



BOISE STATE UNIVERSITY

FY2025 THROUGH FY2029

MISSION STATEMENT

VISION

STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

KEY EXTERNAL FACTORS

Blueprint for Success

2021 - 2028

Boise State University Strategic Plan

Mission

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

Vision

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

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success

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

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

Performance Measures:

Unduplicated number of graduates (distinct by award level) ¹	FY	FY	FY	FY	FY	Target	
	2020	2021	2022	2023	2024	FY 2025	FY 2029
>Undergraduate Certificate	413	515	629	590		625	700
>Associate	109	132	127	184		265	410
>Baccalaureate	3,525	3,754	3,947	3,858		4,125	4,600
>Graduate Certificate	184	166	174	130	Available Sept. 2024	150	180
>Master’s	954	1,075	1,063	1,028		1,050	1,100
>Education Specialist	24	23	16	15		20	25
>Doctoral	53	50	58	60		64	75
Total Distinct Graduates	4,760	5,126	5,313	5,231		5,512	6,204

¹ 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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ATTACHMENT 3

Boise State University Strategic Plan:

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First year retention rate ²	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Fall 2023 cohort	Target	
						F2024 cohort	F2028 cohort
>Percent of first-time, full-time freshmen retained*	77.8%	76.0%	79.2%	77.8%		79.5%	81.0%
-Resident, Pell-Eligible only	70.6%	67.0%	67.5%	67.4%	Available Oct. 2024	73.7%	76.5%
-Resident, Not Pell-Eligible only	75.1%	70.3%	76.8%	75.3%		77.4%	78.3%
-Non-Resident, Pell-Eligible only	75.6%	71.1%	76.3%	72.0%		76.9%	77.8%
-Non-Resident, Not Pell-Eligible only	83.7%	83.9%	84.4%	86.1%		85.0%	85.8%
>Percent full-time transfers retained or graduated*	78.4%	77.8%	78.4%	78.2%		79.0%	80.0%

*SBOE metrics

4-year graduation rate ³	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Target	
						Fall 2021 cohort	Fall 2025 cohort
> % of first-time, full-time freshmen who graduated*	38.2%	39.7%	41.4%	42.7%		44.0%	47.0%
-Resident, Pell-Eligible only	20.5%	26.3%	27.8%	28.4%	Available Sept. 2024	31.5%	36.0%
-Resident, Not Pell-Eligible only	30.7%	33.1%	34.1%	36.4%		35.6%	37.6%
-Non-Resident, Pell-Eligible only	38.4%	34.1%	41.1%	38.3%		42.6%	44.6%
-Non-Resident, Not Pell-Eligible only	56.0%	53.5%	54.7%	55.9%		56.0%	58.0%
>% of full-time transfers who graduated	54.2%	57.7%	57.6%	61.5%		63.0%	65.0%

*SBOE metric

6-year graduation rate ⁴	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Target	
						Fall 2019 cohort	Fall 2023 cohort
> % of first-time, full-time freshmen who graduated*	54.1%	53.0%	59.1%	61.2%		62.0%	65.1%
-Resident, Pell-Eligible only	42.5%	40.1%	41.8%	47.8%	Available Sept. 2024	48.3%	55.3%
-Resident, Not Pell-Eligible only	50.7%	52.6%	56.1%	57.0%		57.1%	59.1%
-Non-Resident, Pell-Eligible only	56.5%	55.5%	57.3%	61.1%		58.3%	62.0%
-Non-Resident, Not Pell-Eligible only	71.6%	68.2%	73.1%	72.4%		74.1%	76.1%
>% of full-time transfers who graduated	56.9%	59.7%	60.4%	63.2%		64.0%	66.0%

*SBOE metric

² 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.

³ 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.

⁴ 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.

