292,000 | 25,785,000 |  |
| Scholarships and Fellowships | 21,277,000 | 30,487,000 | 16,898,000 |  |
| Depreciation | 12,186,000 | 12,530,000 | 13,318,000 |  |
| Operating income/(loss) | (127,007,000) | (132,473,000) | (152,744,000) |  |
| Nonoperating revenues/(expenses) |  |  |  |  |
| State appropriations: | 96,766,000 | 108,717,000 | 117,729,000 |  |
| State General Account | 77,968,000 | 84,346,000 | 91,922,000 |  |
| Endowment Income | 4,265,000 | 4,392,000 | 5,153,000 |  |
| Other State Appropriations | 2,781,000 | 6,091,000 | 5,123,000 |  |
| Professional Technical Education | 11,752,000 | 13,889,000 | 15,531,000 |  |
| State Department of Public Works | (198,000) | 0 | 1,480,000 |  |
| Title IV grants | 14,144,000 | 14,095,000 | 14,245,000 |  |
| Other Federal grants | 19,420,000 | 22,823,000 | 0 |  |
| Gifts | 9,216,000 | 12,935,000 | 22,847,000 |  |
| Net investment income/(loss) | 545,000 | (43,000) | 3,726,000 |  |
| Amortization of bond financing costs | (829,000) | (229,000) | (234,000) |  |
| Interest on capital asset-related debt | (1,565,000) | (1,473,000) | (1,682,000) |  |
| Gain or (loss) on disposal of fixed assets | (2,000) | (36,000) | (145,000) |  |
| Net nonoperating revenues/(expenses) | 137,497,000 | 156,790,000 | 157,966,000 |  |
| **Other Revenue and Expenses** | **FY 2021** | **FY2022** | **FY 2023** | **FY 2024** |
| Capital gifts and grants | 4,541,000 | 7,248,000 | 8,760,000 |  |
| Other Expenses  Special Items - Transfer of Operations | 0  663,000 | 0 | 0 |  |
| Net other revenues and expenses | 5,204,000 | 7,248,000 | 8,760,000 |  |
| Increase in net assets | 15,694,000 | 31,565,000 | 13,982,000 |  |
|  |  |  |  |  |
| **Other Revenue and Expenses** | **FY 2021** | **FY 2022** | **FY 2023** | **FY 2024** |
| Net assets - beginning of year (\*-restated) | 256,991,000 | 272,685,000 | 304,250,000 |  |
| Net assets – end of year (\*-restated) | \*272,685,000 | 304,250,000 | 318,232,000 |  |

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

| **Cases Managed and/or Key Services Provided** | **FY 2021** | | **FY 2022** | | **FY 2023** | | **FY2024** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grand Total Number of Students**1**  Total number of enrolled ISU students in a fiscal year  Total number of College of Education K-12 professional development students in a fiscal year (see note **1)**  Total number of Workforce Training / Continuing Education students in a fiscal year | **30,558**  14,241  11,484  4,833 | | **36,115**  14,702  15,805  5,608 | | **38,513**  14,816  17,209  6,488 | |  | | |
| Percentage of undergraduates (based on fall term)   * Full-time * Part-time | 57%  43% | | 55%  45% | | 53%  47% | |  | | |
| Total annual full-time equivalency (FTE) enrollment **2**   * Career Technical * Undergraduate * Graduate | **9,322**  749  6,246  2,327 | | **9,252**  711  6,191  2,350 | | **9,216**  685  6,196  2,335 | |  | | |
| Total credit hours taught: **3**   * Career Technical credit hours * Academic credit hours   + Undergraduate credit hours   + Graduate credit hours | **265,715**  22,473  243,242  187,391  55,851 | | **263,467**  21,334  242,133  185,725  56,408 | | **262,479**  20,546  241,933  185,886  56,047 | |  | | |
| Percentage of all degree-seeking undergraduates receiving a PELL grant | 40% | | 40% | | 38% | |  | | |
| Amount of ISU student scholarships/fellowships awarded | $21,277,000 | | $30,487,000 | | $16,898,000 | |  | | |
| Total number of certificates and degrees awarded**4**  - Undergraduate  - Graduate | **2,756**  2,082  674 | | **2,737**  1,955  782 | | **2,804**  2,004  800 | |  | | |
| % degrees awarded in Health Professions **5**  % degrees awarded in STEM Disciplines **6** | 37%  15% | | 37%  13% | | 35%  14% | |  | | |
|  |  | |  | |  | |  | | |
| Total new degree-seeking undergraduate students in FY**7**   * Idaho Resident * Non-resident * International | | **1,593**  1,437  130  26 | | **1,703**  1,522  142  39 | | **1,671**  1,456  160  55 | |  |

