



**BOISE STATE UNIVERSITY**

**FY2024 THROUGH FY2028**

**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	FY	FY	FY	FY	Benchmark	
	2019	2020	2021	2022	2023	FY 2024	FY 2028
>Undergraduate Certificate	360	413	515	629		727	1,012
>Associate	131	109	132	127		150	150
>Baccalaureate	3,289	3,525	3,754	3,947		4,074	4,933
>(SBOE target for bacc graduates <sup>2</sup> )	(3,273)	(3,500)	(N/A)	(N/A)		N/A	N/A
>Graduate Certificate	219	184	166	174	Available Sept. 2023	175	200
>Master's	862	954	1,075	1,063		1,198	1,426
>Education Specialist	19	24	23	16		25	30
>Doctoral	45	53	50	58		60	75
Total Distinct Graduates	4,455	4,760	5,126	5,313		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) as reported to IPEDS. 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 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Benchmark	
						F2023 cohort	F2027 cohort
>Percent of first-time, full-time freshmen retained	79.5%	77.8%	76.0%	79.2%		79.4%	80.6%
-Resident, Pell-Eligible only	72.0%	70.6%	67.0%	67.5%		73.3%	76.3%
-Resident, Not Pell-Eligible only	76.4%	75.1%	70.3%	76.8%	Available	77.2%	78.0%
-Non-Resident, Pell-Eligible only	76.7%	75.6%	71.1%	76.3%	Oct. 2023	76.7%	77.5%
-Non-Resident, Not Pell-Eligible only	86.4%	83.7%	83.9%	84.4%		84.9%	85.7%
>Percent full-time transfers retained or graduated	74.7%	78.4%	77.8%	78.4%		79.0%	83.0%

4-year graduation rate <sup>4</sup>	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Benchmark	
						Fall 2020 cohort	Fall 2024 cohort
> % of first-time, full-time freshmen who graduated	30.7%	38.2%	39.7%	41.4%		43.0%	45.5%
-Resident, Pell-Eligible only	18.3%	20.5%	26.3%	27.8%	Available	30.3%	35.0%
-Resident, Not Pell-Eligible only	25.0%	30.7%	33.1%	34.1%	Sept.	35.1%	37.1%
-Non-Resident, Pell-Eligible only	35.5%	38.4%	34.1%	41.1%	2023	42.1%	44.1%
-Non-Resident, Not Pell-Eligible only	48.0%	56.0%	53.5%	54.7%		55.5%	57.5%
>% of full-time transfers who graduated	50.4%	54.2%	57.7%	57.6%		59.0%	63.0%

6-year graduation rate <sup>5</sup>	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Benchmark	
						Fall 2018 cohort	Fall 2022 cohort
> % of first-time, full-time freshmen who graduated	50.4%	54.1%	53.0%	59.1%		62.0%	65.1%
-Resident, Pell-Eligible only	38.1%	42.5%	40.1%	41.8%	Available	48.3%	55.3%
-Resident, Not Pell-Eligible only	48.0%	50.7%	52.6%	56.1%	Sept.	57.1%	59.1%
-Non-Resident, Pell-Eligible only	52.5%	56.5%	55.5%	57.3%	2023	58.3%	60.3%
-Non-Resident, Not Pell-Eligible only	67.1%	71.6%	68.2%	73.1%		74.1%	76.1%
>% of full-time transfers who graduated	58.5%	56.9%	59.7%	60.4%		62.0%	65.0%

<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>	FY19 (FA17 cohort)	FY20 (FA18 Cohort)	FY21 (FA19 cohort)	FY22 (FA20 cohort)	FY23 (FA21 cohort)	Benchmark	
						Fall 2022 cohort	Fall 2026 cohort
>% completed within two years	86.6%	86.8%	85.9%	85.7%	Available Sept. 2023	85.0%	87.0%

Progress indicated by credits per year <sup>7</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of undergraduate degree seeking students with 30 or more credits per year	26.5%	28.7%	28.3%	27.9%	Available July 2023	29.0%	31.0%

Success in credit-bearing course (gateway) after remedial course <sup>8</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>English	88.5%	87.1%	84.8%	78.9%	Available July 2023	83.0%	88.0%
>Mathematics	55.8%	56.7%	59.6%	65.1%		65.0%	67.0%

Degrees and Certificates Awarded <sup>9</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Undergraduate Certificate	360	411	515	629	Available Sept. 2023	727	1,012
>Associate	133	111	132	127		150	150
>Baccalaureate	3,472	3,680	3,929	4,080		4,211	5,099
>Graduate Certificate	221	189	170	185		185	200
>Master's	861	954	1,074	1,063		1,198	1,426
>Education Specialist	19	24	23	16		25	30
>Doctoral	45	53	50	58		60	75

<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, etc.).

