



BOISE STATE UNIVERSITY

FY2022 THROUGH FY2026

MISSION STATEMENT

VISION

STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

KEY EXTERNAL FACTORS

Blueprint for Success

2022 - 2026

Boise State University Strategic Plan

Mission

Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

Vision

To be a premier student-success driven research university innovating for statewide and global impact.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

Objective A: Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

Performance Measures:

Unduplicated number of graduates (distinct by award level) ¹	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Undergraduate Certificate	200	248	360	411	Available Sept. 2021	425	600
>Associate	114	118	131	109		150	150
>Baccalaureate	3,141	3,196	3,289	3,525		3,702	4,481
>(SBOE target for bacc graduates ²)	(2,986)	(3,130)	(3,273)	(3,500)		N/A	N/A
>Graduate Certificate	212	241	219	184		250	350
>Master's	776	917	862	954		1,000	1,250
>Education Specialist	15	16	19	24		25	30
>Doctoral	36	32	45	53		58	75
Total Distinct Graduates	4,173	4,393	4,455	4,760		5,600	6,900

¹ SBOE required metric: timely degree completion. Distinct graduates by award level per year (summer, fall, and spring terms). Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

² Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Benchmark		
						F2021 cohort	F2023 cohort	F2025 cohort
First year retention rate³								
>Percent of first-time, full-time freshmen retained	79.8%	79.5%	79.5%	77.8%	Available Oct. 2021	80.0%	82.0%	84.0%
-Resident, Pell-Eligible only	72.6%	70.8%	72.0%	70.6%		73.0%	75.0%	77.0%
-Resident, Not Pell-Eligible only	76.6%	75.4%	76.4%	75.1%		77.0%	79.0%	81.0%
-Non-Resident, Pell-Eligible only	75.6%	77.3%	76.7%	75.6%		78.0%	80.0%	82.0%
-Non-Resident, Not Pell-Eligible only	87.8%	88.2%	86.5%	83.7%		88.0%	90.0%	91.0%
>Percent full-time transfers retained or graduated	73.8%	76.6%	74.7%	78.4%		79.0%	81.0%	83.0%

	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Benchmark	
						Fall 2018 cohort	Fall 2022 cohort
4-year graduation rate⁴							
> % of first-time, full-time freshmen who graduated	25.6%	28.7%	30.6%	38.1%	Available Sept. 2021	40.0%	45.0%
-Resident, Pell-Eligible only	12.2%	15.3%	18.2%	20.6%		25.0%	33.0%
-Resident, Not Pell-Eligible only	22.9%	24.5%	25.0%	30.7%		32.0%	38.0%
-Non-Resident, Pell-Eligible only	31.4%	34.0%	35.5%	38.4%		40.0%	48.0%
-Non-Resident, Not Pell-Eligible only	42.9%	46.2%	47.8%	55.9%		56.0%	60.0%
>% of full-time transfers who graduated	47.5%	49.9%	50.5%	54.2%		55.0%	58.0%

	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Benchmark	
						Fall 2016 cohort	Fall 2020 cohort
6-year graduation rate⁵							
> % of first-time, full-time freshmen who graduated	43.4%	45.8%	50.3%	54.1%	Available Sept. 2021	56.0%	60.0%
-Resident, Pell-Eligible only	30.4%	34.3%	38.0%	42.3%		44.0%	50.0%
-Resident, Not Pell-Eligible only	43.5%	41.5%	47.9%	50.7%		52.0%	57.5%
-Non-Resident, Pell-Eligible only	44.4%	54.7%	52.5%	56.5%		58.0%	63.0%
-Non-Resident, Not Pell-Eligible only	60.7%	64.1%	67.1%	71.6%		73.0%	78.0%
>% of full-time transfers who graduated	58.3%	57.4%	58.5%	56.9%		59.0%	62.0%

