

## Part I – Agency Profile

### 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 40 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs just over 3,200 full and part-time employees, including approximately 1,750 full-time professional and classified staff and nearly 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, Micron Technology, 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 nearly 200 fields of interest in 102 bachelor degree programs, 67 master's programs, 2 education specialist programs, and 13 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.

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.

### 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."

### Revenue and Expenditures

Operating Revenue	FY 2018 restated <sup>1</sup>	FY 2019	FY 2020	FY 2021
Student tuition and fees (Gross)	168,637,987	182,232,202	198,262,256	200,760,211
Scholarship discounts and allowances	(25,946,000)	(27,628,700)	(27,777,200)	(29,075,000)
Federal grants and contracts	36,120,893	37,525,093	40,464,905	46,090,662
State and local grants and contracts	5,515,960	6,929,166	6,512,805	8,312,869
Private grants and contracts	2,527,409	2,581,578	2,991,720	3,246,982
Sales and services of educational activities	7,917,684	8,264,779	7,778,456	7,542,618
Sales and services of auxiliary enterprises	59,876,126	64,037,202	56,868,054	35,204,126
Other	1,705,898	1,099,336	1,395,970	1,425,149
Total operating revenues	256,355,957	275,040,656	286,496,966	273,507,617
Operating Expenses	FY 2018- restated	FY 2019	FY 2020	FY 2021
Instruction	130,615,578	132,585,914	139,307,732	137,476,195
Research	30,675,466	33,105,475	37,304,459	38,261,728
Public Service	17,160,269	19,480,045	21,034,497	24,565,873
Libraries	6,003,980	5,896,359	5,924,455	5,900,730

Student Services	19,852,758	20,198,874	20,933,265	18,539,063
Operation & Maintenance of plant	21,516,192	21,641,435	27,359,524	26,332,090
Institutional Support	30,958,162	32,412,902	34,074,154	36,931,656
Academic Support	28,683,758	31,183,237	32,434,522	32,485,747
Auxiliary Enterprises	71,257,115	75,270,328	74,189,656	62,938,076
Scholarships and Fellowships	12,797,433	11,972,205	18,384,851	18,218,665
Depreciation	26,468,896	26,359,987	26,623,055	26,667,709
Total operating expenses	395,989,607	410,106,761	437,570,168	428,317,532
Operating income/(loss)	(139,633,650)	(135,066,105)	(151,073,202)	(154,809,915)
<b>Non-operating revenues/(expenses)</b>	<b>FY 2018- restated</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
State appropriation - general	98,775,333	101,955,031	105,337,986	104,253,395
State appropriation - maintenance	1,686,375	837,657	2,674,540	2,854,992
Pell grants	23,600,874	22,702,825	22,185,765	20,093,950
Gifts	28,482,810	32,141,995	35,465,134	27,123,074
Net investment income	2,595,265	4,148,780	3,521,477	1,259,670
Change in fair value of investments	(336,336)	884,188	1,182,328	(689,048)
Interest	(7,571,626)	(7,030,946)	(6,881,404)	(5,715,724)
Gain/loss on retirement of assets	(344,022)	(258,821)	(305,978)	(277,081)
Federal Aid Grant Revenue			7,344,256	30,876,959
Loss on Perkins federal capital contribution	-	(8,209,463)	-	-
Other non-operating revenue/(expense)	160,272	330,110	66,653	558,173
Net non-operating revenues/(expenses)	147,048,945	147,501,356	170,590,756	180,338,360
<b>Other revenue and expenses</b>	<b>FY 2018- restated</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
Capital appropriations	1,858,258	666,061	5,707,955	2,052,336
Capital gifts and grants	27,275,727	15,825,339	7,351,466	873,449
Total other revenues and expenses	29,133,985	16,491,400	13,059,421	2,925,785
	<b>FY 2018- restated</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
Increase/decrease in net position	37,106,374	28,926,651	32,576,975	28,454,230
Net position - beginning of year	397,362,179	434,468,553	463,395,204	495,972,179
Net position - end of year	434,468,553	463,395,204	495,972,179	524,426,409

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

Cases Managed and/or Key Services Provided	FY 2018	FY 2019	FY 2020	FY 2021
1. Enrollments:				
Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	24,154	25,540	26,272	24,103
Undergraduate	20,767	22,064	22,939	20,788
Graduate	3,387	3,476	3,333	3,315
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
Total	18,982	19,361	19,825	19,930
Undergraduate	16,270	16,537	16,898	16,975
Graduate	2,712	2,824	2,927	2,955
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term;	31,053	32,545	33,274	32,066