<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, 103, 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.

<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.

NSSE <sup>10</sup> High Impact Practice (HIP) <sup>11</sup> Participation	FY 2019 <sup>12</sup>	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of seniors who participated in at least one HIP vs. Peer Institutions	90% vs. 83% peers (+)	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	87% vs. 82% peers (+)	<i>NSSE every three years</i>	90%	90%
>% of seniors who participated in two or more HIPs vs. Peer Institutions	71% vs. 54% peers (+)			61% vs. 51% peers (+)		70%	70%

**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 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,482	1,557	1,537	1,466	Available July 2023	1,400	1,800
>Percent of baccalaureate students participating in service-learning course	46%	44%	42%	38%		35%	50%

Students participating in internships <sup>13</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of students with internship credit	927	938	697	940	Available July 2023	1,000	1,200

NSSE <sup>14</sup> % participation in internships or similar experiences and in research	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of seniors participating in internships and other applied experiences	52%	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	51%	<i>NSSE every three years</i>	54.0%	56.0%
>% of seniors participating in research with faculty members	27%			21%		28.0%	30.0%

<sup>10</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. NSSE gathers information from first-years 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; peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

<sup>11</sup> High Impact Practices (HIPs) are widely known to positively affect student learning and retention. HIPs include service-learning, internships, research with faculty, study abroad, learning communities, and capstone courses. Comparisons are made to a set of Urban Peer institutions.

<sup>12</sup> FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

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

<sup>14</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

Post-graduation outcomes <sup>15</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
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%	84%	82%	79%	Available Feb. 2024	82%	85%
>Graduate degree completers	85%	90%	89%	86%		88%	90%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	83%	78%	82%	83%	Available Feb. 2024	83%	85%
>Graduate degree completers	95%	94%	94%	95%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	84%	83%	84%	86%	Available Feb. 2024	85%	87%
>Graduate degree completers	97%	95%	97%	96%		97%	98%

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

**Performance Measures:**

Access for Underserved Groups identified by SERP <sup>16</sup> (inclusive of First-time and Transfer and of Full-time and Part-time)	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Targets	
						Fall 2023 cohort	Fall 2026 cohort
Cohort Size of Idaho Resident Students	1,043	996	901	886	929	943	1,028
>Pell-eligible <sup>17</sup>	1,083	1,141	1,040	885	974	945	1,035
>First Generation Rural							
Cohort Size as a Percent of Cohort from Service Region 3 <sup>18</sup>							
>Rural	12.6%	12.9%	14.8%	14.1%	14.0%	15.3%	17.3%
>Hispanic/Latinx	15.0%	15.2%	14.9%	15.5%	16.7%	16.2%	17.8%

<sup>15</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 knowledge rates across the two surveys were as follows: 36% (+/-2% MoE) in FY19; 27% (+/- 2.3% MoE) in FY20; 37% (+/- 1.8% MoE) in FY21; and 35% (+/-1.9% MoE). Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

<sup>16</sup> Boise State's Strategic Enrollment and Retention Plan (SERP) specifies targets for access and progression for four groups identified as traditionally underserved: Rural, Hispanic/Latinx, First Generation, and Pell-eligible. The access measures are focused on Bachelor's Degree-seeking students.

<sup>17</sup> Pell-eligible is defined as Pell-eligible at the time of entry to the university.

<sup>18</sup> Achievement of targets will, in five years, close by half the gap between the composition of Boise State cohorts and the percent in Service Region 3's population as of the 2020 census. In the case of Hispanic/Latinx, the Service Region 3 population is limited to individuals 18 to 24 years old.