³ SBOE required metric: Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

⁴ SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

⁵ SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

Gateway math success of new degree-seeking freshmen ⁶	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Benchmark	
						Fall 2020 cohort	Fall 2024 cohort
>% completed within two years	77.1%	79.8%	82.1%	83.4%	Available Sept. 2021	85.0%	88.0%
Progress indicated by credits per year ⁷	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>% of undergraduate degree seeking students with 30 or more credits per year	23.9%	23.9%	26.5%	28.7%	Available July 2021	30.0%	32.0%
Success in credit-bearing course (gateway) after remedial course ⁸	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>English	85.2%	88.5 %	88.5%	87.1%	Available July 2021	90.0%	95.0%
>Mathematics	58.4%	57.4%	55.8%	56.7%	Available July 2021	58.0%	60.0%
Degrees and Certificates Awarded ⁹	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Undergraduate Certificate	226	248	360	411	Available Sept. 2021	425	600
>Associate	116	119	133	111		150	150
>Baccalaureate	3,317	3,373	3,472	3,680		3,924	4,750
>Graduate Certificate	220	248	221	189		250	350
>Master's	776	917	861	954		1,000	1,250
>Education Specialist	15	16	19	24		25	30
>Doctoral	36	32	45	53		58	75

⁶ 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 or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19).

⁷ 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 terms). Based on end-of-term data. 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 for those 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 or 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.

⁸ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above, English 101P or above) within one year of taking the remedial course (e.g., students who took remedial course in fall 2018 and completed a subsequent course by the end of fall 2019). Math remediation defined as Math 025 and 108 and English remediation defined as English 101P. The data shown for FY20 reflects students who took remedial during FY19 and completed the subsequent credit-bearing course during FY20. Note: the methodology for this measure has been clarified and refined by OSBE and all years of data reported reflect the updated methodology.

⁹ SBOE required metric: degree completion. Reflects the number of awards by level (first plus second major as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

True Blue Scholarship	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Dollars awarded through need-based True Blue Promise Scholarship	\$266,124	\$393,714	\$529,985	\$637,185	\$699,091	\$1.2 M	\$2.4M

NSSE ¹⁰ Indicators: For Freshmen Only (% of peer group rating)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark		
						FY 2022	FY 2026	
Academic Challenge	NSSE survey every three years	99% ¹¹ ↔	NSSE survey every three years	NSSE survey every three years	NSSE Survey postponed until Spring 22	100%	105% ¹²	
>Higher-order learning		103%↔						105%
>Reflective & integrative learning								
Learning with Peers		107%↑						107%
>Collaborative learning		101%↔						103%
>Discussions with diverse others								

Objective B: Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

Performance Measures:

Students participating in courses with service-learning component	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,446	1,446	1,482	1,557	Available July 2021	1,600	1,800
% of baccalaureate students participating in service-learning course	46%	45%	46%	44%	Available July 2021	47%	50%

Students participating in internships	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Number of students with internship credit	902	911	871	876	Available July 2021	1,000	1,200

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>% of students participating in internships and other applied experiences	NSSE survey every three years	52.2%↑	NSSE survey every three years	NSSE survey every three years	NSSE Survey postponed until Spring 22	54.0%	56.0%
>% of students participating in research w/faculty members		26.6%↑				28.0%	30.0%

¹⁰ "NSSE" refers to the National Survey of Student Engagement (<http://nsse.indiana.edu/>), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

¹¹ ↔ Indicates that Boise State is statistically the same as peers; ↑ & ↓ indicate statistically higher and lower than peers, respectively.

¹² A percentage of 105% indicates that Boise State would score 5% better than peers.

Post-graduation outcomes ¹³	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization >Undergraduate degree completers >Graduate degree completers	Not available	76% 82%	76% 85%	84% 90%	Available Feb. 2022	85% 92%	88% 94%
Percent of graduates whose full-time work is related to the degree received >Undergraduate degree completers >Graduate degree completers	Not available	81% 94%	83% 95%	78% 94%	Available Feb. 2022	80% 95%	84% 97%
Percent of graduates whose full-time work is related to their career goals >Undergraduate degree completers >Graduate degree completers	Not available	85% 95%	84% 97%	83% 95%	Available Feb. 2022	85% 96%	87% 98%

Objective C: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

Dual enrollment ¹⁴	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Number of credits produced	21,519	23,664	29,184	33,100	Available July 2021	34,000	37,500
>Number of students served	4,857	5,408	6,570	7,062		7,500	9,000

Enrolled Idaho Students (Fall enrollment)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Number of enrolled degree-seeking resident undergraduates	11,345	11,096	10,830	10,689	10,309	11,000	12,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	4,103	4,461	5,498	5,982	3,773	6,000	7,500
Total number of enrolled students (degree-seeking and non-degree seeking)	15,448	15,557	16,328	16,671	14,082 ¹⁵	17,500	19,500
Number of new First-time degree-seeking students who are Idaho residents	1,504	1,539	1,596	1,630	1,441	1,700	2,000
Number of new Transfer degree-seeking students who are Idaho residents	1,002	998	933	901	894	1,000	1,100

Number of graduates with high impact on Idaho's college completion rate	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026

¹³ Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. The overall response rate across the two surveys was 48% (+/-1.5% margin of error) in FY18; 36% (+/-2% margin of error) in FY19; and 27% (+/- 2.3% margin of error) in FY20. Note that only the Follow-up Survey was conducted with the 2019-20 graduates due to disruptions of the global pandemic in spring 2020.

