



# **BOISE STATE UNIVERSITY**

**FY2023 THROUGH FY2027**

**MISSION STATEMENT**

**VISION**

**STRATEGIC PLAN**

**MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN**

**KEY EXTERNAL FACTORS**

***Blueprint for Success***

***2021 - 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) <sup>1</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Undergraduate Certificate	248	360	411	515	Available Sept. 2022	580	890
>Associate	118	131	109	132		150	150
>Baccalaureate	3,196	3,289	3,525	3,754		3,880	4,907
>(SBOE target for bacc graduates <sup>2</sup> )	(3,130)	(3,273)	(3,500)	(N/A)		N/A	N/A
>Graduate Certificate	241	219	184	166		150	150
>Master's	917	862	954	1,075		1,129	1,417
>Education Specialist	16	19	24	23		25	30
>Doctoral	32	45	53	50		58	75
Total Distinct Graduates	4,393	4,455	4,760	5,126	5,600	7,500	

<sup>1</sup> 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.

<sup>2</sup> 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.

First year retention rate <sup>3</sup>	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Benchmark		
						F2022 cohort	F2024 cohort	F2026 cohort
>Percent of first-time, full-time freshmen retained	79.5%	79.5%	77.8%	76.0%	Available Oct. 2022	78.0%	80.0%	84.0%
-Resident, Pell-Eligible only	70.8%	72.0%	70.6%	67.0%		71.0%	73.0%	77.0%
-Resident, Not Pell-Eligible only	75.4%	76.4%	75.1%	70.4%		75.0%	77.0%	81.0%
-Non-Resident, Pell-Eligible only	77.3%	76.7%	75.6%	71.1%		76.0%	78.0%	82.0%
-Non-Resident, Not Pell-Eligible only	88.2%	86.5%	83.7%	83.9%		84.0%	86.0%	91.0%
>Percent full-time transfers retained or graduated	76.6%	74.7%	78.4%	77.8%		79.0%	81.0%	83.0%

4-year graduation rate <sup>4</sup>	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Benchmark	
						Fall 2019 cohort	Fall 2023 cohort
> % of first-time, full-time freshmen who graduated	28.7%	30.6%	38.1%	39.6%	Available Sept. 2022	43.0%	55.0%
-Resident, Pell-Eligible only	15.3%	18.2%	20.6%	26.3%		29.0%	42.0%
-Resident, Not Pell-Eligible only	24.5%	25.0%	30.7%	33.1%		35.0%	46.0%
-Non-Resident, Pell-Eligible only	34.0%	35.5%	38.4%	34.1%		40.0%	48.0%
-Non-Resident, Not Pell-Eligible only	46.2%	47.8%	55.9%	53.5%		56.0%	60.0%
>% of full-time transfers who graduated	49.9%	50.5%	54.2%	57.7%		59.0%	69.0%

6-year graduation rate <sup>5</sup>	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Benchmark	
						Fall 2017 cohort	Fall 2021 cohort
> % of first-time, full-time freshmen who graduated	45.8%	50.3%	54.1%	53.0%	Available Sept. 2022	56.0%	62.0%
-Resident, Pell-Eligible only	34.3%	38.0%	42.3%	40.1%		44.0%	50.0%
-Resident, Not Pell-Eligible only	41.5%	47.9%	50.7%	52.6%		55.0%	63.0%
-Non-Resident, Pell-Eligible only	54.7%	52.5%	56.5%	55.5%		58.0%	63.0%
-Non-Resident, Not Pell-Eligible only	64.1%	67.1%	71.6%	68.3%		73.0%	78.0%
>% of full-time transfers who graduated	57.4%	58.5%	56.9%	59.7%		61.0%	72.0%

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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 <sup>6</sup>	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Benchmark	
						Fall 2021 cohort	Fall 2025 cohort
>% completed within two years	79.8%	82.1%	83.4%	81.5%	Available Sept. 2022	85.0%	88.0%