Cases Managed and/or Key Services Provided	FY 2018	FY 2019	FY 2020	FY 2021
unduplicated count of students attending Su, Fa, and/or Spr)				
Non-Degree Seeking (Graduate and Undergrad)	3,849	3,813	3,341	2,585
Early College	5,403	6,570	7,061	6,317
Undergraduate (degree seeking)	18,358	18,637	19,159	19,388
Graduate (degree seeking)	3,443	3,520	3,626	3,732
<b>2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)</b>				
Annual SCH Attempted (End of Term) Total	496,274	514,178	537,586	533,808
Professional Technical	0	0	0	0
Undergraduate credits	440,207	456,168	477,921	473,031
Graduate credits	56,067	58,010	59,665	60,777
Annual SCH Earned (End of Term) Total <sup>2</sup>	438,979	455,252	467,872	464,741
Undergraduate credits	387,088	402,014	413,308	409,369
Graduate credits	51,891	53,238	54,564	55,372
SCH earned as a % of Attempted Total	88.5%	88.5%	87.0%	87.1%
Undergraduate credits	87.9%	88.1%	86.5%	86.5%
Graduate credits	92.6%	91.8%	91.5%	91.1%
<b>3. Dual Enrollment<sup>3</sup> and Distance Education<sup>4</sup></b>				
Dual Enrollment Student Credit Hours – 12 month academic year	23,664	29,184	33,100	28,756
Dual Enrollment Distinct Students – 12 month academic year	5,408	6,570	7,062	6,318
Distance Education Student Credit Hours – 12 month academic year	108,315	125,318	143,714	364,790
Distance Education Distinct Students Enrolled – 12 month academic year	14,430	15,888	17,826	25,750
<b>4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)*<sup>5</sup></b>				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	119	133	111	132
Bachelor's Degree (Academic, first and second majors)	3,373	3,472	3,680	3,929
Certificate – Undergraduate	248	360	411	511
Certificate – Graduate	248	221	189	170
Master's Degree	917	861	954	1,074
Education Specialist Degree <sup>6</sup>	16	19	24	23
Doctoral Degree	32	45	53	50
Total awards (sum)	4,953	5,112	5,422	5,889
<b>5. Sponsored Projects Proposals and Awards<sup>7</sup> (see Part II for Externally Funded Research Expenditures)</b>				
Total # of Proposals Submitted	606	560	506	598
Total # of Awards	368	378	411	425

Total Sponsored Projects Funding (dollars awarded)	\$56.0M	\$53.5M	\$58.2M	\$65.3M
Total Sponsored Project Expenditures	\$44.8M	\$44.7M	\$47.9M	\$55.7M
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) <sup>8</sup>	28.9%	17.9%	22.6%	16.9%

### FY 2021 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 FY21, a record-high 3,749 students graduated from Boise State with baccalaureate degrees, once again exceeding the target set in Boise State University's strategic plan.
- Boise State not only impacts Idaho's college completion rate, for five consecutive years, we have seen increases in the numbers of graduates who are from specific underrepresented minority groups with 505 baccalaureate degree graduates in 2020-21. Additionally, Boise State graduated a new high of 525 students who were from rural counties in Idaho. The latter students are a special focus of the newly launched Community Impact Programs.
- The number of doctoral degree graduates was 50 in FY21, growing by 50% since FY18. This growth significantly contributes to our impact in the state and region, driving Idaho's clean knowledge economy.
- The retention rate for first year students largely maintained its positive trajectory after a substantial increase over the last decade. However, it was slightly lower for the Fall 2020 cohort, as a result of the pandemic. Between the Fall 2013 cohort and the Fall 2016 cohort, the retention rate increased by five percentage points and Boise State attained and maintained at least 79.5% retention for first-time, full-time freshmen in the Fall 2016, Fall 2017 and Fall 2018 cohorts. The retention rate in Fall 2020 cohort was 74.6%.
- The six-year graduation rate has continued to increase with Boise State exceeding a 50% graduation rate for the Fall 2013 cohort of first-time, full-time (FTFT) freshmen. We anticipate the six-year graduation rate to be approximately 52.5% for the Fall 2015 FTFT cohort. The graduation rate of Idaho-resident, Pell-eligible students is expected to be nearly 40% for the Fall 2015 cohort. Although these preliminary numbers have been impacted by the pandemic and are slightly lower than the historic graduation rates achieved with Fall 2014 cohorts, the positive momentum and trajectory of increases in graduation rates demonstrate Boise State's fundamental transformation of support for student success. This has been achieved through significant innovation, including a wholesale revision of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- Dual Enrollment and Distance Education were significantly impacted by the global pandemic. The number of students participating in dual enrollment decreased to 6,318, which was similar to FY19 participation. Distance education credit hours in FY21 increased by 154% over FY20 with 25,750 students participating in a distance learning course.
- Boise State's total sponsored projects funding (dollars awarded) exceeded \$65M for FY21, which brings new revenue and new opportunities to the state and supports our state's economic engine.