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. The main reason for the large increase in the total number of College of Education K-12 professional development students in fiscal year 2021,2022, and 2023 was the result of an out-of-state marketing campaign.

2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

3. Total student credit hour production for the fiscal year.

4. Degrees are those awarded and posted as of June 26, 2023 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.

**FY 2023 Performance Highlights *(Optional)***

***College of Arts and Letters***

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

* The ISU Theatre and Dance program has demonstrated amazing resilience in the face of uniquely challenging circumstances. During the height of COVID, they continued to serve students and offer outstanding public performances through commitment, hard work, and technological innovation.
* While responding to ongoing challenges brought about by the pandemic, a number of essential faculty chose to leave the university for other opportunities. Despite this, in the last year they have not only survived but thrived as demonstrated by the following accomplishments:

(1) An increase in the number of students majoring in their program,

(2) The return of the summer musical, which is an important outreach event bringing the university and community together, and partnership with a corporate sponsor to provide ongoing financial support for the event, and

(3) Prestigious recognition for their production of Marisol which earned five national awards from the Kennedy Center.

* Interdepartmental collaboration is benefitting students. In opposition to the tendency for departments to isolate and defend “turf” in times of limited resources, CAL programs are being innovative and working together. Recently created interdisciplinary programs–such as commercial music, forensic science, digital media, medical ethics, Spanish for the health professions, applied behavioral analysis, and medical anthropology–are growing and thriving. In addition, new interdisciplinary certificates are being proposed and faculty are seeking joint appointments which foster dialogue, leading to the sharing of resources and expertise as well as curricular renewal.

***College of Business***

* The ISU College of Business was awarded a substantial grant by the Small Business Administration’s (SBA) Federal and State Technology (FAST) Partnership Program. This allows us to expand our commercialization efforts which fits extremely well with our other outreach in the COB such as Bengal solutions, CEED, the Brown Center for Sales Excellence, and SBDC. Providing grant writing services and market research assistance for potential entrepreneurs will create amazing educational opportunities for our students while helping grow the entrepreneurial ecosystem in Idaho. We are the first College of Business in the State of Idaho to receive this.
* We had our very first Financial Literacy Week made possible due to a gift from Wells Fargo. We had terrific events across campus with students having the opportunity to win money at all of them simply by learning more about financial literacy. The events were open to the public and helped bring attention to this critical topic and improve financial literacy throughout our community.

***College of Education***

* In partnership with SD25, the COE launched the Paraprofessional to Certified Teacher (PaCT) program to provide an affordable pathway for paraprofessionals to earn a college degree or teacher certification. This program has resulted in incredible goodwill toward the College and University, enhanced relationships with the school district, and has seen a more than 90% first-to-second semester retention rate. We firmly believe this program is transforming students’ lives and the lives of their children who may one day be ISU students. It is also contributing to the University’s undergraduate enrollment growth and student success metrics. Finally, this program will help to address the ongoing teacher shortage in Idaho.
* The Regional Math Center in the COE received a $1.1m dollar grant to provide eastern Idaho teachers with equitable access to high quality instruction and assessment support to implement Accelerated Math Learning in response to students' learning loss due to COVID 19.