Progress indicated by credits per year <sup>7</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of undergraduate degree seeking students with 30 or more credits per year	23.9%	26.5%	28.7%	28.3%	Available July 2022	30.0%	32.0%

Success in credit-bearing course (gateway) after remedial course <sup>8</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>English	88.5 %	88.5%	87.1%	84.8%	Available	90.0%	95.0%
>Mathematics	57.4%	55.8%	56.7%	59.6%	July 2022	61.0%	65.0%

Degrees and Certificates Awarded <sup>9</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Undergraduate Certificate	248	360	411	515	Available Sept. 2022	580	890
>Associate	119	133	111	132		150	150
>Baccalaureate	3,373	3,472	3,680	3,929		4,152	5,250
>Graduate Certificate	248	221	189	170		150	150
>Master's	917	861	954	1,074		1,129	1,417
>Education Specialist	16	19	24	23		25	30
>Doctoral	32	45	53	50		58	75

True Blue Scholarship	FY	FY	FY	FY	FY	Benchmark
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<sup>6</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 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).

<sup>7</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 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.

<sup>8</sup> 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.

<sup>9</sup> 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.

	2018	2019	2020	2021	2022	FY 2023	FY 2027
Dollars awarded through need-based True Blue Promise Scholarship	\$393,714	\$529,985	\$637,185	\$671,478	Available Oct. 2022	\$1.2 M	\$2.4M

NSSE <sup>10</sup> Indicators: For Freshmen Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Academic Challenge	99% <sup>11</sup> ↔	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	100%	105% <sup>12</sup>
>Higher-order learning	103%↔					105%	105%
Learning with Peers	107%↑					107%	107%
>Collaborative learning	101%↔					103%	105%
>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 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,446	1,482	1,557	1,537	Available July 2022	1,600	1,800
>Percent of baccalaureate students participating in service-learning course	45%	46%	44%	42%		47%	50%

Students participating in internships <sup>13</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Number of students with internship credit	957	927	938	697	Available July 2022	1,000	1,200

<sup>10</sup> “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.

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

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

<sup>13</sup> Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of students participating in internships and other applied experiences	52.2% ↑	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	54.0%	56.0%
>% of students participating in research w/faculty members	26.6% ↑					28.0%	30.0%

Post-graduation outcomes <sup>14</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
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	76%	76%	84%	82%	Available Feb. 2023	85%	88%
>Graduate degree completers	82%	85%	90%	89%		92%	94%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	81%	83%	78%	82%	Available Feb. 2023	80%	84%
>Graduate degree completers	94%	95%	94%	94%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	85%	84%	83%	84%	Available Feb. 2023	85%	87%
>Graduate degree completers	95%	97%	95%	97%		97%	98%

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

**Performance Measures:**

Dual enrollment <sup>15</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Number of credits produced	23,664	29,184	33,100	28,756	Available July 2022	34,000	37,500
Distinct number of students served	5,408	6,570	7,062	6,318	Available July 2022	7,500	9,000

<sup>14</sup> 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 were as follows: 48% (+/-1.5% MoE) in FY18; 36% (+/-2% MoE) in FY19; 27% (+/- 2.3% MoE) in FY20; and 35% (+/-1.8% MoE) in FY21. Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

<sup>15</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 enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

Enrolled Idaho Students (Fall enrollment)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Number of enrolled degree-seeking resident undergraduates	11,096	10,830	10,689	10,309	9,729	10,025	11,280
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	4,461	5,498	5,982	3,773	5,316	7,500	9,000
Total number of enrolled students (degree-seeking and non-degree seeking)	15,557	16,328	16,671	14,082 <sup>16</sup>	15,045	17,525	20,280
Number of new First-time degree-seeking students who are Idaho residents	1,539	1,596	1,630	1,441	1,517	1,560	1,750
Number of new Transfer degree-seeking students who are Idaho residents	998	933	901	894	843	940	1,060