Dual / concurrent enrollment <sup>19</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of credits produced	29,184	33,100	28,756	29,920	Available July 2023	34,000	37,500
Distinct number of students served	6,570	7,062	6,318	6,543	Available July 2023	7,500	9,000

Enrolled Idaho Students (Fall enrollment)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of enrolled degree-seeking resident undergraduates	10,830	10,689	10,309	9,729	9,667	9,850	10,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	5,498	5,982	3,773	5,316	5,935	7,500	9,000
Total number of enrolled students (degree-seeking and non-degree seeking)	16,328	16,671	14,082 <sup>20</sup>	15,045	15,602	17,350	19,000
Number of new First-time degree-seeking students who are Idaho residents	1,596	1,630	1,441	1,517	1,831	1,850	1,925
Number of new Transfer degree-seeking students who are Idaho residents	933	901	894	843	862	865	900

Number of graduates with high impact on Idaho's college completion rate	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates from underrepresented groups							
>Rural Idaho <sup>21</sup>	528	459	505	544	Available Sept. 2023	550	750
>Hispanic/Latinx <sup>22</sup>	439	459	518	542		618	765
>First-generation <sup>23</sup>	1,391	1,476	1,570	1,623		1,791	2,107
>Pell eligible <sup>24</sup>	1,090	1,041	1,027	1,001		1,050	1,100
Baccalaureate graduates who are Idaho residents	2,200	2,208	2,284	2,269	Available Sept. 2023	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	845	847	828	879	Available Sept. 2023	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college <sup>25</sup>	446	442	461	483	Available Sept. 2023	500	1,000

<sup>19</sup> Dual/concurrent enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

<sup>20</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>21</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>22</sup> Distinct number of graduates who are Hispanic/Latino.

<sup>23</sup> First-generation is defined as students whose parents/guardians have not completed bachelor's degrees.

<sup>24</sup> Denotes students who were Pell eligible during any point of their enrollment at Boise State.

<sup>25</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.

True Blue Scholarship	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Dollars awarded through need-based True Blue Promise Scholarship	\$529,985	\$637,185	\$671,478	\$860,858	Available Oct. 2023	\$1.5M	\$1.9M

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

**Performance Measures:**

Students participating in courses with service-learning component	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,482	1,557	1,537	1,466	Available July 2023	1,400	1,800
>Percent of baccalaureate students participating in service-learning course	46%	44%	42%	38%		35%	50%

Enrollment in programs delivered online (Fall enrollment) <sup>26</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Undergraduate	1,574	1,911	2,294	2,282	2,271	2,320	2,800
>Graduate	1,198	1,310	1,418	1,511	1,476	1,480	1,715
>Total	2,772	3,221	3,712	3,793	3,747	3,800	4,515

NSSE <sup>27</sup> Indicators: For Freshmen Only (% of peer group rating)	FY 2019 <sup>28</sup>	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Academic Challenge							
>Higher-order learning	99% (=)	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	100% (=)	<i>NSSE every three years</i>	100%	105%
>Reflective & integrative learning	103% (=)			102% (=)		105%	105%
Learning with Peers							
>Collaborative learning	107% (+)			100% (=)		107%	107%
>Discussions with diverse others	101% (=)			103% (=)		103%	105%

<sup>26</sup> Indicates the number of officially enrolled students in a major or certificate that is delivered online.

<sup>27</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

<sup>28</sup> FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.



NSSE <sup>29</sup> Indicators: For Seniors Only (% of peer group rating)	FY 2019 <sup>30</sup>	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Learning with Peers							
>Collaborative learning	103% (=)	NSSE every three years	NSSE postponed until Spring 2022	96% (-)	NSSE every three years	105%	105%
>Discussions with diverse others	98% (=)			97% (-)		100%	102%
Experiences with faculty							
>Student-faculty interaction	101% (=)			98% (=)		103%	105%
>Effective teaching practices	99% (=)			102% (=)		100%	102%

Sponsored Projects funding and awards for Instruction and Training	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Total Funding	\$3.2M	\$5.9M	\$2.3M	\$3.8M	Available	\$7M	\$10M
># of Awards	18	29	19	23	Feb 2024	35	50

## Goal 2: Innovation for Institutional Impact

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

**Objective A:** Create an enduring culture of innovation.

### Performance Measures:

Vertically Integrated Projects <sup>31</sup> (VIPs)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of students enrolled in VIP credit	146	184	182	252	Available	275	350
>Number of VIP teams	18	21	23	33	July 2023	35	35

Percent of research grant awards that are Interdisciplinary vs. single discipline <sup>32</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available July 2023	25.0%	30.0%

<sup>29</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

<sup>30</sup> FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

<sup>31</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>32</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 B:** Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

**Performance Measures:**

Advancement funding	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Total gift income (outright gifts and previous pledge payments)	\$25.3M	\$15.5M	\$21.1M	\$25.8M	Available January 2024	\$25M	\$35M
>Total Endowment Value	\$122.1M	\$121.2M	\$161.4M	\$141.2M		\$150M	\$170M

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

**Performance Measures:**

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> Inventions Disclosure	20	22	16	13	N/A	20	28
> Patents Issued	2	5	1	8		3	6
> Licenses / Options / Letters of Intent	25	19	22	32		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.

