

Part I – Agency Profile

Agency Overview

Boise State University is a public, metropolitan research university that fosters student success in and after their college years, lifelong learning, community engagement, innovation, and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is a Carnegie doctoral university with high research activity. We lead the way on Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate and produce more than 50 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs over 3,600 full- and part-time employees (3,147 full-time equivalent employees), including over 2,000 full-time professional and classified staff and over 800 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive in Boise, Idaho. Classes also are offered at Twin Falls' CSI campus; Coeur d'Alene's North Idaho College, downtown Boise (BoDo), and Boise State University at College of Western Idaho. Boise State University provides an impressive array of online courses and programs that are available across the state and nation.

Boise State University offers studies in more than 200 fields of interest in 102 bachelor degree programs, 69 master's programs, 2 education specialist programs, and 16 doctoral programs. These are delivered through our College of Arts and Sciences, College of Business and Economics, College of Education, College of Engineering, College of Health Sciences, College of Innovation and Design, and School of Public Service.

In 2021, Boise State University implemented a new strategic plan, *Blueprint for Success*, which is centered on the following five goals:

- Improve Educational Access and Success
- Innovation for Institutional Impact
- Advance Research and Creative Activity
- Foster Thriving Community
- Trailblaze Programs and Partnerships

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Marlene Tromp is President of Boise State University.

Boise State University (BSU) Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of “an institution of higher education” and “for the purposes of giving instruction in college courses...” In addition, it provides the “standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states,” and that the “courses offered and degrees granted at said university shall be determined by the board of trustees.”

Small Business Development Center (SBDC) Core Functions/Idaho Code

Pursuant to Title 15 U.S.C. § 648 authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

Coaching/Consulting - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state

TechHelp Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho small and medium-sized manufacturers and engineering firms with projects at their companies, primarily through one-on-one training and technical assistance services. This customer interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller, value-added projects, which bring a specific improvement to some aspect of company operations. TechHelp and its partners also host public workshops and seminars statewide focusing on topics that positively impact manufacturing in Idaho.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

Studio\Blu, student arm of TechHelp

- New Product Development
- Design: Product Design, Prototyping & Testing
- Create: Process Design and Scale, Design for Manufacturability
- Launch: Market Research, Product Commercialization, New Market Development, Export Excellence

Operational Excellence

- Lean Manufacturing and Six Sigma
- Lean Six Sigma Green Belt
- Lean Manufacturing for the Food Industry
- Lean Office, Lean Enterprise
- Lean Leadership
- Quality Systems, ISO, Six Sigma
- Business & Engineering student work experience

Food & Dairy Processing

- Food Safety Programs and Assistance
- Training and technical assistance
- Food Safety Prerequisite Programs
- HACCP Systems and Training Product & Process Development
- Commissioning equipment and processing lines
- Scale-up assistance, benchtop – pilot plant – factory
- Shelf life, setting and extending
- Ingredient sourcing
- Market research, sensory and consumer science
- New product development
- Setting specifications
- Quality Improvements