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Gateway math success of new degree-seeking freshmen ⁵	FY20 (FA18 Cohort)	FY21 (FA19 cohort)	FY22 (FA20 cohort)	FY23 (FA21 cohort)	FY24 (FA22 cohort)	Target	
						Fall 2023 cohort	Fall 2027 cohort
>% completed within two years	86.8%	85.9%	85.7%	85.4%	Available Sept. 2024	85.0%	87.0%

Progress indicated by credits per year ⁶	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of undergraduate degree seeking students with 30 or more credits per year	28.7%	28.3%	27.9%	29.6%	Available July 2024	30.0%	31.0%

Success in credit-bearing course (gateway) after remedial course ⁷	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>English	87.1%	84.8%	78.9%	80.8%	Available July 2024	83.0%	88.0%
>Mathematics	56.7%	59.6%	65.1%	63.5%		65.0%	67.0%

Degrees and Certificates Awarded ⁸	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Undergraduate Certificate	411	515	629	604	Available Sept. 2024	625	700
>Associate	111	132	127	184		265	410
>Baccalaureate	3,680	3,929	4,080	3,874		4,270	4,760
>Graduate Certificate	189	170	185	145		158	189
>Master's	954	1,074	1,063	1,028		1,050	1,100
>Education Specialist	24	23	16	15		20	25
>Doctoral	53	50	58	60		64	75

⁵ 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 2018 and completed a gateway math or higher by the end of summer 2020 are reported for FY20, etc.).

⁶ 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.

⁷ 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 2019 and completed a subsequent course by the end of fall 2020). 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 by FY20.

⁸ 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 distinct numbers of graduating students because some graduating students received multiple awards.

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Scholarship student-athlete graduation success rate	FY 2020 (FY13 Cohort)	FY 2021 (FY14 Cohort)	FY 2022 (FY15 Cohort)	FY 2023 (FY16 Cohort)	FY 2024 (FY17 Cohort)	Target	
						FY 2025	FY 2029
NCAA Graduation Success Rate ⁹ – Boise State University	89%	95%	95%	97%	Not yet available	93.5% ¹⁰	93.5%

NSSE ¹¹ High Impact Practice (HIP) ¹² Participation	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of seniors who participated in at least one HIP vs. Peer Institutions	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	87% vs. 82% peers (+)	<i>NSSE every three years</i>	<i>NSSE every three years</i>	90%	90%
>% of seniors who participated in two or more HIPs vs. Peer Institutions			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 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,557	1,537	1,466	1,184 ¹³	Available July 2024	1,200	1,480
>Percent of baccalaureate students participating in service-learning course	44%	42%	38%	30%		30%	37%

Students participating in internships ¹⁴	FY 2020	FY 2021	FY 2022	FY 2023	FY 2023	Target	
						FY 2025	FY 2029
Number of students with internship credit	938	697	940	906	Available July 2024	1,000	1,200

⁹ All NCAA Division I Athletic Departments must report Federal and NCAA Graduation Success Rate annually. The NCAA Graduate Success Rate is based on graduation in 10 full-time semesters (or transferring to another institution on track for 10 semester graduation) for those on any athletic-related financial aid.

¹⁰ Target represents the 75th percentile of all NCAA Division I athletic departments.

¹¹ 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.

¹² 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.

¹³ Service-learning courses community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to “field observation.”

¹⁴ Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

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NSSE ¹⁵ % participation in internships or similar experiences and in research	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of seniors participating in internships and other applied experiences	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	51%	<i>NSSE every three years</i>	<i>NSSE every three years</i>	54.0%	56.0%
>% of seniors participating in research with faculty members			21%			28.0%	30.0%

Post-graduation outcomes ¹⁶	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
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	84%	82%	79%	77%	Available Feb. 2025	82%	85%
>Graduate degree completers	90%	89%	86%	85%		88%	90%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	78%	82%	83%	83%	Available Feb. 2025	83%	85%
>Graduate degree completers	94%	94%	95%	94%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	83%	84%	86%	87%	Available Feb. 2025	85%	87%
>Graduate degree completers	95%	97%	96%	96%		97%	98%
Percent of graduates working in Idaho of those working in the United States							
>Undergraduate degree completers	71%	70%	71%	71%	Available Feb. 2025	72%	75%
>Graduate degree completers	51%	55%	57%	59%		60%	63%

¹⁵ 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.