***College of Science & Engineering***

* During the past year two faculty in the College of Science and Engineering have been named as Fulbright Scholars, among the most prestigious academic honors awarded by the United States government. Dr. Mustafa Mashal, associate professor in the Department of Civil and Environmental Engineering, is currently serving as a Fulbright U.S. Scholar in Qatar. Mashal is teaching students at Qatar University in various aspects of civil engineering and is conducting research about retrofitting bridges for stability using titanium rods.
* Dr. Larry Leibrock, visiting assistant professor in the Department of Computer Science, was recently awarded a Fulbright-National Science Foundation Cybersecurity and Critical Infrastructures Scholars Award. Leibrock is also a joint appointee at Idaho National Laboratory where he conducts cybersecurity research. Dr. Leibrock will spend his Fullbright at the University of Iceland where he will collaborate with researchers to make Iceland's unique geothermal power systems resilient to cyber attack.
* Faculty in Biological Sciences and Chemistry collaborated on a $1.5 million S-STEM award from the National Science Foundation. The grant will provide up to 45 high achieving, low income students with two-year scholarships to transfer to ISU to major in biology, microbiology, biochemistry or chemistry. Regional community colleges will be the primary source of these students who will have a exploratory research program to immerse themselves in the university experience.

***College of Technology***

* The College of Technology made significant progress in modernizing programs throughout the college in 2022.  Due to the Leading Idaho Grant from the Governor's Office and the Idaho State Legislature, we received $1.6 million in equipment including various simulators from a painting simulator in the Automotive Collision Repair and Refinishing program to a personnel contamination simulator in Nuclear Operations, and much more. The NuScale Small Modular Reactor Simulator, equipment from the Building Idaho's Future grant from the previous year, was showcased in a [grand opening](https://www.eastidahonews.com/2022/10/isu-gets-nuclear-reactor-simulator-to-train-students-in-real-world-scenarios/) in October 2022 as part of the Reactor Control Room and Simulator Lab remodel at the Eames Complex. In November 2022, the College of Technology Health Occupations programs demonstrated some of the new human simulation equipment during the [open house](https://www.isu.edu/news/2022-fall/idaho-state-university-launches-new-health-occupations-simulation-lab.html) of the newly remodeled Health Occupations Simulation Lab and engaged the community with interactive scenarios.
* The College of Technology's Industrial Cybersecurity Engineering Technology faculty partnered with U of I (PI) in a HERC iGEM grant to build the RADICL cyber lab in Idaho Falls and facilitate workforce training and development efforts in the cyber-physical security sector with the end goal of empowering cyber-physical security analysts and cyber-informed industrial technicians with high quality learning experiences. This project enhances the College of Technology's ability to deliver much needed workforce training and development by enabling ISU to introduce amplitude testing services and provide industrial exams to a new and existing market. ISU Industrial Cybersecurity faculty will be awarded $900,000 for the project over a three-year period.

***Kasiska Division of Health Sciences***

* The Kasiska Division of Health Sciences hosted the Idaho HOSA *Future Health Professionals* State Leadership Conference (SLC) on our Pocatello campus on March 8-10, 2023. This was the first time Idaho HOSA has taken their SLC outside of the Boise area. HOSA is a student-led organization recognized by the U.S. Department of Education and the Department of Health and Human Services and its mission is to empower high school and college students to become leaders in the global health community through education, collaboration, and experience. We had nearly 800 high school students in attendance, along with their teachers and advisors, from all over the state. Many of our faculty and staff served as judges for various competitions and faculty, staff, and students from the KDHS and from across campus worked together to showcase the best of what Idaho State University has to offer future health professions' students. It was a great success and we will have the opportunity to host this conference again next year as well.
* Idaho State University is one of only seven universities in the United States where students can obtain an associates degree all the way to a PhD, including over 55 health professions programs that enhance and expand Idaho's health care workforce. We are responding to the healthcare worker shortages that exist in Idaho's rural areas, many physicians, nurse practitioners, pharmacists and physician assistants have remained in Idaho after receiving their education at Idaho State University.
* PA’s in Idaho - 54.1% - 552 out of 1019
* NP’s in Idaho - 239 of 1700+ NPs licensed in Idaho
* Family Medicine Residency physicians in Idaho - About 100 physicians, approximately 50% of FMR grads have remained in Idaho since its inception 28 years ago.
* Pharmacists - 1234 out of 4500 graduates.