**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 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Expenditures as reported to the National Science Foundation	\$39.8M	\$43.3M	\$46.1M	Available April 2023	Available April 2024	\$47M	\$52M

Sponsored Projects funding: # of Awards by Purpose	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Research	235	255	265	225	Available February 2024	275	375
>Instruction/Training	18	30	19	23		35	50
>Other Sponsored Activities	125	126	141	172		158	200
>Total	378	411	425	420		468	600

Sponsored Projects funding: Dollars awarded by purpose	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Research	\$31.6M	\$38.5M	\$43.9M	\$36.9M	Available February 2024	\$45M	\$55M
>Instruction/Training	\$3.2M	\$6.1M	\$2.3M	\$3.8M		\$7M	\$10M
>Other Sponsored Activities	\$18.7M	\$13.7M	\$19.1M	\$27.1M		\$20M	\$25M
>Total	\$53.5M	\$58.2M	\$65.3M	\$68M		\$72M	\$88M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2014-18	CY 2015-19	CY 2016-20	CY 2017-21	CY 2018-22	Benchmark	
						CY 2019-23	CY 2023-27
>Number of peer-reviewed publications by Boise State faculty, staff, students <sup>33</sup>	2,237	2,479	2,704	2,941	2,533	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students <sup>34</sup>	10,167	14,711	17,550	19,217	22,390	20,000	25,000

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

**Performance Measures:**

NSSE <sup>35</sup> % of senior participating in research	FY 2019 <sup>36</sup>	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of students participating in research w/faculty members	27%	NSSE every three years	NSSE postponed until Spring 2022	21%	NSSE every three years	28.0%	30.0%

Number of doctoral graduates	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	45	53	50	58	Available Sept. 2023	60	75

<sup>33</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>34</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.

<sup>35</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

<sup>36</sup> FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

Carnegie Foundation Ranking <sup>37</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Basic Classification	R3 (Research: High)	R2 (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:**

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available September 2023	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$323,410	\$293,228	\$333,321	\$461,166		\$350,000	\$450,000
>Average \$\$ per grant award for single-discipline grants	\$126,726	\$227,654	\$181,531	\$147,401		\$200,000	\$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:**

NSSE <sup>38</sup> : Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2019 <sup>39</sup>	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Quality of interaction with academic advisors	100% (=)	NSSE every three years	NSSE postponed until Spring 2022	105% (+)	NSSE every three years	102%	105%

<sup>37</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).

<sup>38</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

<sup>39</sup> FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

>Quality of interaction with student services staff (career services, student activities, housing, etc.)	100% (=)			103% (+)		102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	103% (+)			103% (+)		105%	105%

NSSE <sup>40</sup> Indicators: For Seniors Only (% of peer group rating)	FY 2019 <sup>41</sup>	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Experiences with faculty >Student-faculty interaction	101% (=)	NSSE every three years	NSSE postponed until Spring 2022	98% (=)	NSSE every three years	103%	105%
Campus Environment >Quality of interactions >Supportive environment	101% (=) 90% (-)			104% (+) 91% (-)		103% 95%	105% 100%

National College Health Assessment <sup>42</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> Response to statement: "I feel that I belong at my college/university" (% agree)		90.2%		84.8%		92%	>95%
> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)	Survey instrument changed in 2019-20 so prior results NA	85.7%	Survey conducted every 2 years	82.7%	Survey in progress Spring 2023	90%	>95%
> Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)		89.6%		82.8%		90%	>95%

Human Resources Survey <sup>43</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> Response to statement: "I can bring my whole authentic self to work" (% agree)	73%	Survey conducted every 3-5 years	Survey conducted every 3-5 years	NA	Survey conducted every 3-5 years	80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)	75%			NA		82%	85%

<sup>40</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

<sup>41</sup> FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

<sup>42</sup> Boise State conducts the National College Health Assessment through the American College Health Association. The survey is conducted on a regular cycle, typically every two years. The survey instrument changed in 2019-20, so prior comparisons are not available. Response rates were 14.9% in FY20 (MoE +/- 3.5%) and 12.0% in FY22 (MoE +/- 3.9%).