¹⁶ Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

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 ¹⁷ (inclusive of First-time and Transfer and of Full-time and Part-time)	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Fall 2023 cohort	Target	
						Fall 2024 cohort	Fall 2028 cohort
Cohort Size of Idaho Resident Students							
>Pell-eligible ¹⁸	996	901	886	951	1,047	1,050	1,080
>First Generation Rural	1,141	1,040	885	974	1,025	1,030	1,080
Cohort Size as a Percent of Cohort from Service Region 3 ¹⁹							
>Rural	12.9%	14.8%	14.1%	14.0%	13.7%	15.3%	17.3%
>Hispanic/Latinx	15.2%	14.9%	15.5%	16.7%	17.5%	17.5%	18.1%

Dual / concurrent enrollment ²⁰	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Number of credits produced	33,100	28,756	29,920	32,849	Available July 2024	34,000	37,500
Distinct number of students served	7,062	6,318	6,543	7,117	Available July 2024	7,500	9,000

Enrolled Idaho Students (Fall enrollment)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Number of enrolled degree-seeking resident undergraduates	10,689	10,309	9,729	9,667	10,057	10,200	10,800
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	5,982	3,773	5,316	5,935	6,402	7,500	9,000
Total number of enrolled resident undergraduates (degree- and non-degree seeking)	16,671	14,082 ²¹	15,045	15,602	16,459	17,350	19,000
Number of new First-time degree-seeking students who are Idaho residents	1,630	1,441	1,517	1,831	1,959	2,040	2,200
Number of new Transfer degree-seeking students who are Idaho residents	901	894	843	862	866	880	955

¹⁷ 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.

¹⁸ Pell-eligible is defined as Pell-eligible at the time of entry to the university. Given the changes in the Federal calculation for Pell eligibility, we will continue to monitor and adjust these targets as needed.

¹⁹ 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.

²⁰ 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.

²¹ Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and was largely due to the impacts of the global pandemic.

Number of graduates with high impact on Idaho's college completion rate	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates from underrepresented groups							
>Rural Idaho ²²	459	505	544	491	Available Sept. 2024	550	750
>Hispanic/Latinx ²³	459	518	542	551		650	800
>First-generation ²⁴	1,476	1,570	1,623	1,498		1,700	2,000
>Pell eligible ²⁵	1,041	1,027	1,001	893		1,050	1,100
Baccalaureate graduates who are Idaho residents	2,208	2,284	2,269	2,155	Available Sept. 2024	2,500	2,750
Baccalaureate graduates of non-traditional age (30 and up)	847	828	879	813	Available Sept. 2024	1,050	1,300
Baccalaureate graduates who began as transfers from Idaho community college ²⁶	442	461	483	437	Available Sept. 2024	500	700

True Blue Scholarship	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Dollars awarded through need-based True Blue Promise Scholarship	\$637,185	\$671,478	\$860,858	\$1,085,741	Available Oct. 2024	\$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 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,557	1,537	1,466	1,184 ²⁷	Available July 2024	1,200	1,480
>Percent of baccalaureate students participating in service-learning course	44%	42%	38%	30%		30%	37%

²² 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.

²³ Distinct number of graduates who are Hispanic/Latino.

²⁴ First-generation is defined as students whose parents/guardians have not completed bachelor's degrees.

²⁵ Denotes students who were Pell eligible during any point of their enrollment at Boise State.

²⁶ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

²⁷ Service-learning courses community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."

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Enrollment in programs delivered online (Fall enrollment) ²⁸	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Undergraduate	1,911	2,294	2,282	2,271	2,441	2,500	2,800
>Graduate	1,310	1,418	1,511	1,476	1,415	1,500	1,715
>Total	3,221	3,712	3,793	3,747	3,856	4,000	4,515

NSSE ²⁹ Indicators: For Freshmen Only (% of peer group rating)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target		
						FY 2025	FY 2029	
Academic Challenge	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	100% (=)	<i>NSSE every three years</i>	<i>NSSE every three years</i>	100%	105%	
>Higher-order learning			102% (=)			105%	105%	
>Reflective & integrative learning								
Learning with Peers			100% (=)			107%	107%	
>Collaborative learning			103% (=)			103%	105%	
>Discussions with diverse others								

NSSE ³⁰ Indicators: For Seniors Only (% of peer group rating)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target		
						FY 2025	FY 2029	
Learning with Peers	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	96% (-)	<i>NSSE every three years</i>	<i>NSSE every three years</i>	105%	105%	
>Collaborative learning			97% (-)			100%	102%	
>Discussions with diverse others								
Experiences with faculty			98% (=)			103%	105%	
>Student-faculty interaction			102% (=)			100%	102%	
>Effective teaching practices								

Sponsored Projects funding and awards for Instruction and Training	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Total Funding	\$5.9M	\$2.3M	\$3.8M	\$1.6M	Available	\$3M	\$5M
># of Awards	29	19	23	11	Feb 2025	25	30

²⁸ Indicates the number of officially enrolled students in a major or certificate that is delivered online.

