# *Part I – Agency Profile*

**FY 2019 – Dot is text**

**Agency Overview**

Boise State University is a public, metropolitan research university that fosters student success in and after their college years, lifelong learning, community engagement, innovation, and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is a Carnegie doctoral university with high research activity. We lead the way on Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate and produce more than 50 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs over 3,600 full- and part-time employees (3,147 full-time equivalent employees), including over 2,000 full-time professional and classified staff and over 800 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive in Boise, Idaho. Classes also are offered at Twin Falls’ CSI campus; Coeur d’Alene’s North Idaho College, downtown Boise (BoDo), and Boise State University at College of Western Idaho. Boise State University provides an impressive array of online courses and programs that are available across the state and nation.

Boise State University offers studies in more than 200 fields of interest in 102 bachelor degree programs, 69 master’s programs, 2 education specialist programs, and 16 doctoral programs. These are delivered through our College of Arts and Sciences, College of Business and Economics, College of Education, College of Engineering, College of Health Sciences, College of Innovation and Design, and School of Public Service.

In 2021, Boise State University implemented a new strategic plan, *Blueprint for Success*, which is centered on the following five goals:

* Improve Educational Access and Success
* Innovation for Institutional Impact
* Advance Research and Creative Activity
* Foster Thriving Community
* Trailblaze Programs and Partnerships

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Marlene Tromp is President of Boise State University.

**Boise State University (BSU) Core Functions/Idaho Code**

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of “an institution of higher education” and “for the purposes of giving instruction in college courses…” In addition, it provides the “standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states,” and that the “courses offered and degrees granted at said university shall be determined by the board of trustees.”

**Small Business Development Center (SBDC) Core Functions/Idaho Code**

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

Coaching/Consulting - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center’s knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. ‘Real-world’ laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho’s business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state

**TechHelp Core Functions/Idaho Code**

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho small and medium-sized manufacturers and engineering firms with projects at their companies, primarily through one-on-one training and technical assistance services. This customer interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller, value-added projects, which bring a specific improvement to some aspect of company operations. TechHelp and its partners also host public workshops and seminars statewide focusing on topics that positively impact manufacturing in Idaho.

TechHelp’s team of experts provides personalized solutions in the following areas of manufacturing.

Studio\Blu, student arm of TechHelp

* New Product Development
* Design: Product Design, Prototyping & Testing
* Create: Process Design and Scale, Design for Manufacturability
* Launch: Market Research, Product Commercialization, New Market Development, Export Excellence

Operational Excellence

* Lean Manufacturing and Six Sigma
* Lean Six Sigma Green Belt
* Lean Manufacturing for the Food Industry
* Lean Office, Lean Enterprise
* Lean Leadership
* Quality Systems, ISO, Six Sigma
* Business & Engineering student work experience

Food & Dairy Processing

* Food Safety Programs and Assistance
* Training and technical assistance
* Food Safety Prerequisite Programs
* HACCP Systems and Training Product & Process Development
* Commissioning equipment and processing lines
* Scale-up assistance, benchtop – pilot plant – factory
* Shelf life, setting and extending
* Ingredient sourcing
* Market research, sensory and consumer science
* New product development
* Setting specifications
* Quality Improvements