Boise State University (BSU) Revenue and Expenditures

Operating Revenue	FY 2021 (updated)¹	FY 2022- restated	FY 2023	FY 2024
Student tuition and fees (Gross)	200,760,211	211,455,181	220,107,450	233,692,067
Scholarship discounts and allowances	(28,817,300)	(29,712,200)	(30,797,000)	(37,093,800)
Federal grants and contracts	46,090,662	54,643,758	57,759,417	61,089,368
State and local grants and contracts	8,312,869	5,961,987	5,501,446	6,071,454
Private grants and contracts	3,246,982	3,137,642	3,830,862	4,622,534
Sales and services of educational activities	7,542,618	10,461,149	11,937,903	10,927,147
Sales and services of auxiliary enterprises	35,064,926	67,208,064	83,206,741	91,328,618
Other	1,425,148	1,269,087	1,157,017	1,936,827
Total operating revenues	273,626,116	324,424,668	352,703,836	372,574,215
Operating Expenses	FY 2021 (updated)	FY 2022- restated	FY 2023	FY 2024
Instruction	137,476,194	135,773,903	156,004,110	162,541,444
Research	38,261,728	44,349,101	44,895,465	50,960,531
Public Service	24,565,873	30,334,370	29,906,090	31,829,583
Libraries	5,900,730	5,900,964	6,208,248	6,609,882
Student Services	18,539,063	20,111,400	23,780,152	25,227,042
Operation & Maintenance of plant	26,332,090	27,939,128	35,004,584	38,452,381
Institutional Support	36,931,656	38,760,035	44,632,771	48,812,522
Academic Support	32,485,747	36,817,900	42,067,928	47,687,252
Auxiliary Enterprises	62,798,877	79,720,395	110,233,324	116,613,843
Scholarships and Fellowships	18,476,365	29,247,013	11,568,132	8,885,782
Depreciation	26,667,709	29,575,394	29,156,434	30,452,963
Total operating expenses	428,436,032	478,529,603	533,457,238	568,073,225
Operating income/(loss)	(154,809,916)	(154,104,935)	(180,753,402)	(195,499,010)
Non-operating revenues/(expenses)	FY 2021 (updated)	FY 2022- restated	FY 2023	FY 2024
State appropriation - general	104,253,394	112,693,460	123,832,491	131,631,655
State appropriation - maintenance	2,854,993	1,358,136	2,890,497	3,610,496
Pell grants	20,093,950	19,957,194	20,640,125	22,780,165
Gifts	27,123,075	32,882,833	36,887,332	41,287,938
Net investment income	1,259,670	1,008,292	6,058,086	12,773,832
Change in fair value of investments	(689,048)	(4,228,383)	31,268	1,435,909
Interest	(5,715,724)	(7,552,000)	(7,353,546)	(8,683,316)
Gain/loss on retirement of assets	(277,081)	(82,232)	(473,223)	7,276,928
Federal Aid Grant Revenue	30,876,959	35,129,537	1,000,000	-
Loss on Perkins federal capital contribution	-	-	-	-
Other non-operating revenue/(expense)	558,173	105,499	100,244	(90,837)
Net non-operating revenues/(expenses)	180,338,361	191,272,336	183,613,275	212,022,770
Other revenue and expenses	FY 2021 (updated)	FY 2022- restated	FY 2023	FY 2024
Capital appropriations	2,052,336	13,433,980	-	1,506,752
Capital gifts and grants	873,449	2,215,118	2,701,043	6,684,383
Total other revenues and expenses	2,925,785	15,649,098	2,701,043	8,191,135

	FY 2021 (updated)	FY 2022- restated	FY 2023	FY 2024
Increase/decrease in net position	28,454,230	52,816,499	5,560,916	24,714,895
Net position - beginning of year	495,972,179	524,426,409	577,242,908	582,803,824
Net position - end of year	524,426,409	577,242,908	582,803,824	607,518,719

Small Business Development Center (SBDC) Revenue and Expenditures

Revenue	FY 2021	FY 2022	FY 2023	FY 2024
Revenue	\$647,300	\$698,000	\$770,300	\$832,000
Total	\$647,300	\$698,000	\$770,300	\$832,000
Expenditures	FY 2021	FY 2022	FY 2023	FY 2024
Personnel Costs*	\$639,500	\$687,878	\$719,503	\$822,454
Operating Expenditures	\$7,800	\$10,122	\$50,797	\$9,546
Capital Outlay	\$0	\$0	\$0	\$0
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
Total	\$647,300	\$698,000	\$770,300	\$832,000

TechHelp Revenue and Expenditures

Revenue	FY 2021	FY 2022	FY 2023	FY 2024
General Fund	\$362,800	\$371,501	\$387,900	\$420,709
Total	\$362,800	\$371,501	\$387,900	\$420,709
Expenditures	FY 2021	FY 2022	FY 2023	FY 2024
Personnel Costs	\$284,772	\$292,520	\$293,864	\$309,247
Operating Expenditures	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0
Trustee/Benefit Payments	\$78,028	\$78,981	\$94,036	\$111,462
Total	\$362,800	371,501	\$387,900	\$420,709

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2021	FY 2022	FY 2023	FY 2024
1. Enrollments:				
Fall Enrollment, Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	24,103	25,829	26,162	26,727
Undergraduate	20,788	22,432	22,962	23,543
Graduate	3,315	3,397	3,200	3,184
Degree Seeking Student Enrollment, Fall Census Day (Oct. 15)				
Total	19,930	20,145	19,818	19,898
Undergraduate	16,975	17,077	16,982	17,085
Graduate	2,955	3,068	2,836	2,813
Enrollment in Online Programs, Fall Census Day (Oct. 15) ²				
Total	3,712	3,793	3,748	3,856
Undergraduate	2,294	2,282	2,271	2,441
Graduate	1,418	1,511	1,477	1,415
Idaho Resident Enrollment in Online Programs, Fall Census Day (Oct. 15)				
Total	1,398	1,415	1,441	1,537
Undergraduate	925	887	923	1,006