²⁹ 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.

³⁰ 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.

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 ³¹ (VIPs)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of students enrolled in VIP credit	184	182	252	260	Available July 2024	275	350
>Number of VIP teams	21	23	33	37	Available July 2024	37	40

Percent of research grant awards that are Interdisciplinary vs. single discipline ³²	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available July 2024	25.0%	30.0%

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 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Total gift income (outright gifts and previous pledge payments)	\$15.5M	\$21.1M	\$25.8M	\$30.2M	Available January 2025	\$30M	\$40M
>Total Endowment Value	\$121.2M	\$161.4M	\$141.2M	\$149.2M	Available January 2025	\$160M	\$190M

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

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> Inventions Disclosure	22	16	13	10		20	28
> Patents Issued	5	1	8	8	N/A	5	10
> Licenses / Options / Letters of Intent	19	22	32	51		50	60

³¹ 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.

³² 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.

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 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Expenditures as reported to the National Science Foundation	\$43.3M	\$46.1M	\$47.6M	Available April 2024	Available April 2025	\$50M	\$55M

Sponsored Projects funding: # of Awards by Purpose	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Research	255	265	225	267	Available February 2025	275	350
>Instruction/Training	30	19	23	11		25	30
>Other Sponsored Activities	126	141	172	137		150	200
>Total	411	425	420	415		420	440

Sponsored Projects funding: Dollars awarded by purpose	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Research	\$38.5M	\$43.9M	\$36.9M	\$50.9M	Available February 2025	\$50M	\$60M
>Instruction/Training	\$6.1M	\$2.3M	\$3.8M	\$1.6M		\$3M	\$5M
>Other Sponsored Activities	\$13.7M	\$19.1M	\$27.1M	\$38.5M		\$40M	\$45M
>Total	\$58.2M	\$65.3M	\$68M	\$91M		\$90M	\$110M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2015-19	CY 2016-20	CY 2017-21	CY 2018-22	CY 2019-23	Target	
						CY 2020-24	CY 2024-28
>Number of peer-reviewed publications by Boise State faculty, staff, students ³³	2,479	2,704	2,941	2,533	3,187	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students ³⁴	14,711	17,550	19,217	22,390	24,144	25,000	27,500

³³ 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 or creative activities especially by faculty in Arts and Humanities.

³⁴ 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 ³⁵ % of senior participating in research	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of students participating in research w/faculty members	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	21%	<i>NSSE every three years</i>	<i>NSSE every three years</i>	28.0%	30.0%

Number of doctoral graduates	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	53	50	58	60	Available Sept. 2024	64	75

Carnegie Foundation Ranking ³⁶	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Basic Classification	R2 (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 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available September 2024	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$293,228	\$333,321	\$461,166	\$827,570		\$500,000	\$600,000
>Average \$\$ per grant award for single-discipline grants	\$227,654	\$181,531	\$147,401	\$168,295		\$200,000	\$300,000

³⁵ 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.

³⁶ 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).

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 ³⁷ : Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Quality of interaction with academic advisors			105% (+)				
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	NSSE every three years	NSSE postponed until Spring 2022	103% (+)	NSSE every three years	NSSE every three years	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103% (+)			105%	105%

NSSE ³⁸ Indicators: For Seniors Only (% of peer group rating)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Experiences with faculty							
>Student-faculty interaction	NSSE every three years	NSSE postponed until Spring 2022	98% (=)	NSSE every three years	NSSE every three years	103%	105%
Campus Environment							
>Quality of interactions			104% (+)			103%	105%
>Supportive environment			91% (-)			95%	100%

³⁷ 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.