**Boise State University (BSU) Revenue and Expenditures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Operating Revenue** | **FY 2022- restated** | **FY 2023** | **FY 2024\*** | **FY 2025** |
| Student tuition and fees (Gross) | 211,455,181 | 220,107,450 |  |  |
| Scholarship discounts and allowances | (29,712,200) | (30,797,000) |  |  |
| Federal grants and contracts | 54,643,758 | 57,759,417 |  |  |
| State and local grants and contracts | 5,961,987 | 5,501,446 |  |  |
| Private grants and contracts | 3,137,642 | 3,830,862 |  |  |
| Sales and services of educational activities | 10,461,149 | 11,937,903 |  |  |
| Sales and services of auxiliary enterprises | 67,208,064 | 83,206,741 |  |  |
| Other | 1,269,087 | 1,157,017 |  |  |
| Total operating revenues | 324,424,668 | 352,703,836 |  |  |
| **Operating Expenses** | **FY 2022- restated** | **FY 2023** | **FY 2024\*** | **FY 2025** |
| Instruction | 135,773,903 | 156,004,110 |  |  |
| Research | 44,349,101 | 44,895,465 |  |  |
| Public Service | 30,334,370 | 29,906,090 |  |  |
| Libraries | 5,900,964 | 6,208,248 |  |  |
| Student Services | 20,111,400 | 23,780,152 |  |  |
| Operation & Maintenance of plant | 27,939,128 | 35,004,584 |  |  |
| Institutional Support | 38,760,035 | 44,632,771 |  |  |
| Academic Support | 36,817,900 | 42,067,928 |  |  |
| Auxiliary Enterprises | 79,720,395 | 110,233,324 |  |  |
| Scholarships and Fellowships | 29,247,013 | 11,568,132 |  |  |
| Depreciation | 29,575,394 | 29,156,434 |  |  |
| Total operating expenses | 478,529,603 | 533,457,238 |  |  |
| Operating income/(loss) | (154,104,935) | (180,753,402) |  |  |
| **Non-operating revenues/(expenses)** | **FY 2022- restated** | **FY 2023** | **FY 2024\*** | **FY 2025** |
| State appropriation - general | 112,693,460 | 123,832,491 |  |  |
| State appropriation - maintenance | 1,358,136 | 2,890,497 |  |  |
| Pell grants | 19,957,194 | 20,640,125 |  |  |
| Gifts | 32,882,833 | 36,887,332 |  |  |
| Net investment income | 1,008,292 | 6,058,086 |  |  |
| Change in fair value of investments | (4,228,383) | 31,268 |  |  |
| Interest | (7,552,000) | (7,353,546) |  |  |
| Gain/loss on retirement of assets | (82,232) | (473,223) |  |  |
| Federal Aid Grant Revenue | 35,129,537 | 1,000,000 |  |  |
| Loss on Perkins federal capital contribution | - |  |  |  |
| Other non-operating revenue/(expense) | 105,499 | 100,244 |  |  |
| Net non-operating revenues/(expenses) | 191,272,336 | 183,613,275 |  |  |
| **Other revenue and expenses** | **FY 2022- restated** | **FY 2023** | **FY 2024\*** | **FY 2025** |
| Capital appropriations | 13,433,980 | - |  |  |
| Capital gifts and grants | 2,215,118 | 2,701,043 |  |  |
| Total other revenues and expenses | 15,649,098 | 2,701,043 |  |  |
|  | **FY 2022- restated** | **FY 2023** | **FY 2024\*** | **FY 2025** |
| Increase/decrease in net position | 52,816,499 | 5,560,916 |  |  |
| Net position - beginning of year | 524,426,409 | 577,242,908 |  |  |
| Net position - end of year | 577,242,908 | 582,803,824 |  |  |

*\*Required audited financials available December 2024.*

## Small Business Development Center (SBDC) Revenue and Expenditures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Revenue** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** |
| Revenue | $698,000 | $770,300 | $832,000 |  |
| **Total** | **$698,000** | **$770,300** | **$832,000** |  |
| **Expenditures** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** |
| Personnel Costs\* | $687,878 | $719,503 | $822,454 |  |
| Operating Expenditures | $10,122 | $50,797 | $9,546 |  |
| Capital Outlay | $0 | $0 | $0 |  |
| Trustee/Benefit Payments | $0 | $0 | $0 |  |
| **Total** | **$698,000** | **$770,300** | **$832,000** |  |

**TechHelp Revenue and Expenditures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Revenue** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** |
| General Fund | $371,501 | $387,900 | $420,709 |  |
| **Total** | **$371,501** | **$387,900** | **$420,709** |  |
| **Expenditures** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** |
| Personnel Costs | $292,520 | $293,864 | $309,247 |  |
| Operating Expenditures | $0 | $0 | $0 |  |
| Capital Outlay | $0 | $0 | $0 |  |
| Trustee/Benefit Payments | $78,981 | $94,036 | $111,462 |  |
| **Total** | **371,501** | **$387,900** | **$420,709** |  |