***College of Health***

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

* The PA program was awarded a major grant in support of rural health training. The Primary Care Training & Enhancement -PA Rural Training Program grant was funded for a total of $1.4 million. The program was one of 11 in the nation to receive this competitive grant.
* The Department of Community and Public Health submitted or partnered with other units to submit grants totaling more than $10, 761,747.  Currently, 78% of faculty are funded and the most recent grant was funded by HRSA for 3 years at $3,000,000.

***College of Pharmacy***

* Executed the Letter of Agreement with the ALSAM Foundation for a $14,000,000 lead donor gift to renovate the research and teaching laboratories in Leonard Hall in Pocatello, Idaho. This is the single largest gift in the history of ISU. The State of Idaho also contributed $3,400.000 to this project.  During 2022 design planning and many related activities were completed so that construction could begin in March 2023.
* Received the American Pharmacists Association 2021-2022 Second Runner-Up Award for outstanding development and implementation of Operation Immunization. Operation Immunization is a patient care project that increases immunization awareness through educational initiatives and public outreach leading to improvements in the health of our nation.

**Graduate School:**

* The Graduate School successfully completed the implementation of a major IT infrastructure project in building out and launching the DegreeWorks advising and audit system for the entirety of the graduate student population.  This will ensure that our graduate students have instantaneous access to information related to their progress towards degree – including requirements fulfilled, requirements needed, anticipated graduation dates, petition or exceptions needs, and formal milestone needs and outcomes (Comprehensive Exams, for example).  This greatly increases transparency and predictability related to the degree earning process for our students, their faculty advisors, the Registrar’s Office, and the Graduate School.  This was implemented entirely using existing resources and staffing with no new central dollars needed to support.
* The Graduate School launched its strategic recruitment initiative which focused on high-growth potential graduate programs in the institution.  Working with these programs, we have initiated the development of data-informed holistic recruitment plans that target key points in the recruitment funnel and addresses weakness or points of loss to better ensure student matriculation into the university.  This required the buildout of a temporary data dashboard (to be replaced by the Data Warehouse eventually), which was also completed.  Strategic recruitment plans are integrated with our CollegeNet application system, and maintains strategic communication with applicants throughout the application process to ensure that they have relevant application information delivered just-in-time.  It is highly personalized, program specific, and responsive to unique program and applicant needs.  We will continue to expand this initiative to programs over the next several years until all graduate programs are included.
* As an additional FYI, in FY 23 the Graduate School provided almost 6 million dollars in scholarships and direct student support to advance graduate education, graduate research and graduate student welfare at Idaho State University.

**Library:**

* The Library has successfully coordinated the operations of an external vendor into its operations.  Leading up to the summer of 2022, the Library redefined staff work areas in order to vacate the area to be utilized by Starbucks.  During summer 2022, construction began in earnest, and accommodations were made to protect the collection directly below the Starbucks in anticipation of leaks, which occurred several times.  Accommodations to assist construction workers, to coordinate operation hours with Starbucks staff, to coordinate building maintenance issues, as well as emergency procedures have successfully been made.
* The Library has simultaneously begun a space reimagining project and a qualitative collection review with the goal of combining its services and space into a more welcoming environment for today’s students.  Work continues on a review of collections housed on all four floors, and as of late spring 2022, space has been cleared of collections on the first floor.  Following a detailed analysis by Library staff analysis, the directed removal or relocation of 30,000 print volumes and microform items was accomplished by ISU Facilities staff.  As a qualitative review continues, recently installed condensed shelving in the basement will house newly reviewed items, and collections on floors two and three will be addressed.