³⁸ 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 12-13, 2024**

ATTACHMENT 3

Boise State University Strategic Plan:
Update to OSBE March 2024

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
National College Health Assessment ³⁹							
> Response to statement: "I feel that I belong at my college/university" (% agree)	90.2%		84.8%	87.9%		92%	>95%
> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)	85.7%	<i>Survey conducted every 2 years</i>	82.7%	86.1%	<i>Survey conducted every 2 years</i>	90%	>95%
> Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)	89.6%		82.8%	86.5%		90%	>95%

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Human Resources Survey ⁴⁰							
> Response to statement: "I can bring my whole authentic self to work" (% agree)			NA			80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)			NA			82%	85%
> Response to statement: "I would refer someone to work at Boise State" (% agree/yes)	<i>Survey conducted every 3-5 years</i>	<i>Survey conducted every 3-5 years</i>	82%	<i>Survey conducted every 3-5 years</i>	<i>Survey conducted every 3-5 years</i>	85%	90%
>Response to statement: I feel valued in my job (% agree)			72%			80%	90%
> My supervisor is responsive to my ideas, requests, and suggestions (% agree)			81%			85%	90%

³⁹ 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%).

⁴⁰ 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.

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 ⁴¹	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> Response to statement: “My college/university cares about my health and well-being” (% agree)		75.9%				80%	85%
> Response to statement: “My college/university promotes a culture of wellness” (% agree)	<i>Survey conducted on a cycle</i>	75%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	<i>Survey being conducted Spring 2024</i>	80%	85%
> Response to statement: “The health and well-being of university staff and faculty impacts student success and learning” (% agree)		97.8%				>95%	>95%

Faculty and Staff Turnover ⁴²	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Classified	19.7%	18.4%	27.5%	36.8%	Available	25%	18%
>Professional	15.3%	16.0%	17.4%	21.1%	January	18%	12%
>Faculty	5.4%	7.1%	7.6%	7.8%	2025	6.5%	6.5%

⁴¹ 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%).

⁴² Turnover is defined as the total number of separations in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible employees - professional, classified, and faculty.

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.

Performance Measures:

Expense per EWA-weighted Student Credit Hour (SCH) ⁴³	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
\$ per Resident Undergraduate SCH >Inflation-adjusted \$\$ (base FY19) >Unadjusted	\$349.44 \$352.89	\$335.67 \$357.17	\$334.81 \$386.62	\$369.78 \$440.57	Available January 2025	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
\$ per Resident Undergraduate & Graduate SCH >Inflation-adjusted \$\$ (base FY19) >Unadjusted	\$307.09 \$310.12	\$292.32 \$311.04	\$286.92 \$331.32	\$317.10 \$377.81	Available January 2025	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
\$ per Total Undergraduate SCH ⁴⁴ >Inflation-adjusted \$\$ (base FY19) >Unadjusted	\$273.51 \$276.21	\$253.97 \$270.24	\$241.05 \$278.35	\$254.07 \$315.82	Available January 2025	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
\$ per Total Undergraduate & Graduate SCH >Inflation-adjusted \$\$ (base FY19) >Unadjusted	\$254.02 \$256.52	\$235.96 \$251.07	\$223.14 \$257.67	\$245.61 \$292.63	Available January 2025	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$

Cost of Education ⁴⁵ (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Boise State >> Inflation adjusted (base FY19)	\$8,068 \$7,924	\$8,060 \$7,839	\$8,060 \$7,440	\$8,364 \$7,114	\$8,782 \$7,240	Remain less than the WICHE state average	
>WICHE average >> Inflation adjusted (base FY19)	\$8,934 \$8,775	\$9,154 \$8,903	\$9,305 \$8,589	\$9,588 \$8,155	\$9,840 \$8,112		
>Boise State as % of WICHE	90.3%	88.0%	86.6%	87.2%	89.2%		

⁴³ 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 a CPI Calculator (https://www.bls.gov/data/inflation_calculator.htm) with FY19 as the base year.

⁴⁴ 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 CPI Calculator with FY19 as the base year

⁴⁵ WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at <http://www.wiche.edu/pub/tf>.