Number of graduates with high impact on Idaho's college completion rate	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Baccalaureate graduates from underrepresented groups							
>from rural areas <sup>17</sup>	500	532	463	508	Available Sept. 2022	550	750
>from ethnic minorities <sup>18</sup>	359	444	467	531		639	854
Baccalaureate graduates who are Idaho residents	2,263	2,200	2,208	2,284	Available Sept. 2022	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	847	845	847	828	Available Sept. 2022	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college <sup>19</sup>	406	446	442	461	Available Sept. 2022	500	1,000

True Blue Scholarship	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Dollars awarded through need-based True Blue Promise Scholarship	\$393,714	\$529,985	\$637,185	\$671,478	Available Oct. 2022	\$1.2M	\$2.4M

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

<sup>16</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

<sup>19</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.

## Performance Measures:

Sponsored Projects funding and awards for Instruction and Training	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Total Funding	\$6.2M	\$3.2M	\$6.1M	\$2.5M	Available April 2023	\$7M	\$10M
># of Awards	26	18	30	20		35	50

Enrollment in programs delivered online (Fall enrollment) <sup>20</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Undergraduate	817	1,574	1,911	2,294	2,282	2,500	5,000
>Graduate	1,087	1,198	1,311	1,418	1,511	1,750	2,500
>Total	1,904	2,772	3,222	3,712	3,793	4,750	7,500

NSSE Indicators: For Freshmen Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Academic Challenge							
>Higher-order learning	99% ↔	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	100%	105%
>Reflective & integrative learning	103% ↔					105%	105%
Learning with Peers							
>Collaborative learning	107% ↑					107%	107%
>Discussions with diverse others	101% ↔					103%	105%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Learning with Peers							
>Collaborative learning	103% ↔	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	105%	105%
>Discussions with diverse others	98% ↔					100%	102%
Experiences with faculty							
>Student-faculty interaction	101% ↔					103%	105%
>Effective teaching practices	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.

<sup>20</sup> Indicates the number of officially enrolled students in a major or certificate that is delivered online.



**Performance Measures:**

Vertically Integrated Projects <sup>21</sup> (VIPs)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Number of students enrolled in VIP credit	66	146	184	182	Available	250	350
>Number of VIP teams	11	18	21	23	July 2022	25	35

Percent of research grant awards that are Interdisciplinary vs. single discipline <sup>22</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available July 2022	25.0%	30.0%

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

**Performance Measures:**

Advancement funding	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Total gift income (outright gifts and previous pledge payments)	\$33.9M	\$25.3M	\$15.5M	\$21.1M	Available January	\$20M	\$40M
>Total Endowment Value	\$114.8M	\$122.1M	\$121.2M	\$161.4M	2023	\$170M	\$185M

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

**Performance Measures:**

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
> Inventions Disclosure	14	20	22	16	N/A	20	28
> Patents Issued	3	2	5	1		3	6
> Licenses / Options / Letters of Intent	24	25	19	22		30	40

**Goal 3: Advance Research and Creative Activity**

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

<sup>21</sup> 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.

<sup>22</sup> 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.

**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 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Expenditures as reported to the National Science Foundation	\$41.4M	\$39.8M	\$43.3M	Available April 2022	Available April 2023	\$47M	\$52M

% of Successful Award Proposals	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
># of Total Submitted Proposals	606	560	506	598	Available February 2023	625	800
>% Proposals Awarded	60.7%	67.5%	81.2%	71.1%		75.0%	75.0%

Publications of Boise State authors and citations of those publications over 5-year period	CY 2013-17	CY 2014-18	CY 2015-19	CY 2016-20	CY 2017-21	Benchmark	
						For CY 2018-22	For CY 2022-26
>Number of peer-reviewed publications by Boise State faculty, staff, students <sup>23</sup>	1,957	2,237	2,479	2,704	2,941	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students <sup>24</sup>	8,147	10,167	14,711	17,550	19,217	20,000	25,000