<sup>43</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 would refer someone to work at Boise State" (% agree/yes)	82%			82%		85%	90%
>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%

**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>44</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> 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)	75%	<i>Survey conducted on a cycle</i>	75%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	80%	85%
> Response to statement: "The health and well-being of university staff and faculty impacts student success and learning" (% agree)	96.1%		97.8%			>95%	>95%

Faculty and Staff Turnover	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Classified	20.9%	19.7%	18.4%	27.5%	Available January 2024	20%	15%
>Professional	17.1%	15.3%	16.0%	17.4%		15%	10%
>Faculty	6.5%	5.4%	7.1%	7.6%		6.5%	6.5%

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

<sup>44</sup> Boise State conducts the National Faculty & Staff Health Assessment through the American College Health. The survey cycle is being adjusted in FY23 and the survey will resume in FY24The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).

**Performance Measures:**

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
\$ per Resident Undergraduate SCH <sup>45</sup> >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$309.21 \$331.21	\$327.61 \$352.89	\$318.45 \$357.17	\$321.82 \$386.62	Available Jan. 2024	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	\$275.25 \$294.83	\$287.91 \$310.12	\$277.32 \$311.04	\$275.79 \$331.32	Available Jan. 2024	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$
\$ per Total Undergraduate SCH <sup>46</sup> >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted	\$255.42 \$273.59	\$256.42 \$276.21	\$240.94 \$270.24	\$231.70 \$278.35	Available Jan. 2024	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	\$237.14 \$254.01	\$238.14 \$256.52	\$223.85 \$251.07	\$214.49 \$257.67	Available Jan. 2024	Very low increase (0.5 - 1%) in inflation adj \$\$	Very low increase (0.5 - 1%) in inflation adj \$\$

Cost of Education <sup>47</sup> (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Boise State	\$7,694	\$8,068	\$8,060	\$8,060	\$8,364	Remain less than the WICHE state average	
>WICHE average	\$8,630	\$8,934	\$9,154	\$9,305	\$9,588		
>Boise State as % of WICHE	89.2%	90.3%	88.0%	86.6%	87.2%		

<sup>45</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>46</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.

<sup>47</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/uf>.

Graduates per FTE	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates per undergraduate FTE <sup>48</sup>	21.6	22.1	23.8	24.7	Available Sept. 2023	25.0	26.5
Baccalaureate graduates per junior/senior FTE <sup>49</sup>	41.2	42.5	43.7	47.2		48.0	50.0
Graduate degree graduates per graduate FTE <sup>50</sup>	42.7	45.3	48.5	47.9		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 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
“STARS is intended to engage and recognize the full spectrum of higher education institutions...It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability.” <sup>51</sup>	Not Applicable	Program Participant	Program Participant	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Gold Award Recognition 

**Goal 5: Trailblaze Programs and Partnerships**

By partnering with industry, government, and community organizations, 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, service, and athletic needs.

<sup>48</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>49</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>50</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>51</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 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
<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>52</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>53</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
<p>Total Distinct Number of Partners Classified by organizational type</p> <ul style="list-style-type: none"> <li>&gt; Industry</li> <li>&gt; Government</li> <li>&gt; Non-Profit</li> <li>&gt; Higher Education</li> </ul>	NA	NA	301	Available May 2023	NA	Increase number of partners	Increase number of partners

**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>54</sup>	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Community Impact Program participants (new starts)			16	28	34	45	75
>Professional development participants	NA	NA	NA	35	52	35	50
>Academic certificates issued and percent of new starts			11 (69%)	24 (86%)	32 (94%)	36 (86%)	65 (86%)

<sup>52</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>53</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>54</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.

Number of graduates with high impact on Idaho's college completion rate	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates from underrepresented groups >Rural Idaho <sup>55</sup>	528	459	505	544	Available Sept. 2023	550	750
Baccalaureate graduates who began as transfers from Idaho community college <sup>56</sup>	446	442	461	483	Available Sept. 2023	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>57</sup> (VIPs)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of students enrolled in VIP credit	146	184	182	252	Available July 2023	275	350
>Number of VIP teams	18	21	23	33	Available July 2023	35	35

Percent of research grant awards and awarded grant \$\$ that are interdisciplinary vs. single discipline	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available September 2023	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$323,410	\$293,228	\$333,321	\$461,166		\$350,000	\$450,000
>Average \$\$ per grant award for single-discipline grants	\$126,726	\$227,654	\$181,531	\$147,401		\$200,000	\$300,000

<sup>55</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>56</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>57</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.