Graduates per FTE	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates per undergraduate FTE ⁴⁶	22.1	23.8	24.7	23.9	Available Sept. 2024	25.0	26.5
Baccalaureate graduates per junior/senior FTE ⁴⁷	42.5	43.7	47.2	46.5		48.0	50.0
Graduate degree graduates per graduate FTE ⁴⁸	45.3	48.5	47.9	50.0		50.0	52.0

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 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
“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.” ⁴⁹	Program Participant	Program Participant	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Gold Award Recognition 

⁴⁶ 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.

⁴⁷ 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.

⁴⁸ 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.


⁴⁹ Additional information on the STARS program may be found at <https://stars.aashe.org/about-stars/>

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.

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target			
						FY 2025	FY 2029		
“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.” ⁵⁰						Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2024.		Renewal of Community Engagement Classification in 2032	

Partnerships through Research & Economic Development ⁵¹	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target		
						FY 2025	FY 2029	
Total Distinct Number of Partners Classified by organizational type		301	743	881				
> Industry		58	460	504	Available May 2025	Increase number of partners	Increase number of partners	
> Government	N/A	124	118	134				
> Non-Profit		34	58	65				
> Higher Education		85	107	156				
> Other		N/A	N/A	22				

Student-athlete community engagement ⁵²	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Opportunities provided to student-athletes to engage with community organizations	25	35	121	220	N/A	250	300

⁵⁰ 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.

⁵¹ 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.

⁵² Helper-Helper platform used to track volunteerism and other student-athlete development opportunities. Opportunities include volunteer hours at local K-12 schools, assisting individuals with special needs, and mental health and wellness programming. Data represents opportunities provided; 81% of 350 student-athletes participated in 4 or more events.

Student-athlete career exploration and development – BroncoLife Connect ⁵³	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Local Companies	42			64	58	60	75
Business Professionals	67	N/A	N/A	107	125	130	150
Student Participation	140			155	205	215	230

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 ⁵⁴	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Community Impact Program participants (new starts)		16	28	34	10	45	75
>Professional development participants	NA	NA	35	17	28	35	50
>Academic certificates issued and percent of new starts		11 (69%)	24 (86%)	32 (94%)	8 (80%)	36 (86%)	65 (86%)

Number of graduates with high impact on Idaho’s college completion rate	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates from underrepresented groups >Rural Idaho ⁵⁵	459	505	544	491	Available Sept. 2024	550	750
Baccalaureate graduates who began as transfers from Idaho community college ⁵⁶	442	461	483	437	Available Sept. 2024	500	1,000

⁵³ BroncoLife CONNECT provides student-athletes an opportunity to learn about career paths while networking with employers and industry business professionals.

⁵⁴ 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.

⁵⁵ 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.

⁵⁶ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

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

Performance Measures:

Vertically Integrated Projects ⁵⁷ (VIPs)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of students enrolled in VIP credit	184	182	252	260	Available	275	350
>Number of VIP teams	21	23	33	37	July 2024	37	40

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available September 2024	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$293,228	\$333,321	\$461,166	\$827,570		\$500,000	\$600,000
>Average \$\$ per grant award for single-discipline grants	\$227,654	\$181,531	\$147,401	\$168,295		\$200,000	\$300,000

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 two of which can be influenced by the state government and its agencies, and one external factor that may help accelerate our progress.

Higher education budget funding and tuition. Lack of consistent funding for the Enrollment Workload Adjustment (EWA) while the university experienced substantial enrollment growth has resulted in a substantial 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. Although Boise State observed decreases in weighted resident student credit hours over the last two years, we had an overall increase in unweighted resident credit hours between FY22 and FY23. The decreases in weighted resident credit hours are due to: (1) decreases in upper division and graduate credits, which are weighted more heavily than lower division credits (where we observed increases); (2) large cumulative increases in our numbers of undergraduate degree completers—i.e., approximately 200 more bachelor’s degree graduates from FY21 to FY22, and 200 plus increases from FY19 to FY20 and FY20 to FY21 – meaning that we had fewer seniors in our pipeline as students are completing their degree programs more efficiently; (3) some decreases in credit hours in heavily weighted fields such as health, business, and education (likely due to

⁵⁷ 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.

lingering effects of the pandemic). Moreover, our inflation-adjusted tuition has been declining in the last five years, negatively influencing our ability to implement our new strategic plan, *Blueprint for Success*. The FY24 published tuition of \$8,783 for undergraduate full-time for Idaho residents is \$7,372 when inflation-adjusted to the FY19 base year, thus, making the inflation-adjusted tuition approximately 9 percent *lower* than the published rate of \$8,060 in FY19.