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

| **Cases Managed and/or Key Services Provided** | | **FY 2022** | | **FY 2023** | **FY 2024** | | **FY 2025** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Enrollments: | | | | | | | |
| Fall Enrollment, Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students | | | | | | | |
| Total | | 25,829 | | 26,162 | 26,727 | |  |
| Undergraduate | | 22,432 | | 22,962 | 23,543 | |  |
| Graduate | | 3,397 | | 3,200 | 3,184 | |  |
| Degree Seeking Student Enrollment, Fall Census Day (Oct. 15) | | | | | | | |
| Total | | 20,145 | | 19,818 | 19,898 | |  |
| Undergraduate | | 17,077 | | 16,982 | 17,085 | |  |
| Graduate | | 3,068 | | 2,836 | 2,813 | |  |
| Enrollment in Online Programs, Fall Census Day (Oct. 15)[[1]](#endnote-1) | | | | | | | |
| Total | | 3,793 | | 3,748 | 3,856 | |  |
| Undergraduate | | 2,282 | | 2,271 | 2,441 | |  |
| Graduate | | 1,511 | | 1,477 | 1,415 | |  |
| Idaho Resident Enrollment in Online Programs, Fall Census Day (Oct. 15) | | | | | | | |
| Total | | 1,415 | | 1,441 | 1,537 | |  |
| Undergraduate | | 887 | | 923 | 1,006 | |  |
| Graduate | | 528 | | 518 | 531 | |  |
| Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr) | | 32,423 | | 32,721 | 33,112 | |  |
| Non-Degree Seeking (Graduate and Undergrad) | | 2,530 | | 2,689 | 2,587 | |  |
| Early College | | 6,535 | | 7,115 | 7,446 | |  |
| Undergraduate (degree seeking) | | 19,506 | | 19,309 | 19,440 | |  |
| Graduate (degree seeking) | | 3,793 | | 3,538 | 3,553 | |  |
| 1. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) | | | | | | | |
| Annual SCH Attempted (End of Term) Total | | 540,851 | | 543,240 | 554,890 | |  |
| Professional Technical | | 0 | | 0 | 0 | |  |
| Undergraduate credits | | 479,173 | | 484,708 | 495,577 | |  |
| Graduate credits | | 61,678 | | 58,532 | 59,313 | |  |
| Annual SCH Earned (End of Term) Total[[2]](#endnote-2) | | 472,518 | | 480,912 | 493,584 | |  |
| Undergraduate credits | | 416,496 | | 427,698 | 439,696 | |  |
| Graduate credits | | 56,022 | | 53,214 | 53,888 | |  |
| SCH earned as a % of Attempted Total | | 87.4% | | 88.5% | 88.9% | |  |
| Undergraduate credits | | 86.9% | | 88.2% | 88.7% | |  |
| Graduate credits | | 90.8% | | 90.9% | 90.9% | |  |
| 1. Dual (Concurrent) Enrollment[[3]](#endnote-3) and Distance Education[[4]](#endnote-4) | | | | | | | |
| Dual (Concurrent) Enrollment Annual Student Credit Hours | | 29,920 | | 32,849 | 37,084 | |  |
| Dual (Concurrent) Enrollment Annual Distinct Students | | 6,543 | | 7,117 | 7,450 | |  |
| Distance Education Annual Student Credit Hours | | 239,088 | | 216,196 | 215,616 | |  |
| Distance Education Annual Distinct Students Enrolled | | 23,526 | | 22,057 | 21,692 | |  |
| 1. Degrees and Certificates Awarded\* [[5]](#endnote-5) | | | | | | | |
| Professional Technical Degrees and Certificates | | N/A | | N/A | N/A | |  |
| Associate Degrees (Academic) | | 127 | | 184 | 316 | |  |
| Bachelor’s Degree (Academic, first and second majors) | | 4,080 | | 3,991 | 4,098 | |  |
| Certificate – Undergraduate | | 629 | | 590 | 821 | |  |
| Certificate – Graduate | | 185 | | 145 | 156 | |  |
| Master's Degree | | 1,063 | | 1,028 | 1,072 | |  |
| Education Specialist Degree[[6]](#endnote-6) | | 16 | | 15 | 15 | |  |
| Doctoral Degree | | 58 | | 60 | 72 | |  |
| Total awards (sum) | | 6,158 | | 6,013 | 6,550 | |  |
| 1. Count of Distinct Graduates\*[[7]](#endnote-7) | | | | | | | |
| Associate Degree (Academic) | 127 | | 184 | | 316 |  | |
| Bachelor’s Degree (Academic) | 3,947 | | 3,856 | | 3,963 |  | |  |  |  |  |
| Certificate – Undergraduate | 629 | | 590 | | 666 |  | |
| Certificate – Graduate | 174 | | 130 | | 141 |  | |
| Master’s Degrees | 1,063 | | 1,028 | | 1,072 |  | |
| Educational Specialist’s Degree | 16 | | 15 | | 15 |  | |
| Doctoral Degree | 58 | | 60 | | 72 |  | |
| Total distinct graduates | 5,313 | | 5,231 | | 5,463 |  | |
| 1. First to Second Year Retention Rate | | | | | | | |  |  |  |  |
| % of first-time, full-time freshmen retained[[8]](#endnote-8)\* | F2021 cohort  79.2% | | F2022 cohort  77.8% | | F2023 cohort  *Not available at this time* |  | |  |  |  |  |
| % of full-time transfers retained or graduated\* | 78.4% | | 78.2% | | *Not available at this time* |  | |  |  |  |  |
| 1. Transfer Student Graduation Rates | | | | | | | |  |  |  |  |
| 6-yr: % of full-time transfers who graduated in six years or less | F2016 cohort  60.4% | | F2017 cohort  63.2% | | *Not available at this time* |  | |  |  |  |  |
| 1. Graduates per FTE | | | | | | | |  |  |  |  |
| Baccalaureate graduates per undergraduate FTE[[9]](#endnote-9) | 24.7 | | 23.9 | | 24.0 |  | |  |  |  |  |
| Baccalaureate graduates per junior/senior FTE[[10]](#endnote-10) | 50.3 | | 49.4 | | 48.9 |  | |  |  |  |  |
| Graduate degree graduates per graduate FTE[[11]](#endnote-11) | 47.9 | | 48.4 | | 49.8 |  | |  |  |  |  |
| 1. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) | | | | | | | |  |  |  |  |
| Boise State | $8,060 | | $8,364 | | $8,782 |  | |  |  |  |  |
| Boise State as a % of WICHE[[12]](#endnote-12) | 86.6% | | 87.2% | | 89.2% |  | |  |  |  |  |
| 1. Sponsored Projects Proposals and Awards[[13]](#endnote-13) (see Part II for Externally Funded Research Expenditures) | | | | | | | |
| Total # of Proposals Submitted | | 606 | | 569 | 576 | |  |
| Total # of Awards | | 422 | | 416 | 392 | |  |
| Total Sponsored Projects Funding (dollars awarded) | | $68.0M | | $91.0M | $83.4M | |  |
| Total Sponsored Project Expenditures | | $61.3M | | $63.9M | $70.3M | |  |
| % of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) [[14]](#endnote-14) | | 24.2% | | 21.4% | 22.1% | |  |
| Expenditures as reported to the National Science Foundation[[15]](#endnote-15) | | $47.6M | | $53.0M | *Not available at this time* | |  |