### Part II – Performance Measures

Productivity Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
<b>Goal 2</b>						
<b>Facilitate the timely attainment of educational goals of our diverse student population.</b>						
1. Count of Distinct Graduates <sup>9</sup> (Objective A)*						
Associate Degree (Academic)	actual	118	131	109	132	-----
	target	150	150	150	150	150
Bachelor's Degree (Academic)	actual	3,196	3,289	3,525	3,749	-----
	target	3,300	3,450	3,500	3,559	3,702

Productivity Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Certificate – Undergraduate	actual	248	360	414	511	-----
	target	NA	NA	300	425	425
Certificate – Graduate	actual	241	219	184	166	-----
	target	250	250	270	280	250
Master’s Degrees	actual	917	862	954	1,074	-----
	target	785	825	950	950	1,000
Educational Specialist’s Degree	actual	16	19	24	23	-----
	target	20	20	23	25	25
Doctoral Degree	actual	32	45	53	50	-----
	target	35	38	40	50	58
Total distinct graduates	actual	4,393	4,455	4,760	5,120	-----
	target	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year
<b>2. First Year Retention Rate (Objective A)</b>						
% of first-time, full-time freshmen retained <sup>10*</sup>	actual	F2017 cohort 79.5%	F2018 cohort 79.5%	F2019 cohort 77.8%	F2020 cohort 75.3% (preliminary)	F2021 cohort
	target	80%	81%	82%	82%	80%
% of Idaho-resident Pell-eligible first-time full-time freshmen retained	actual	70.8%	72.0%	70.6%	64.9% (preliminary)	-----
	target	76%	77%	74%	74%	73%
% of full-time transfers retained or graduated*	actual	76.6%	74.7%	78.5%	73.9% (preliminary)	-----
	target	78%	78%	79%	79%	79%
<b>3. Graduation Rates (Objective A)*</b>						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less <sup>11</sup>	actual	F2014 cohort 28.7%	F2015 cohort 30.6%	F2016 cohort 38.1%	F2017 cohort 37.4% (preliminary)	F2018 cohort
	target	NA	NA	33%	33%	-----
6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less <sup>12</sup>	actual	F2012 cohort 45.8%	F2013 cohort 50.3%	F2014 cohort 54.1%	F2015 cohort 52.5% (preliminary)	F2016 cohort
	target	45%	46%	48%	52%	-----
6-yr: % of Idaho-resident, Pell-eligible first time, full-time freshman who graduated in six years or less	actual	34.3%	38.0%	42.3%	39.5% (preliminary)	-----
	target	37%	37%	38%	43%	-----
6-yr: % of full-time transfers who graduated in six years or less	actual	57.4%	58.5%	56.9%	59.5% (preliminary)	-----
	target	55%	57%	58%	59%	-----
<b>4. Progression to Degree (Objective A)*</b>						
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year <sup>13</sup>	actual	23.9%	26.5%	28.7%	28.3%	-----
	target	NA	30%	25%	28%	30%
	actual	79.8%	82.1%	83.4%	81.5%	-----

Productivity Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years <sup>14</sup>	target	NA	83%	83%	83%	85%
Remedial English: % of undergraduates completing credit-bearing course after remedial <sup>15</sup>	actual	88.5%	88.5%	87.1%	83.1%	-----
	target	NA	90%	90%	90%	90%
Remedial Math: % of undergraduates completing credit-bearing course after remedial <sup>16</sup>	actual	57.4%	55.8%	56.7%	59.6%	-----
	target	NA	55%	55%	55%	58%
<b>Goal 3</b> <b>Gain distinction as a doctoral research university.</b>						
5. Total Research & Development Expenditures <sup>17</sup> (Objective A)						
Expenditures as reported to the National Science Foundation	actual	\$41.4M	\$39.8M	\$43.3M	Not available at this time	-----
	target	\$36M	\$38M	\$44M	\$47M	\$47M
<b>Goal 4</b> <b>Align university programs and activities with community needs.</b>						
6. Number of graduates with high impact on Idaho's college completion rate (Objective C) <sup>18</sup>						
Baccalaureate graduates from underrepresented groups: rural counties <sup>19</sup>	actual	496	528	459	505	-----
	Target	NA	NA	500	525	550
Baccalaureate graduates from underrepresented groups: ethnic minorities <sup>20</sup>	actual	359	444	467	525	-----
	Target	400	430	500	500	500
Baccalaureate graduates who are Idaho residents	actual	2,263	2,200	2,208	2,266	-----
	Target	2,585	2,700	2,700	2,700	2,500
Baccalaureate graduates who are of non-traditional age (30 and up)	actual	847	845	847	826	-----
	Target	950	950	1,000	1,000	1,000
Baccalaureate graduates who began as transfers from Idaho community college <sup>21</sup>	actual	406	446	442	463	-----
	Target	600	650	700	700	500
7. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A)						
Boise State	actual	\$7,326	\$7,694	\$8,068	\$8,060	-----
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
Boise State as % of WICHE <sup>22</sup>	actual	87.1%	89.2%	90.3%	88.0%	-----
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
8. Expense per EWA-Weighted Student Credit Hour (SCH) <sup>23</sup> * (Objective A)						
	actual	\$263.08	\$255.42	\$256.42	Not available at this time	-----

