

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

Boise State University employs just over 3,300 full and part-time employees, including approximately 1,800 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, 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 103 bachelor degree programs, 68 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 2019	FY 2020	FY 2021	FY 2022
Student tuition and fees (Gross)	182,232,202	198,262,256	200,760,211	211,455,181
Scholarship discounts and allowances	(27,628,700)	(27,777,200)	(29,075,000)	(29,712,200)
Federal grants and contracts	37,525,093	40,464,905	46,090,662	54,643,758
State and local grants and contracts	6,929,166	6,512,805	8,312,869	5,961,987
Private grants and contracts	2,581,578	2,991,720	3,246,982	3,137,642
Sales and services of educational activities	8,264,779	7,778,456	7,542,618	10,461,149
Sales and services of auxiliary enterprises	64,037,202	56,868,054	35,204,126	67,208,064
Other	<u>1,099,336</u>	<u>1,395,970</u>	<u>1,425,149</u>	<u>1,269,087</u>
Total operating revenues	275,040,656	286,496,966	273,507,617	324,424,668
Operating Expenses	FY 2019	FY 2020	FY 2021	FY 2022
Instruction	132,585,914	139,307,732	137,476,195	135,773,903
Research	33,105,475	37,304,459	38,261,728	39,011,169
Public Service	19,480,045	21,034,497	24,565,873	30,334,370
Libraries	5,896,359	5,924,455	5,900,730	5,900,964

Student Services	20,198,874	20,933,265	18,539,063	20,161,807
Operation & Maintenance of plant	21,641,435	27,359,524	26,332,090	27,939,128
Institutional Support	32,412,902	34,074,154	36,931,656	44,815,444
Academic Support	31,183,237	32,434,522	32,485,747	36,817,900
Auxiliary Enterprises	75,270,328	74,189,656	62,938,076	79,778,517
Scholarships and Fellowships	11,972,205	18,384,851	18,218,665	29,247,013
Depreciation	26,359,987	26,623,055	26,667,709	28,345,040
Total operating expenses	410,106,761	437,570,168	428,317,532	478,125,255
Operating income/(loss)	(135,066,105)	(151,073,202)	(154,809,915)	(153,700,586)
Non-operating revenues/(expenses)	FY 2019	FY 2020	FY 2021	FY 2022
State appropriation - general	101,955,031	105,337,986	104,253,395	112,693,460
State appropriation - maintenance	837,657	2,674,540	2,854,992	1,358,136
Pell grants	22,702,825	22,185,765	20,093,950	19,957,194
Gifts	32,141,995	35,465,134	27,123,074	32,882,833
Net investment income	4,148,780	3,521,477	1,259,670	1,008,292
Change in fair value of investments	884,188	1,182,328	(689,048)	(4,228,383)
Interest	(7,030,946)	(6,881,404)	(5,715,724)	(7,542,277)
Gain/loss on retirement of assets	(258,821)	(305,978)	(277,081)	(82,232)
Federal Aid Grant Revenue		7,344,256	30,876,959	35,129,537
Loss on Perkins federal capital contribution	(8,209,463)	-	-	-
Other non-operating revenue/(expense)	330,110	66,653	558,173	105,499
Net non-operating revenues/(expenses)	147,501,356	170,590,756	180,338,360	191,282,059
Other revenue and expenses	FY 2019	FY 2020	FY 2021	FY 2022
Capital appropriations	666,061	5,707,955	2,052,336	13,433,980
Capital gifts and grants	15,825,339	7,351,466	873,449	2,215,118
Total other revenues and expenses	16,491,400	13,059,421	2,925,785	15,649,098
	FY 2019	FY 2020	FY 2021	FY 2022
Increase/decrease in net position	28,926,651	32,576,975	28,454,230	53,230,571
Net position - beginning of year	434,468,553	463,395,204	495,972,179	524,426,409
Net position - end of year	463,395,204	495,972,179	524,426,409	577,656,980

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
1. Enrollments:				
Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	25,540	26,272	24,103	25,829
Undergraduate	22,064	22,939	20,788	22,432
Graduate	3,476	3,333	3,315	3,397
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
Total	19,361	19,825	19,930	20,145
Undergraduate	16,537	16,898	16,975	17,077
Graduate	2,824	2,927	2,955	3,068
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	32,545	33,274	32,066	32,423