Sponsored Projects funding: # of Awards by Purpose	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Research	239	235	255	265	Available February 2023	275	375
>Instruction/Training	26	18	30	20		35	50
>Other Sponsored Activities	103	125	126	140		158	200
>Total	368	378	411	425		468	600

Sponsored Projects funding: Dollars awarded by purpose	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Research	\$36.8M	\$31.6M	\$38.5M	\$43.9M	Available February 2023	\$45M	\$55M
>Instruction/Training	\$6.2M	\$3.2M	\$6.1M	\$2.5M		\$7M	\$10M
>Other Sponsored Activities	\$12.9M	\$18.7M	\$13.7M	\$18.9M		\$20M	\$25M
>Total	\$56.0M	\$53.5M	\$58.2M	\$65.3M		\$72M	\$88M

<sup>23</sup> 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.

<sup>24</sup> 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.

**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 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of students participating in research w/faculty members	26.6% ↑	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	28.0%	30.0%

Number of doctoral graduates	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	32	45	53	50	Available Sept. 2022	58	75

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline <sup>25</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available September 2022	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$455,849	\$323,410	\$293,228	\$333,321		\$350,000	\$400,000
>Average \$\$ per grant award for single-discipline grants	\$139,629	\$126,726	\$227,654	\$181,531		\$250,000	\$300,000

Carnegie Foundation Ranking <sup>26</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Basic Classification	R3 (Research: Moderate)	R3 (Research: High)	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:**

<sup>25</sup> 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.

<sup>26</sup> 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).

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available September 2022	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$455,849	\$323,410	\$293,228	\$333,321		\$350,000	\$400,000
>Average \$\$ per grant award for single-discipline grants	\$139,629	\$126,726	\$227,654	\$181,531		\$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:

National College Health Assessment <sup>27</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
> Response to statement: "I feel that I belong at my college/university" (% agree)			90.2%			>95%	>95%
> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)	<i>Survey instrument changed in 2019-20 so prior results NA</i>	<i>Survey instrument changed in 2019-20 so prior results NA</i>	85.7%	<i>Survey conducted every 2 years</i>	<i>NCHA in progress spring 2022</i>	90%	>95%
> Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)			89.6%			90%	>95%

Human Resources Survey <sup>28</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2022	FY 2026
> Response to statement: "I can bring my whole authentic self to work" (% agree)		73%			NA	80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)	NA	75%	<i>Survey conducted every 3-5 years</i>	<i>Survey conducted every 3-5 years</i>	NA	82%	85%
> Response to statement: "I would refer someone to work at Boise State" (% agree/yes)		82%			82%	85%	90%

<sup>27</sup> Boise State conducts the National College Health Assessment through the American College Health Association every two years. The survey instrument changed in 2019-20, therefore, no prior comparisons are available. The response rate for FY20 was 14.9% (MoE +/- 3.3%).

<sup>28</sup> Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019 and a Work Well Survey in 2022. Some questions were updated or changed between the two surveys, and the survey is subject to ongoing improvements.

>Response to statement: I feel valued in my job (% agree)		NA			72%	80%	90%
> My supervisor is responsive to my ideas, requests, and suggestions (% agree)		NA			81%	85%	90%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Experiences with faculty >Student-faculty interaction	101% ↔	<i>NSSE every three years</i>	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	<i>NSSE in progress Spring 2022</i>	103%	105%
Campus Environment >Quality of interactions >Supportive environment	101% ↔ 90% ↓					103% 95%	105% 100%

NSSE: Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Quality of interaction with academic advisors	99.8% ↔					102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	100.2% ↔	<i>NSSE every three years</i>	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	<i>NSSE in progress Spring 2022</i>	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:**

National Faculty & Staff Health Assessment <sup>29</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
> Response to statement: “My college/university cares about my health and well-being” (% agree)		70.6%		75.9%		80%	85%
> Response to statement: “My college/university promotes a culture of wellness” (% agree)	<i>Survey started in 2019</i>	75%	<i>Survey conducted every 2 years</i>	75%	<i>Survey conducted every 2 years</i>	80%	85%
> Response to statement: “The health and well-being of university staff and faculty		96.1%		97.8%		>95%	>95%