¹⁴ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

¹⁵ Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and largely due to the impacts of the global pandemic.

Baccalaureate graduates from underrepresented groups >from rural areas ¹⁶ >from ethnic minorities ¹⁷	483 339	500 359	532 444	463 467	Available Sept. 2021	550 500	750 700
Baccalaureate graduates who are Idaho residents	2,268	2,263	2,200	2,208	Available Sept. 2021	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	867	847	845	847	Available Sept. 2021	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college ¹⁸	390	406	446	442	Available Sept. 2021	500	1,000

True Blue Scholarship	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Dollars awarded through need-based True Blue Promise Scholarship	\$266,124	\$393,714	\$529,985	\$637,185	\$699,091	\$1.2M	\$2.4M

Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Performance Measures:

Sponsored Projects funding and awards for Instruction and Training	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Total Funding	\$5.7M	\$6.2M	\$3.2M	\$6.1M	Available	\$7M	\$10M
># of Awards	29	26	18	30	February 2022	35	50

Enrollment in programs delivered online (Fall enrollment) ¹⁹	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Undergraduate	520	817	1,574	2,315	Available Oct. 2021	3,000	5,000
>Graduate	924	1,087	1,198	1,418		1,750	2,500
>Total	1,444	1,904	2,772	3,733		4,750	7,500

NSSE Indicators: For Freshmen Only (% of peer group rating)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2021	FY 2025
Academic Challenge	<i>NSSE survey every three years</i>	99% ↔	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	<i>NSSE Survey postponed until Spring 22</i>	100%	105%
>Higher-order learning		103% ↔					
>Reflective & integrative learning		107% ↑					
Learning with Peers		101% ↔					
>Collaborative learning						107%	107%
>Discussions with diverse others						103%	105%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Learning with Peers	<i>NSSE survey</i>	103% ↔			<i>NSSE Survey</i>	105%	105%
>Collaborative learning							

¹⁶ Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.

¹⁷ Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

¹⁸ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

¹⁹ Indicates the number of officially enrolled students in a major or certificate that is delivered online.

>Discussions with diverse others Experiences with faculty >Student-faculty interaction >Effective teaching practices	every three years	98% ↔	NSSE survey every three years	NSSE survey every three years	postponed until Spring 22	100%	102%
		101% ↔				103%	105%
		99% ↔				100%	102%

Goal 2: Innovation for Institutional Impact

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

Objective A: Create an enduring culture of innovation.

Performance Measures:

Vertically Integrated Projects ²⁰ (VIPs)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Number of students enrolled in VIP credit	81	51	183	221	Available	250	350
>Number of VIP teams	8	10	17	21	July 2021	25	35

Percent of research grant awards that are Interdisciplinary vs. single discipline ²¹	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	15.1%	29.4%	17.6%	24.7%	Available July 2021	25.0%	30.0%

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation.

Performance Measures:

Advancement funding	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Total gift income (outright gifts and previous pledge payments)	\$37.6M	\$33.9M	\$25.3M	\$15.5M	Available January 2022	\$20M	\$40M
>Total Endowment Value	\$105.4M	\$114.8M	\$122.1M	\$121.2M		\$130M	\$150M

Objective C: Establish individual and collective opportunity and accountability for innovation.

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
> Inventions Disclosure	14	14	20	22	N/A	25	30
> Patents Issued	3	3	2	5		5	8
> Licenses / Options / Letters of Intent	28	24	25	19		30	40

Goal 3: Advance Research and Creative Activity

²⁰ The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

²¹ Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff, and student excellence in these pursuits.