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Non-Degree Seeking (Graduate and Undergrad)	3,813	3,341	2,585	2,530
Early College	6,570	7,061	6,317	6,535
Undergraduate (degree seeking)	18,637	19,159	19,388	19,506
Graduate (degree seeking)	3,520	3,626	3,732	3,793
2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)				
Annual SCH Attempted (End of Term) Total	514,178	537,586	533,808	540,851
Professional Technical	0	0	0	0
Undergraduate credits	456,168	477,921	473,031	479,173
Graduate credits	58,010	59,665	60,777	61,678
Annual SCH Earned (End of Term) Total ¹	455,252	467,872	464,741	472,518
Undergraduate credits	402,014	413,308	409,369	416,496
Graduate credits	53,238	54,564	55,372	56,022
SCH earned as a % of Attempted Total	88.5%	87.0%	87.1%	87.4%
Undergraduate credits	88.1%	86.5%	86.5%	86.9%
Graduate credits	91.8%	91.5%	91.1%	90.8%
3. Dual Enrollment² and Distance Education³				
Dual Enrollment Student Credit Hours – 12 month academic year	29,184	33,100	28,756	29,920
Dual Enrollment Distinct Students – 12 month academic year	6,570	7,062	6,318	6,543
Distance Education Student Credit Hours – 12 month academic year	125,318	143,714	364,790	239,088
Distance Education Distinct Students Enrolled – 12 month academic year	15,888	17,826	25,750	23,526
4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)*⁴				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	133	111	132	127
Bachelor's Degree (Academic, first and second majors)	3,472	3,680	3,929	4,078
Certificate – Undergraduate	360	411	515	628
Certificate – Graduate	221	189	170	185
Master's Degree	861	954	1,074	1,062
Education Specialist Degree ⁵	19	24	23	16
Doctoral Degree	45	53	50	58
Total awards (sum)	5,112	5,422	5,893	6,154
5. Sponsored Projects Proposals and Awards⁶ (see Part II for Externally Funded Research Expenditures)				
Total # of Proposals Submitted	560	506	598	606
Total # of Awards	378	411	425	422
Total Sponsored Projects Funding (dollars awarded)	\$53.5M	\$58.2M	\$65.3M	\$68.0M
Total Sponsored Project Expenditures	\$44.7M	\$47.9M	\$55.7M	\$61.3M

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) ⁷	17.6%	24.7%	16.9%	24.2%

FY 2022 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 FY22, a record-high 3,946 students graduated from Boise State with baccalaureate degrees, once again exceeding the target set in Boise State University's strategic plan.**
- For five consecutive years, Boise State has realized increases in the numbers of graduates who are from specific **underrepresented minority groups with 552 baccalaureate degree** graduates in 2021-22. Additionally, Boise State graduated a **new high of 544 students who were from rural** counties in Idaho. The latter students are a special focus of the newly launched Community Impact Programs. Boise State also saw an increase in bachelor's degree graduates who began as **transfers from Idaho community colleges, with 482 of those completers.**
- The number of **doctoral degree graduates** reached a record high in FY22 with 58 degree completers, which represents an **80% increase** in numbers since 2018. This growth significantly contributes to our impact in the state and region, driving Idaho's knowledge economy.
- The **retention rate for first-year students** largely maintained its positive trajectory after a substantial increase over the last decade. The preliminary retention of the entering 2021 cohort appears strong at **77.4%**, which is more aligned with pre-pandemic levels.
- The **six-year graduation rate has continued to increase.** Based on preliminary data, Boise State is poised to reach a 59% graduation rate for the Fall 2016 cohort of first-time, full-time (FTFT) freshmen. The graduation rate of Idaho-resident, Pell-eligible students is expected to reach 42% for the Fall 2016 cohort. The graduation rate of the Fall 2016 transfer cohort is projected to exceed 60% for the first time. The positive momentum and trajectory of increases in graduation rates demonstrate Boise State's ongoing commitment and support for student success. This has been achieved through significant innovation, including a 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 increased over the prior year to 6,543, which was similar to FY19 participation. Distance education credit hours in FY22 decreased by approximately one-third from FY21 although the number of students participating in a distance learning course remained strong at 23,526.
- Boise State's total sponsored project expenditures **exceeded \$61M for FY22** and the total number of awards was 425. These developments bring new revenue and opportunities to the state and support our state's economic engine.