**FY 2024 Performance Highlights**

* Boise State University continues to be highly successful in helping students graduate and succeed, which contributes to the educational attainment rate of Idahoans. **In FY24, 3,963 students graduated from Boise State with baccalaureate degrees, which is a 2.7% increase over FY23 and a 5.6% increase over FY21**.
* The number of **doctoral degree graduates** reached a record high in FY24 with 72 degree completers, which represents a **44% increase** from FY21. This growth significantly contributes to our impact in the state and region, driving Idaho’s knowledge economy.
* The **retention rate for first-year students** maintained its positive trajectory after a substantial increase over the last decade at 77.8%.
* The **six-year graduation rate reached its highest ever level at over 61%** for the Fall 2017 cohort of first-time, full-time (FTFT) freshmen. The graduation rate of the Fall 2017 transfer cohort continued to increase with a rate of 63%. The positive momentum and trajectory of increases in graduation rates demonstrate Boise State’s ongoing commitment and support for student success. This has been achieved through significant innovation, including a university-wide commitment to the Strategic Enrollment and Retention Plan that was developed in 2022.
* The number of students participating in **concurrent enrollment** (dual credit) in FY24 was 7,450, which represents a **4.7% increase** over last year. **Distance education** credit hours decreased very slightly in FY24 by less than half of a percentage point from FY23 although the number of students participating in a distance learning course remained strong at 21,692.
* Enrollment in Boise State’s online programs has maintained its positive trajectory with a total online enrollment of 3,856 in the fall of 2023. **Idaho resident enrollment in online programs increased by 9.9% between FY21 andFY24.**
* Boise State’s total sponsored project expenditures **increased substantially by 10% over FY23 with over $70M for FY24** and the total number of awards was 392. These developments bring new revenue and opportunities to the state and support our state’s economic engine.