<sup>29</sup> Boise State conducts the National Faculty & Staff Health Assessment through the American College Health Association every two years. The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).

impacts student success and learning” (% agree)							
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Faculty and Staff Turnover	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Classified	20.2%	20.9%	19.7%	18.4%	Available January 2023	17.5%	15%
>Professional	14.7%	17.1%	15.3%	16.0%		13.0%	10%
>Faculty	6.5%	6.5%	5.4%	7.1%		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 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
\$ per Resident Undergraduate SCH <sup>30</sup> >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$313.35 \$329.90	\$309.21 \$331.21	\$327.61 \$352.89	\$318.45 \$357.17	Available Jan. 2023	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$
\$ per Resident Undergraduate & Graduate SCH >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$279.53 \$294.29	\$275.25 \$294.83	\$287.91 \$310.12	\$277.32 \$311.04	Available Jan. 2023	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$
\$ per Total Undergraduate SCH <sup>31</sup> >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$263.08 \$276.98	\$255.42 \$273.59	\$256.42 \$276.21	\$240.94 \$270.24	Available Jan. 2023	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$
\$ per Total Undergraduate & Graduate SCH >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$244.00 \$256.89	\$237.14 \$254.01	\$238.14 \$256.52	\$223.85 \$251.07	Available Jan. 2023	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$

<sup>30</sup> 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 and WUE students that exceed the cap. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.




<sup>31</sup> 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.

Cost of Education <sup>32</sup> (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Boise State	\$7,326	\$7,694	\$8,068	\$8,060	\$8,060	Remain less than the WICHE state average	
>WICHE average	\$8,407	\$8,630	\$8,934	\$9,154	\$9,305		
>Boise State as % of WICHE	87.1%	89.2%	90.3%	88.0%	86.6%		

Graduates per FTE	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Baccalaureate graduates per undergraduate FTE <sup>33</sup>	21.8	21.6	22.1	23.8	Available Sept. 2022	24.0	26.5
Baccalaureate graduates per junior/senior FTE <sup>34</sup>	41.2	41.2	42.5	43.6		44.2	47.6
Graduate degree graduates per graduate FTE <sup>35</sup>	46.8	42.7	45.3	48.8		49.0	51.0

**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 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
"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." <sup>36</sup>	Not Applicable		Program Participant	Program Participant	Silver Award Recognition 	Silver 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.

<sup>32</sup> 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/ta>.


<sup>33</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 students in calculating FTE.

<sup>34</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>35</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 students in calculating FTE.

<sup>36</sup> 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark		
						FY 2023	FY 2027	
<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.”<sup>37</sup></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>

Partnerships through Research & Economic Development <sup>38</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Total Distinct Number of Partners Classified by organizational type				301			
> Industry	NA	NA	NA	58	Available Sept. 2022	Increase number of partners	Increase number of partners
> Government				124			
> Non-Profit				34			
> Higher Education				85			

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

**Performance Measures:**

Community Impact Program Participants <sup>39</sup>	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Community Impact Program participants (new starts)				16	28	45	75
>Professional development participants	NA	NA	NA	NA	35	35	50
>Academic certificates issued and percent of new starts				11 (69%)	24 (86%)	36 (86%)	65 (86%)

Number of graduates with high impact on Idaho’s college completion rate	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027

<sup>37</sup> 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](http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc) .

<sup>38</sup> Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

<sup>39</sup> Boise State’s Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.