Part II – Performance Measures

Productivity Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 2						
Facilitate the timely attainment of educational goals of our diverse student population.						
1. Count of Distinct Graduates ⁸ (Objective A)*						
Associate Degree (Academic)	actual	131	109	132	127	-----
	target	150	150	150	150	150
Bachelor's Degree (Academic)	actual	3,289	3,525	3,754	3,946	-----
	target	3,450	3,500	3,559	3,702	3,880
Certificate – Undergraduate	actual	360	413	515	628	-----

Productivity Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	<i>target</i>	NA	300	425	425	580
Certificate – Graduate	<i>actual</i>	219	184	166	174	-----
	<i>target</i>	250	270	280	250	150
Master's Degrees	<i>actual</i>	862	954	1,075	1,062	-----
	<i>target</i>	825	950	950	1,000	1,129
Educational Specialist's Degree	<i>actual</i>	19	24	23	16	-----
	<i>target</i>	20	23	25	25	25
Doctoral Degree	<i>actual</i>	45	53	50	58	-----
	<i>target</i>	38	40	50	58	58
Total distinct graduates	<i>actual</i>	4,455	4,760	5,126	5,311	-----
	<i>target</i>	<i>Increase over prior year</i>	<i>Increase over prior year</i>	<i>Increase over prior year</i>	<i>Increase over prior year</i>	<i>Increase over prior year</i>
2. First Year Retention Rate (Objective A)						
% of first-time, full-time freshmen retained ^{9*}	<i>actual</i>	F2018 cohort 79.5%	F2019 cohort 77.8%	F2020 cohort 76.0%	F2021 cohort 77.4% (preliminary)	F2022 cohort -----
	<i>target</i>	81%	82%	82%	80%	78%
% of Idaho-resident Pell-eligible first-time full-time freshmen retained	<i>actual</i>	72.0%	70.6%	67.0%	62.7% (preliminary)	-----
	<i>target</i>	77%	74%	74%	73%	71%
% of full-time transfers retained or graduated*	<i>actual</i>	74.7%	78.4%	77.8%	72.8% (preliminary)	-----
	<i>target</i>	78%	79%	79%	79%	79%
3. Graduation Rates (Objective A)*						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less ¹⁰	<i>actual</i>	F2015 cohort 30.6%	F2016 cohort 38.1%	F2017 cohort 39.6%	F2018 cohort 39.3% (preliminary)	F2019 cohort -----
	<i>target</i>	NA	33%	33%	40%	43%
6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less ¹¹	<i>actual</i>	F2013 cohort 50.3%	F2014 cohort 54.1%	F2015 cohort 53.0%	F2016 cohort 58.9% (preliminary)	F2017 cohort -----
	<i>target</i>	46%	48%	52%	56%	56%
6-yr: % of Idaho-resident, Pell-eligible first time, full-time freshman who graduated in six years or less	<i>actual</i>	38.0%	42.3%	40.1%	41.8% (preliminary)	-----
	<i>target</i>	37%	38%	43%	44%	44%
6-yr: % of full-time transfers who graduated in six years or less	<i>actual</i>	58.5%	56.9%	59.7%	60.1% (preliminary)	-----
	<i>target</i>	57%	58%	59%	59%	61%
4. Progression to Degree (Objective A)*						
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year ¹²	<i>actual</i>	26.5%	28.7%	28.3%	27.9%	-----
	<i>target</i>	30%	25%	28%	30%	30%
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years ¹³	<i>actual</i>	86.6%	86.8%	85.9%	85.7%	-----
	<i>target</i>	83%	83%	83%	85%	85%