Objective A: Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

Performance Measures:

Total Research & Development Expenditures	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Expenditures as reported to the National Science Foundation	\$34.9 M	\$41.4M	\$39.8M	Available Apr 2021	Available Apr 2022	\$47M	\$52M

% of Successful Award Proposals	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
># of Total Submitted Proposals	598	606	560	506	Available February 2022	600	800
>% Proposals Awarded	60.4%	60.7%	67.5%	81.2%		70.0%	80.0%

Publications of Boise State authors and citations of those publications over 5-year period	CY 2012-16	CY 2013-17	CY 2014-18	CY 2015-19	CY 2016-20	Benchmark	
						For CY 2017-21	For CY 2021-25
>Number of peer-reviewed publications by Boise State faculty, staff, students ²²	1,709	1,957	2,237	2,479	2,704	2,800	3,500
>Citations of peer-reviewed publications authored Boise State faculty, staff students ²³	12,684	8,147	10,167	14,711	17,550	20,000	25,000

²² Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

²³ Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

Sponsored Projects funding: # of Awards by Purpose	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Research	230	239	235	255	Available February 2022	275	375
>Instruction/Training	29	26	18	30		35	50
>Other Sponsored Activities	102	103	125	126		135	175
>Total	361	368	378	411		445	600

Sponsored Projects funding: Dollars awarded by purpose	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Research	\$30.0M	\$36.8M	\$31.6M	\$38.5M	Available February 2022	\$43M	\$55M
>Instruction/Training	\$5.7M	\$6.2M	\$3.2M	\$6.1M		\$7M	\$10M
>Other Sponsored Activities	\$14.3M	\$12.9M	\$18.7M	\$13.7M		\$15M	\$20M
>Total	\$50.1M	\$56.0M	\$53.5M	\$58.2M		\$65M	\$85M

Objective B: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

NSSE % of senior participating in research	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>% of students participating in research w/faculty members	NSSE survey every three years	26.6%↑	NSSE survey every three years	NSSE survey every three years	NSSE Survey postponed until Spring 22	28.0%	30.0%

Number of doctoral graduates	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Graduates with PhD, DNP, EdD	36	32	45	53	Available Sept. 2021	58	75
Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline ²⁴	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	15.1%	29.4%	17.6%	24.7%	Available Sept. 2021	25.0%	30.0%
>\$\$ per grant award for interdisciplinary grants	\$268,402	\$455,849	\$323,410	\$293,228		\$350,000	\$400,000
>\$\$ per grant award for single-discipline grants	\$141,742	\$139,629	\$126,726	\$227,654		\$250,000	\$300,000

²⁴ Excludes no-cost extensions. Includes new grants only within “research-basic” or “research-applied” types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

Carnegie Foundation Ranking ²⁵	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Basic Classification	R3 (Research: Moderate)	R3 (Research: Moderate)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

Objective C: Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

Performance Measures:

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	15.1%	29.4%	17.6%	24.7%	Available Sept. 2021	25.0%	30.0%
>\$\$ per grant award for interdisciplinary grants	\$268,402	\$455,849	\$323,410	\$293,228		\$350,000	\$400,000
>\$\$ per grant award for single-discipline grants	\$141,742	\$139,629	\$126,726	\$227,654		\$250,000	\$300,000

Goal 4: Foster Thriving Community

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

Objective A: Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

Performance Measures:

Human Resources Listening Tour and Climate Survey ²⁶	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
> Response to statement: "I can bring my whole authentic self to work" (% agree)	Not applicable		73%	Survey conducted every 3 years	Not available	80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)			75%			82%	85%
> Response to statement: "I would refer someone to work at Boise State" (% agree)			82%			85%	90%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026

²⁵ Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).

²⁶ Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019. A 7-point Likert-type scale was used to indicate agreement (strongly agree to strongly disagree). The percent agreement is based on those selecting strongly agree, agree, and somewhat agree.

Experiences with faculty >Student-faculty interaction	<i>NSSE survey every three years</i>	101% ↔	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	<i>NSSE Survey postponed until Spring 22</i>	103%	105%
Campus Environment >Quality of interactions >Supportive environment	<i>NSSE survey every three years</i>	101% ↔ 90% ↓	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	<i>NSSE Survey postponed until Spring 22</i>	103% 95%	105% 100%

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Quality of interaction with academic advisors	<i>NSSE survey every three years</i>	99.8% ↔	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	<i>NSSE Survey postponed until Spring 22</i>	102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)		100.2% ↔				102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)		103.4% ↑				105%	105%

Objective B: Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

Performance Measures:

Faculty and Staff Turnover	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Classified	20.5%	20.2%	20.9%	19.7%	Available	17.5%	15%
>Professional	13.9%	14.7%	17.1%	15.3%	January	13.0%	10%
>Faculty	8.6%	6.5%	6.5%	5.4%	2022	6.5%	6.5%