Cases Managed and/or Key Services Provided	FY 2021	FY 2022	FY 2023	FY 2024
Graduate	473	528	518	531
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	32,066	32,423	32,721	33,112
Non-Degree Seeking (Graduate and Undergrad)	2,585	2,530	2,689	2,587
Early College	6,317	6,535	7,115	7,446
Undergraduate (degree seeking)	19,388	19,506	19,309	19,440
Graduate (degree seeking)	3,732	3,793	3,538	3,553
2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr)				
Annual SCH Attempted (End of Term) Total	533,808	540,851	543,240	554,890
Professional Technical	0	0	0	0
Undergraduate credits	473,031	479,173	484,708	495,577
Graduate credits	60,777	61,678	58,532	59,313
Annual SCH Earned (End of Term) Total ³	464,741	472,518	480,912	493,584
Undergraduate credits	409,369	416,496	427,698	439,696
Graduate credits	55,372	56,022	53,214	53,888
SCH earned as a % of Attempted Total	87.1%	87.4%	88.5%	88.9%
Undergraduate credits	86.5%	86.9%	88.2%	88.7%
Graduate credits	91.1%	90.8%	90.9%	90.9%
3. Dual (Concurrent) Enrollment⁴ and Distance Education⁵				
Dual (Concurrent) Enrollment Annual Student Credit Hours	28,756	29,920	32,849	37,084
Dual (Concurrent) Enrollment Annual Distinct Students	6,318	6,543	7,117	7,450
Distance Education Annual Student Credit Hours	364,790	239,088	216,196	215,616
Distance Education Annual Distinct Students Enrolled	25,750	23,526	22,057	21,692
4. Degrees and Certificates Awarded*⁶				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	132	127	184	316
Bachelor's Degree (Academic, first and second majors)	3,929	4,080	3,991	4,098
Certificate – Undergraduate	515	629	590	821
Certificate – Graduate	170	185	145	156
Master's Degree	1,074	1,063	1,028	1,072
Education Specialist Degree ⁷	23	16	15	15
Doctoral Degree	50	58	60	72
Total awards (sum)	5,893	6,158	6,013	6,550
5. Count of Distinct Graduates*⁸				
Associate Degree (Academic)	132	127	184	316
Bachelor's Degree (Academic)	3,754	3,947	3,856	3,963

Cases Managed and/or Key Services Provided	FY 2021	FY 2022	FY 2023	FY 2024
Certificate – Undergraduate	515	629	590	666
Certificate – Graduate	166	174	130	141
Master’s Degrees	1,075	1,063	1,028	1,072
Educational Specialist’s Degree	23	16	15	15
Doctoral Degree	50	58	60	72
Total distinct graduates	5,126	5,313	5,231	5,463
6. First to Second Year Retention Rate				
% of first-time, full-time freshmen retained ^{9*}	F2020 cohort 76.0%	F2021 cohort 79.2%	F2022 cohort 77.8%	F2023 cohort 78.9%
% of full-time transfers retained or graduated*	77.8%	78.4%	78.2%	79.6%
7. Transfer Student Graduation Rates				
6-yr: % of full-time transfers who graduated in six years or less	F2015 cohort 59.7%	F2016 cohort 60.4%	F2017 cohort 63.2%	F2018 cohort 64.1%
8. Graduates per FTE				
Baccalaureate graduates per undergraduate FTE ¹⁰	23.8	24.7	23.9	24.0
Baccalaureate graduates per junior/senior FTE ¹¹	46.9	50.3	49.4	48.9
Graduate degree graduates per graduate FTE ¹²	48.5	47.9	48.4	49.8
9. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year)				
Boise State	\$8,060	\$8,060	\$8,364	\$8,782
Boise State as a % of WICHE ¹³	88.0%	86.6%	87.2%	89.2%
10. Sponsored Projects Proposals and Awards ¹⁴ (see Part II for Externally Funded Research Expenditures)				
Total # of Proposals Submitted	598	606	569	576
Total # of Awards	425	422	416	392
Total Sponsored Projects Funding (dollars awarded)	\$65.3M	\$68.0M	\$91.0M	\$83.4M
Total Sponsored Project Expenditures	\$55.7M	\$61.3M	\$63.9M	\$70.3M
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) ¹⁵	16.9%	24.2%	21.4%	22.1%
Expenditures as reported to the National Science Foundation ¹⁶	\$46.1M	\$47.6M	\$53.0M	<i>Not available at this time</i>