***Part II – Performance Measures***

| **Productivity Measure** | | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** |
| --- | --- | --- | --- | --- | --- | --- |
| **Goal 1**  **Improve Educational Access and Student Success**  (*Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes*) | | | | | | |
| 1. Graduation Rates (Objective A)\* | | | | | | |
| 4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less[[16]](#endnote-16) | actual | F2018 cohort  41.4% | F2019 cohort  42.7% | ---------- | ---------- |  |
| *target* | *40%* | *43%* | *43%* | *44%* |  |
| 1. Graduation Rates (Objective A)\* | | | | | | |
| 6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less[[17]](#endnote-17) | actual | F2016 cohort  59.1% | F2017 cohort  61.2% | ---------- | ---------- |  |
| *target* | *56%* | *56%* | *62%* | *62%* |  |
| 1. Progression to Degree (Objective A)\* | | | | | | |
| Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years[[18]](#endnote-18) | actual | 85.7% | 85.4% | 84.9% | ---------- |  |
| *target* | *85%* | *85%* | *85%* | *85%* |  |
| 1. Progression to Degree (Objective A)\* | | | | | | |
| Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year[[19]](#endnote-19) | actual | 27.9% | 29.6% | 31.6% | ---------- |  |
| *target* | *30%* | *30%* | *29%* | *30%* |  |
| 1. Progression to Degree (Objective A)\* | | | | | | |
| Remedial Math: % of undergraduates completing credit-bearing course after remedial[[20]](#endnote-20) | actual | 65.0% | 71.6% | 57.7% | ---------- |  |
| *target* | *58%* | *61%* | *65%* | *65%* |  |
| 1. Progression to Degree (Objective A)\* | | | | | | |
| Remedial English: % of undergraduates completing credit-bearing course after remedial[[21]](#endnote-21) | actual | 78.9% | 80.8% | 85.0% | ---------- |  |
| *target* | *90%* | *90%* | *83%* | *83%* |  |

***Special Programs***

***Idaho Small Business Development***

| **Performance Measure** | | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** |
| --- | --- | --- | --- | --- | --- | --- |
| **GOAL 1: Network Reach:** Focus time on clients with the highest potential for creating economic impact. | | | | | | |
| 1. Develop long-term relationships with potential and existing growth and impact clients. (Objective A) | | | | | | |
| Capital raised by clients in millions | actual | $28.2 | $56.6 | $47.5 |  |  |
| *target* | *$53* | *$53* | *$53.4* | *46.3[[22]](#endnote-22)* |  |

***TechHelp***

| **Performance Measure** | | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** |
| --- | --- | --- | --- | --- | --- | --- |
| **Goal 1:** Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client  and the community. | | | | | | |
| 1. Offer technical consulting services and workshops that meet Idaho manufacturers’ product and process innovation needs, resulting in new and retained jobs and economic impact in the form of sales, savings, and investment. (Objective A) | | | | | | |
| Sales, Cost Savings, and Investments | actual | $207.4M | $206.3M | $78.0M |  |  |
| *target* | *$120M* | *$120M* | *$120M* |  |  |
| New and Retained Jobs | actual | 497 | 348 | 440 |  |  |
| *target* | *500* | *500* | *500* |  |  |