Objective C: Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

Performance Measures:

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
\$ per Resident Undergraduate SCH ²⁷ >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$313.64 \$322.15	\$313.35 \$329.90	\$309.21 \$331.21	\$327.61 \$352.89	Available Jan. 2022	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$
\$ per Resident Undergraduate & Graduate SCH >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$281.69 \$289.34	\$279.53 \$294.29	\$275.25 \$294.83	\$287.91 \$310.12	Available Jan. 2022	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$
\$ per Total Undergraduate SCH ²⁸ >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$266.47 \$273.70	\$263.08 \$276.98	\$255.42 \$273.59	\$256.42 \$276.21	Available Jan. 2022	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$
\$ per Total Undergraduate & Graduate SCH >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$247.63 \$254.35	\$244.00 \$256.89	\$237.14 \$254.01	\$238.14 \$256.52	Available Jan. 2022	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$

Cost of Education ²⁹ (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Boise State	\$7,080	\$7,326	\$7,694	\$8,068	\$8,060	Remain less than the WICHE state average	
>WICHE average	\$7,980	\$8,407	\$8,630	\$8,934	\$9,154		
>Boise State as % of WICHE	88.7%	87.1%	89.2%	90.3%	88.0%		

²⁷ Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc.), Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.



²⁸ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

²⁹ WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at <http://www.wiche.edu/pub/tf>.

Graduates per FTE	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Baccalaureate graduates per undergraduate FTE ³⁰	21.7	21.8	21.6	22.1	Available Sept. 2020	22.3	23.0
Baccalaureate graduates per junior/senior FTE ³¹	41.1	41.2	41.2	42.5		43.0	44.5
Graduate degree graduates per graduate FTE ³²	43.1	46.8	42.7	45.3		46.0	48.0

Objective D: Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

Performance Measures:

STARS (The Sustainability Tracking, Assessment & Rating System)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
“STARS is intended to engage and recognize the full spectrum of higher education institutions...It encompasses long-term sustainability goals for already high-achieving institutions, as well as entry points of recognition for institutions taking first steps toward sustainability.” ³³	Not applicable			Program Participant	Program Participant	Reporter Award Recognition 	Gold Award recognition 

Goal 5: Trailblaze Programs and Partnerships

Enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

Objective A: Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, and service needs.


³⁰ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

³¹ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

³² Includes unduplicated number of annual graduate certificates and master’s and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

³³ Additional information on the STARS program may be found at <https://stars.aashe.org/about-stars/>

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
<p>“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. “³⁴</p>			<p>Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.</p>			<p>Renewal of Community Engagement Classification in 2025</p>	

Objective B: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

Number of graduates with high impact on Idaho’s college completion rate	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Baccalaureate graduates from underrepresented groups ³⁵ >from rural counties	483	500	532	463	Available Sept. 2021	550	750
Baccalaureate graduates who began as transfers from Idaho community college ³⁶	390	406	446	442	Available Sept. 2021	500	1,000

Objective C: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects (VIPs)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Number of students enrolled in VIP credit	81	51	183	221	Available	250	350
>Number of VIP teams	8	10	17	21	July 2021	25	35

³⁴ Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc .

³⁵ Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State’s new efforts to serve rural communities in Idaho. Rural is defined as all places outside of “Urban Areas and their Places” as specified by the U.S. Census Bureau.

³⁶ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

Key External Factors

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Global Pandemic. Boise State University, as all Idaho universities, had to plan and prepare for and operate under a global pandemic. This historic occasion created very large new expenses, and lost revenues in cancelled events and refunds (e.g. housing and dining). It also coincided with the expiration of the university's strategic plan, *Focus on Effectiveness 2012-2020*, and has provided an opportunity for Boise State to nimbly and successfully navigate challenges presented and reassess its position and trajectory as it plans for the next phase of its evolution as an asset to the state of Idaho

Budget cuts to higher education. Budget cuts and holdbacks to higher education in FY20 and FY21 will continue to negatively influence our ability to implement our new strategic plan. More significantly, lack of consistent funding for the Enrollment Workload Adjustment while the university experienced substantial enrollment growth has resulted in a 20% per-student EWA-weighted funding deficit relative to the average of the other three public four-year institutions.

Administrative oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased administrative and project costs due to multiple layers of oversight and review. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability.

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

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