***Part II – Performance Measures***

| **Performance Measure** | | **FY 2021** | **FY 2022** | | | **FY 2023** | **FY 2024** | **FY 2025** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goal 1: Increase student access, opportunity, retention, and success**  Objective: Increase access and enrollment using targeted recruitment | | | | | | | | |
| **1**. Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate .  **Benchmark Definition:** A 10% increase in fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate to 75%. SBOE benchmark = 85%)1 (SBOE system-wide Strategic Plan Measure). | actual | 63%  (Fall 2019 cohort) | 67%  (Fall 2020 cohort) | | | 71%  (Fall 2021 cohort) | --------- |  |
| *target* | *72%* | *72%* | | | *72%* | *73%* |  |
| **Idaho State Board Of Education System-Wide Strategic Plan Measures** | | | | | | | | |
| **2.** Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2027 = 60% or more)2 (SBOE system-wide Strategic Plan Measure) | actual | 71% | | 73% | 76% | | --------- |  |
| *target* | *75%* | | *75%* | 75% | | 75% |  |
| **3.** Remediation Reform 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 2027 = Math 45%, English 72%) 3 (SBOE system-wide Strategic Plan Measure) | Math -actual | 29% | | 38% | 47% | | --------- |  |
| *target* | *39%* | | *40%* | *43%* | | *44%* |  |
| English -actual | 60% | | 64% | 68% | | --------- |  |
| *target* | *68%* | | *70%* | *71%* | | *72%* |  |
| **4**. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2027 = 40%) 4 (SBOE system-wide Strategic Plan Measure) | actual | 24% | | 24% | 22% | | --------- |  |
| *target* | *29%* | | *29%* | *33%* | | *36%* |  |

| **Performance Measure** | | **FY 2021** | **FY 2022** | | | **FY 2023** | **FY 2024** | **FY 2025** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5**. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2027 = 40%)  (SBOE system-wide Strategic Plan Measure) | actual | 36%  (Fall 2015 cohort) | | 34%  (Fall 2016 cohort) | 35%  (Fall 2017 cohort) | | --------- |  |
| *target* | *35%* | | *35%* | *39%* | | *37%* |  |
| **6.** Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2027 = 30%) 5 (SBOE system-wide Strategic Plan Measure) | actual | 24%  (Fall 2017 cohort) | | 22%  (Fall 2018 cohort) | 22%  (Fall 2019 cohort) | | --------- |  |
| *target* | *20%* | | *22%* | *24%* | | *25%* |  |

**Performance Measure Explanatory Notes *(Optional)***

* 1. ISU was able to identify students that were not returning to ISU in order to serve on a religious mission or active military duty. These students were excluded from the cohorts per the U.S. Department of Education instructions. This revision of the cohort data may cause slight differences in data reported in the Strategic Plan.
  2. The methodology for this metric was revised by SBOE in 2022 for all years. Benchmarks were revised in FY 2023. All first-time undergraduate bachelor degree-seeking students in the fall term that are still enrolled for their second year that completed their gateway math course within two years. Transcripted credit from other institutions and secondary coursework is evaluated for this metric.
  3. The methodology for this metric was revised by SBOE in 2022 for all years. Benchmarks were revised in FY 2023. Remedial Math includes courses numbered below a 100 level, Math 1108, 1108P – Intermediate Algebra, MATH 1123P and 1153P are a co-requisite model. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of [ENGL 1101](http://coursecat.isu.edu/search/?P=ENGL%201101) in which students not placing into [ENGL 1101](http://coursecat.isu.edu/search/?P=ENGL%201101) receive intensive supplemental instruction in reading, analyzing, and writing expository essays. Student cohorts are all undergraduate degree-seeking students enrolled in a remedial or co-requisite course. The student has until the end of the next year’s semester to successfully complete a college level course. For example, if a student successfully completed a remedial course in Fall 2017, the student would have until the end of Fall 2018 to complete a college level course with a C- or higher. If the student passed a co-requisite course with a C- of higher, the student is counted as completing a college-level course within a year. Data includes college level coursework transferred to ISU after the student’s first ISU term enrolled in a remedial course as an undergraduate degree-seeking student.
  4. The methodology for this metric was revised by SBOE in 2022 for all years. Students that earn a degree in the academic year are not included. Transfer credits are excluded. Only undergraduate degree-seeking students in the fall term of the academic year are included in the metric.
  5. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time updated to reflect the most accurate data as of October 18, 2023.

|  |
| --- |
| **For More Information Contact**  Kevin Satterlee, President  Idaho State University, Stop 8310  Pocatello, ID 83209-8310  Phone: (208) 282-2566  E-mail: [kevinsatterlee@isu.edu](mailto:kevinsatterlee@isu.edu) |