**Performance Measure Explanatory Notes**

\*Measure required by SBOE

1. Indicates the number of officially enrolled students in a major or certificate that is delivered online. [↑](#endnote-ref-1)
2. Student credit hours (SCH) earned are based on an end-of-term snapshot. Due to the snapshot timing, some earned credits (e.g., concurrent enrollment credits) may not be included in the total, resulting in the ratio of earned to attempted credits being underreported in years prior to FY24. [↑](#endnote-ref-2)
3. Dual (Concurrent) enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits taken. The credits and students align to the totals in the annual Dual Credit Report. [↑](#endnote-ref-3)
4. Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education classes; includes course modes of Internet-E, Online, and Remote (which was introduced in 2020-21). Distance education was affected significantly due to the global pandemic and data may continue to shift. [↑](#endnote-ref-4)
5. The count of awards reflects data submitted to IPEDS. Bachelor’s awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcripted all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2023-24 are preliminary as they have not yet been reported to IPEDS. [↑](#endnote-ref-5)
6. Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a “post-master’s certificate.” Boise State awarded the first Ed.S. degrees in 2015-16. [↑](#endnote-ref-6)
7. The distinct (unduplicated) graduates reflect completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master’s degree). Data presented for 2023-24 are preliminary as they have not yet been reported to IPEDS. [↑](#endnote-ref-7)
8. Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2019 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2020). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent retention rates for the Fall 2020 through Fall 2022 cohorts; Fall 2023 cohort retention is not available until after Fall 2023 census enrollment. [↑](#endnote-ref-8)
9. Includes the unduplicated number of annual baccalaureate degree graduates per 100 IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE. [↑](#endnote-ref-9)
10. Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall and spring FTE of juniors and seniors. FTE are determined using total fall and spring credits of juniors and seniors divided by 30. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment. In prior years, Jr/Sr FTE in the calculation was overreported, thus resulting in an underreported ratio; this calculation was corrected in FY24 for all years shown. [↑](#endnote-ref-10)
11. Includes the unduplicated number of annual graduate certificates and master’s and doctoral degree graduates per 100 IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE. [↑](#endnote-ref-11)
12. WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY21 $9,154, FY22 $9,305, FY23 $9,588, and FY24 $9,840. A typical report can be found at https://www.wiche.edu/policy-research/ [↑](#endnote-ref-12)
13. “Sponsored Projects” refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private). [↑](#endnote-ref-13)
14. Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories. [↑](#endnote-ref-14)
15. Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year. [↑](#endnote-ref-15)
16. Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2019 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2023 semester). Graduation rate is calculated in a manner consistent with IPEDS. The data represent the rates for the Fall 2017 through Fall 2019 cohorts; the graduation rate for the Fall 2020 cohort will not be available until after the start of the Fall 2024 term and will be updated in December per instructions from OSBE. [↑](#endnote-ref-16)
17. Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2017 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2023 semester). Graduation rate is calculated in a manner consistent with IPEDS. The data represent the rates for the Fall 2015 through Fall 2017 cohorts; the graduation rate for the Fall 2018 cohort will not be available until after the start of the Fall 2024 term and will be updated in December per instructions from OSBE. [↑](#endnote-ref-17)
18. 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 or higher) within two years (e.g., students who entered in fall 2019 and completed Math 123 or higher by the end of summer 2021 are reported for FY21). All years reflect the same methodology as clarified and refined by OSBE over time. [↑](#endnote-ref-18)
19. 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. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly. [↑](#endnote-ref-19)
20. SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course including corequisite remedial courses and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123 or higher) within one year of completing the remedial course (e.g., students who took a remedial course in fall 2022 and completed a subsequent course by the end of fall 2023). Students who completed a corequisite remedial course (e.g., 123P) are included as both taking remedial and completing the gateway course. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly. Boise State’s math reforms have been ongoing for a number of years; in FY24, data were updated for all years shown to account for the additional co-requisite offerings that support various math pathways. [↑](#endnote-ref-20)
21. SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the number of students who took and completed English 101P in the given academic year. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

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    [↑](#endnote-ref-21)
22. Target based on analysis of historical trends from FY22, FY23 and FY24 with a 5% increase in the average 3 years. [↑](#endnote-ref-22)