Baccalaureate graduates from underrepresented groups <sup>40</sup> >from rural counties	500	532	463	508	Available Sept. 2022	550	750
Baccalaureate graduates who began as transfers from Idaho community college <sup>41</sup>	406	446	442	461	Available Sept. 2022	500	1,000

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

**Performance Measures:**

Vertically Integrated Projects <sup>42</sup> (VIPs)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Number of students enrolled in VIP credit	66	146	184	182	Available	250	350
>Number of VIP teams	11	18	21	23	July 2022	25	35

**Key External Factors**

A wide variety of factors affects Boise State University’s ability to implement the strategic plan. Here we present five factors that we regard as impediments to progress, the first three of which can be influenced by the state government and its agencies, and one external factor that may help accelerate our progress.

**Budget cuts to higher education.** Budget cuts and holdbacks to higher education in FY20 and FY21 have negatively influenced our ability to implement our new strategic plan, *Blueprint for Success*. 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 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.

<sup>40</sup> 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.

<sup>41</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>42</sup> 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.

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

**Negative External Factor: Global Pandemic.** Boise State University, as all Idaho universities, continued to operate under a global pandemic. This historic occasion created large new expenses, and lost revenues in canceled events. Moreover, the length of the pandemic caused mental distress and burnout among students, faculty and staff.

**Negative External Factor: Increasing inflation and cost of housing in the Boise metro area.** Increasing inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in salaries are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset with our current revenue streams.

**Positive 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.

## Evaluation Process

Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting. The six executive divisions of the university receive reports from every unit within their division that detail progress to date on the Blueprint for Success and their plans and recommendations for the coming year. Each division compiles these unit-level reports and provides an executive-level summary to the University Strategic Planning Council (USPC), a group composed of representatives from across the university. In turn, the USPC provides a comprehensive summary for the President and Executive team detailing progress and achievements on the strategic plan from across the institution.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. In addition, feedback and ideas are always welcome “off cycle” through communication with the USPC or divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 15, 2022**

**ATTACHMENT 4**

<b>Boise State University Strategic Goals</b>					
<b>Institution/Agency Goals and Objectives</b>	<i>Goal 1: Innovation for institutional Impact</i>	<i>Goal 2: Improve educational access and student success</i>	<i>Goal 3: Advance research and creative activity</i>	<i>Goal 4: Foster thriving community</i>	<i>Goal 5: Trailblaze programs and partnerships</i>
<b>GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT -</b> <i>Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>					
<b>Objective A: Data Access and Transparency -</b> <i>Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.</i>		✓		✓	
<b>Objective B: Alignment and Coordination –</b> <i>Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).</i>		✓			✓
<b>GOAL 2: EDUCATIONAL ATTAINMENT –</b> <i>Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.</i>					
<b>Objective A: Higher Level of Educational Attainment –</b> <i>Increase completion of certificates and degrees through Idaho’s educational system.</i>	✓	✓			✓

<b><i>Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).</i></b>		✓			
<b><i>Objective C: Access - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.</i></b>	✓	✓		✓	✓
<b><i>GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</i></b>					
<b><i>Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.</i></b>	✓	✓	✓	✓	✓
<b><i>Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.</i></b>		✓	✓		

Executive Order 2017-02 requires Boise State University to incorporate the NIST Cybersecurity Framework (CSF) into our IT Risk Management frameworks and also to implement CIS Critical Security Controls (CSC) 1- 6 across the University's critical network infrastructure systems.

CSF is just one component of Boise State's IT Risk Management framework. To measure our Security Effectiveness, we partner with BitSight to provide real-time feedback on university systems CSF maturity. Average CSF maturity has risen to an A and maintained throughout the year, whereas the industry has maintained a D average. CSC Controls have been documented and on a maturity scale we are a level 2 with work left to do. Critical Security Controls 1-6 will be an ongoing process as we strive towards a level 3 maturity.

In the past 12 months we have

- Implemented policy for encryption and inventory
- Established an asset inventory database
- Deployed Multi-Factor Authentication to all students implemented MFA to campus systems
- Implemented and replace several key security assets
- Coordinated efforts with State Department of in Administration

In the next 12 months we plan

- Continuing maturity growth of CSC as outlined by State ITS department
- Compliance and assurance of inventory
- Written documentation and assessment to supplement the BitSight measurements of NIST CSF