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 o440.57f 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. The global pandemic, 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.

Financial Aid Impacts: There are several recent changes to Financial Aid that may impact our enrollment in unpredictable ways. The Idaho Launch Scholarship program is in its first year and while we hope many of the Idaho students will choose to enroll at Boise State, this scholarship may help students see other possibilities around post high school plans that we cannot predict. Changes to the Free Application for Federal Student Aid (FAFSA) have proven difficult and unpredictable for students and parents. The financial aid application data is yet to be provided to schools which is months behind past years' schedule and leads to delayed aid offers to students. This will result in families having a shorter time frame for making enrollment decisions. The Federal Government also made changes to the Pell Grant eligibility; it is anticipated that more students will qualify for the Pell grant but we are still unclear of its impacts on the Boise State student population.

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.

Boise State University Strategic Plan Goals					
Institution/Agency Goals and Objectives	<i>Goal 1: Improve educational access and student success</i>	<i>Goal 2: Innovation for institutional impact</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>
GOAL 1: EDUCATIONAL READINESS: Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.					
Objective A: <u>Literacy</u> - Provide effective literacy instruction across grades K-3.					
Objective B: <u>Mathematics</u> - Provide effective mathematics instruction across grades 6-8.					
Objective C: <u>Graduation</u> - Increase Idaho’s high school graduation rate.					
GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.					
Objective A: <u>Advanced Opportunities</u> – Increase high-school student participation in advanced opportunities.	✓	✓		✓	✓
Objective B: <u>Student Engagement</u> - Increase high-school student engagement in exploring postsecondary opportunities.	✓	✓		✓	✓
Objective C: <u>College-Going</u> - Increase the rate at which high school graduates pursue postsecondary opportunities.	✓	✓		✓	✓
GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho’s public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.					
Objective A: <u>First-Year Student Retention</u> - Increase the retention rate of first-year students into the second year.	✓	✓	✓	✓	✓
Objective B: <u>Timely Degree Completion</u> – Increase on-time degree completion.	✓	✓	✓	✓	✓
Objective C: <u>Educational Attainment</u> – Increase completion of certificates and degrees through Idaho’s educational system.	✓	✓	✓	✓	✓

Boise State Cybersecurity Report to the State Board of Education

February 2024

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, immediately mitigating issues on the report that impact scoring, whereas the higher education 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, updated, and published revised versions of OIT Policies:
 - 8020 Server Administration
 - 8030 Desktop, Laptop, and Tablet PC Computing Standards
 - 8050 Software Patch Management
 - 8060 Information Privacy and Data Security
 - 8090 Telephone Services
 - 8120 Identity Theft Prevention Program
 - 8150 Information Technology Governance
 - 8180 Information Technology Change Management
- Conducted external penetration test and review of critical systems
- Implemented new endpoint protection solution, shifting from JAMF Protect to Microsoft Defender

In the next 12 months we plan:

- Continuing maturity growth of CSF and CSC as outlined by State, reevaluating maturity based on CSCv8 controls
- Reduce attack surface by removal of unused student accounts
- Implementation of new Endpoint Detection and Response (EDR) and Cloud Application Security Broker (CASB) tooling
- Implementation of new university data-retention policies
- Revision of data classification policies

Additional Relevant Strategic Plans Supporting *Blueprint for Success*

IDAHO SMALL BUSINESS DEVELOPMENT

Mission

Accelerating business success

Vision

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:

Capital Raised by Clients	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> millions of dollars ⁵⁸	\$79.9	\$55.8	\$28.2	\$56.6	N/A	\$56.1	\$68.2

⁵⁸ The reported numbers differ from those reported previously due to a correction, which resulted in adjustments to the data.

TECHHELP

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 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029 ⁵⁹
> sales, cost savings and investments (millions of dollars)	\$182.9	\$114.4	\$207.4	\$206.3M	\$175.1M	\$120	\$120
> new and retained jobs	885	1144	497	348	313	500	500

⁵⁹ Target is based on current and projected resources and established best practices based on those resources.