## Key External Factors

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present four factors that we regard as impediments to progress, the first two 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 fully implement our new strategic plan, *Blueprint for Success*. More significantly, lack of consistent funding for the Enrollment Workload Adjustment (EWA) 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. Boise State University has \$8.9 million in cumulative unfunded EWA.

**Compliance and Administrative oversight.** Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency. Boise State University is subject to substantial administrative oversight through the State of Idaho Departments of Administration and Human Resources as well as 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.

**Global Pandemic.** This historic occasion, which created large new expenses and lost revenues in higher education, continues to affect our operations. Mental distress and burnout among students, faculty and staff remain. New cohorts of college students are more likely to have experienced learning loss while in high school (due to remote education and other stressors of the pandemic), which impacts their academic success in the university.

**Effects of the economy and the market conditions.** Increasing inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in State 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 our current revenue streams. In addition, a strong job market with higher entry-level wages and lower employment in the State affecting the college-going rates as fewer high school graduates are choosing to enroll in college.

**Positive External Factor: Increasing collaborations among universities and colleges, and with industry / community partners.** Presidents of all universities 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 vice presidents 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 all divisions in 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.



<p><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></p>	✓	✓		✓	✓
<p><b>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.</b></p>					
<p><b><i>Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.</i></b></p>	✓	✓	✓	✓	✓
<p><b><i>Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.</i></b></p>	✓		✓		

# Boise State Cybersecurity Report to the State Board of Education

February 2023

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 BitSight maturity is 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

- Reviewed and updated all OIT Policies, waiting on implementation of policies
  - 8020 Server Administration
  - 8030 Desktop, Laptop, and Tablet PC Computing Standards
  - 8050 Software Patch Management
  - 8060 Information Privacy and Data Security
  - 8120 Identity Theft Prevention Program
  - 8180 Information Technology Change Management
- Implemented policy for change management
- Implemented minimum security standards for travel, server rooms, and servers
- Conducted 2 penetration tests and external review of critical systems
- Established a RansomWare playbook
- Implemented and replaced several key security assets including threat detection and data loss prevention on Windows servers

In the next 12 months we plan

- Continuing maturity growth of CSF and CSC as outlined by State
- Compliance and assurance of inventory
- Reduce attack surface by removal of unused student accounts

## **Additional Relevant Strategic Plans Supporting *Blueprint for Success***

### **Goal 5: Trailblaze Programs and Partnerships**

By partnering with industry, government, and community organizations, 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, service, and athletic needs.

## **IDAHO SMALL BUSINESS DEVELOPMENT STRATEGIC PLAN 2024 – 2028 EMPOWERING BUSINESS SUCCESS**

### **MISSION STATEMENT**

Accelerating business success

### **VISION STATEMENT**

Be the most influential driver of Idaho business success

### **Goal 1: Network Reach**

Focus time on clients with the highest potential for creating economic impact.

**Objective A:** Develop long-term relationships with potential and existing growth and impact clients.

### **Performance Measures:**

<b>Capital Raised by Clients</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>Benchmark</b>	
						<b>FY 2024</b>	<b>FY 2028</b>
> millions of dollars	\$52.0	\$79.9	\$53.0	\$53.0	\$53.6	\$53.4	\$56.3



**TECHHELP  
STRATEGIC PLAN  
2024 – 2027**

**Mission**

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2024:

- 100 manufacturers reporting \$120,000,000 economic impact
- 500 jobs created and retained
- > \$20,000 and < \$50,000 Net Income

**Vision**

TechHelp is Idaho’s Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities and the Idaho Manufacturing Alliance (IMA), we provide assistance to manufacturers, food and dairy processors, service industry and entrepreneurs to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.

“Our identity is shaped by our results.”

**Goal 1: Economic Impact on Manufacturing in Idaho**

Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

**Objective A:** Offer technical consulting services and workshops that meet Idaho manufacturers’ product and process innovation needs, resulting in new and retained jobs and economic impact in the form of sales, savings, and investment.

Client reported economic impacts resulting from projects	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028 <sup>i</sup>
> sales, cost savings and investments (millions of dollars)	\$166.7	\$182.9	\$114.4	\$207.4	\$206.3	\$120	\$120
> new and retained jobs	785	885	1144	497	348	500	500

<sup>i</sup> This benchmark is based on current and projected resources and established best practices based on those resources.