Productivity Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Remedial English: % of undergraduates completing credit-bearing course after remedial ¹⁴	actual	88.5%	87.1%	84.8%	78.9%	-----
	target	90%	90%	90%	90%	90%
Remedial Math: % of undergraduates completing credit-bearing course after remedial ¹⁵	actual	55.8%	56.7%	59.6%	65.1%	-----
	target	55%	55%	55%	58%	61%
Goal 3 Gain distinction as a doctoral research university.						
5. Total Research & Development Expenditures ¹⁶ (Objective A)						
Expenditures as reported to the National Science Foundation	actual	\$39.8M	\$43.3M	\$46.1M	Not available at this time	-----
	target	\$38M	\$44M	\$47M	\$47M	\$47M
Goal 4 Align university programs and activities with community needs.						
6. Number of graduates with high impact on Idaho's college completion rate (Objective C) ¹⁷						
Baccalaureate graduates from underrepresented groups: rural counties ¹⁸	actual	528	459	505	544	-----
	Target	NA	500	525	550	550
Baccalaureate graduates from underrepresented groups: ethnic minorities ¹⁹	actual	449	472	527	552	-----
	Target	430	500	500	500	639
Baccalaureate graduates who are Idaho residents	actual	2,200	2,209	2,269	2,269	-----
	Target	2,700	2,700	2,700	2,500	2,500
Baccalaureate graduates who are of non-traditional age (30 and up)	actual	845	847	826	879	-----
	Target	950	1,000	1,000	1,000	1,000
Baccalaureate graduates who began as transfers from Idaho community college ²⁰	actual	443	443	461	482	-----
	Target	650	700	700	500	500
7. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A)						
Boise State	actual	\$7,694	\$8,068	\$8,060	\$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 ²¹	actual	89.2%	90.3%	88.0%	86.6%	-----
	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) ²² * (Objective A)						
\$ per Undergraduate SCH: in 2015 \$\$ (i.e., inflation adjusted) ²³	actual	\$255.42	\$256.42	\$240.94	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$

Productivity Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
\$ per Undergraduate SCH: Unadjusted	actual	\$273.59	\$276.21	\$270.24	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: in 2015 \$\$ (i.e., inflation adjusted) ²⁴	actual	\$237.14	\$238.14	\$223.85	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: Unadjusted	actual	\$254.01	\$256.52	\$251.07	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$	Very low increase (0.5 to 1%) in inflation adjusted \$\$
9. Graduates per FTE (Objective A)						
Baccalaureate graduates per undergraduate FTE ²⁵	actual	21.6	22.1	23.8	24.7	-----
	target	NA	22.2	22.2	22.3	24.0
Baccalaureate graduates per junior/senior FTE ²⁶	actual	0.41	0.43	0.44	0.47	-----
	target	NA	0.43	0.43	0.43	0.44
Graduate degree graduates per graduate FTE ²⁷	actual	42.7	45.3	48.5	48.9	-----
	target	21.6	22.1	23.8	24.7	-----

Performance Measure Explanatory Notes

*Measure required by SBOE

¹ 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.

² 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.

³ Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education classes; includes course modes of Internet-E, Online, and Remote (which was introduced in 2020-21). Distance education was affected significantly due to the global pandemic and data may continue to shift.

⁴ 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 2021-2022 are preliminary as they have not yet been reported to IPEDS.

⁵ 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.

⁶ “Sponsored Projects” refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

⁷ 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.

⁸ 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 2021-22 are preliminary as they have not yet been reported to IPEDS.

⁹ 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 2018 through Fall 2021 cohorts, with the Fall 2021 cohort data being a preliminary estimate as of August 1, 2022.

¹⁰ 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 2015 through Fall 2018 cohorts, with the Fall 2018 cohort data being a preliminary estimate as of August 1, 2022.

¹¹ 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 2013 through Fall 2016 cohorts, with the Fall 2016 cohort data being a preliminary estimate as of August 1, 2022.

¹² SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used. Spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

¹³ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123 or higher) within two years (e.g., students who entered in fall 2017 and completed Math 123 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; all years reflect the updated methodology. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years’ data were updated in 2022 as some higher-level math courses earned through dual credit or AP had been excluded from the count previously, thus, undercounting gateway course completion in the prior years.

¹⁴ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the

number of students who took and completed English 101P in the given academic year. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

¹⁵ 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, 153, 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). As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

¹⁶ Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

¹⁷ 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. Data have been updated across years to represent an unduplicated count in each category shown.

¹⁸ 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.

¹⁹ Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

²⁰ 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.

²¹ WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY19 \$8,630; FY20 \$8,934, FY21 \$9,154, FY22 \$9,305. A typical report can be found at <https://www.wiche.edu/policy-research/>

²² 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.

²³ 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>

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²⁵ Includes the unduplicated number of annual baccalaureate degree graduates per 100 IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

²⁶ 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
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depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment. This measure was computed as a ratio rather than a percent.

²⁷ Includes the unduplicated number of annual graduate certificates and master's and doctoral degree graduates per 100 IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

For More Information Contact

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