Productivity Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
\$ per Undergraduate SCH: in 2015 \$\$ (i.e., inflation adjusted) <sup>24</sup>	<i>target</i>	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$
\$ per Undergraduate SCH: Unadjusted	<i>actual</i>	\$276.98	\$273.59	\$276.21	Not available at this time	-----
	<i>target</i>	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: in 2015 \$\$ (i.e., inflation adjusted) <sup>25</sup>	<i>actual</i>	\$244.00	\$237.14	\$238.14	Not available at this time	-----
	<i>target</i>	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: Unadjusted	<i>actual</i>	\$256.89	\$254.01	\$256.52	Not available at this time	-----
	<i>target</i>	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$
9. Graduates per FTE (Objective A)						
Baccalaureate graduates per undergraduate FTE <sup>26</sup>	<i>actual</i>	21.8	21.6	22.1	23.8	-----
	<i>target</i>	NA	NA	22.2	22.2	22.3
Baccalaureate graduates per junior/senior FTE <sup>27</sup>	<i>actual</i>	41.2	41.2	42.5	43.6	-----
	<i>target</i>	NA	NA	42.5	42.5	43.0
Graduate degree graduates per graduate FTE <sup>28</sup>	<i>actual</i>	46.8	42.7	45.3	48.8	-----
	<i>target</i>	NA	NA	44.0	44.0	46.0

### Performance Measure Explanatory Notes

\*Measure required by SBOE

<sup>1</sup> Prior Period Adjustment – GASB Statement No. 75, “Accounting and Financial Reporting for Post-Employment Benefit Plans Other Than Pension Plans (OPEB).” The June 30, 2018 financial statements have been adjusted to properly reflect the University’s proportionate share of the SLIRF asset and activity. The opening balance of Net Position was adjusted to reflect the SLIRF in fiscal 2018.

<sup>2</sup> 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.

<sup>3</sup> Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. The credits and students align to the totals in the annual Dual Credit Report.

<sup>4</sup> 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).

<sup>5</sup> 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 transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2020-2021 are preliminary as they have not yet been reported to IPEDS.

<sup>6</sup> 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.

<sup>7</sup> "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

<sup>8</sup> 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.

<sup>9</sup> The distinct (unduplicated) graduates reflects 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 2020-21 are preliminary as they have not yet been reported to IPEDS.

<sup>10</sup> Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2018 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2019). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent numbers from Fall 2017 through Fall 2020 cohorts, with the Fall 2020 cohort data being a preliminary estimate as of August 3, 2021.

<sup>11</sup> Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2015 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2014 through Fall 2017 cohorts, with the Fall 2017 cohort data being a preliminary estimate as of August 3, 2021.

<sup>12</sup> Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2013 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2012 through Fall 2015 cohorts, with the Fall 2015 cohort data being a preliminary estimate as of August 3, 2021.

<sup>13</sup> 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. Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

<sup>14</sup> SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 254) or higher within two years (e.g., State of Idaho



students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

<sup>15</sup> 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. Note: the data and targets do match those previously reported as the methodology for this measure has been updated per guidance from OSBE. All years of data reported and the targets reflect the updated methodology.

<sup>16</sup> SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course (Math defined as Math 025, 103, or 108) and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123, 143, 157, or 254) or higher within one year of completing the remedial course (e.g., students who took a remedial course in fall 2017 and completed a subsequent course by the end of fall 2018). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

<sup>17</sup> Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

<sup>18</sup> Boise State tracks a number of demographic categories of students that are important to Idaho's college completion rates. Note that graduates may fall into more than one category and are counted one time in each of the relevant categories. As such, the numbers across categories cannot be summed to achieve a total.

<sup>19</sup> Distinct number of graduates who began college as residents from a rural county 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 were updated in 2021 to align with a new campus data warehouse reporting field.

<sup>20</sup> Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

<sup>21</sup> 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.

<sup>22</sup> WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY15 \$7,558; FY16 \$7,826, FY17 \$7,980, FY18 \$8,407. A typical report can be found at [http://www.wiche.edu/info/publications/Tuition\\_and\\_Fees2012-13.pdf](http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf)

<sup>23</sup> Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's 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. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents.

<sup>24</sup> Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

<sup>25</sup> Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

<sup>26</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

<sup>27</sup> 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.

<sup>28</sup> Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

**For More Information Contact**

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