FY 2024 Performance Highlights

- Boise State University continues to be highly successful in helping students graduate and succeed, which contributes to the educational attainment rate of Idahoans. **In FY24, 3,963 students graduated from Boise State with baccalaureate degrees, which is a 2.7% increase over FY23 and a 5.6% increase over FY21.**
- The number of **doctoral degree graduates** reached a record high in FY24 with 72 degree completers, which represents a **44% increase** from FY21. This growth significantly contributes to our impact in the state and region, driving Idaho’s knowledge economy.
- The **retention rate for first-year students** maintained its positive trajectory after a substantial increase over the last decade at 77.8%.

- The **six-year graduation rate reached its highest ever level at over 61%** for the Fall 2017 cohort of first-time, full-time (FTFT) freshmen. The graduation rate of the Fall 2017 transfer cohort continued to increase with a rate of 63%. The positive momentum and trajectory of increases in graduation rates demonstrate Boise State’s ongoing commitment and support for student success. This has been achieved through significant innovation, including a university-wide commitment to the Strategic Enrollment and Retention Plan that was developed in 2022.
- The number of students participating in **concurrent enrollment** (dual credit) in FY24 was 7,450, which represents a **4.7% increase** over last year. **Distance education** credit hours decreased very slightly in FY24 by less than half of a percentage point from FY23 although the number of students participating in a distance learning course remained strong at 21,692.
- Enrollment in Boise State’s online programs has maintained its positive trajectory with a total online enrollment of 3,856 in the fall of 2023. **Idaho resident enrollment in online programs increased by 9.9% between FY21 and FY24.**
- Boise State’s total sponsored project expenditures **increased substantially by 10% over FY23 with over \$70M for FY24** and the total number of awards was 392. These developments bring new revenue and opportunities to the state and support our state’s economic engine.

Part II – Performance Measures

Productivity Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Goal 1						
Improve Educational Access and Student Success						
<i>(Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes)</i>						
1. Graduation Rates (Objective A)*						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less ¹⁷	actual	F2017 cohort 39.7%	F2018 cohort 41.4%	F2019 cohort 42.7%	F2020 cohort 46.0%	-----
	target	33%	40%	43%	43%	44%
2. Graduation Rates (Objective A)*						
6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less ¹⁸	actual	F2015 cohort 53.0%	F2016 cohort 59.1%	F2017 cohort 61.2%	F2018 cohort 59.3%	-----
	target	52%	56%	56%	62%	62%
3. Progression to Degree (Objective A)*						
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years ¹⁹	actual	85.9%	85.7%	85.4%	84.9%	-----
	target	83%	85%	85%	85%	85%
4. Progression to Degree (Objective A)*						
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year ²⁰	actual	28.3%	27.9%	29.6%	31.6%	-----
	target	28%	30%	30%	29%	30%
5. Progression to Degree (Objective A)*						
Remedial Math: % of undergraduates completing credit-bearing course after remedial ²¹	actual	62.2%	65.0%	71.6%	57.7%	-----
	target	55%	58%	61%	65%	65%
6. Progression to Degree (Objective A)*						
	actual	84.8%	78.9%	80.8%	85.0%	-----

Productivity Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Remedial English: % of undergraduates completing credit-bearing course after remedial ²²	<i>target</i>	90%	90%	90%	83%	83%

Special Programs

Idaho Small Business Development

Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
GOAL 1: Network Reach: Focus time on clients with the highest potential for creating economic impact.						
7. Develop long-term relationships with potential and existing growth and impact clients. (Objective A)						
Capital raised by clients in millions	<i>actual</i>	\$55.8	\$28.2	\$56.6	\$47.5	
	<i>target</i>	\$44	\$53	\$53	\$53.4	46.3 ²³

TechHelp

Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
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.						
8. 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. (Objective A)						
Sales, Cost Savings, and Investments	<i>actual</i>	\$114.4M	\$207.4M	\$206.3M	\$78.0M	
	<i>target</i>	\$120M	\$120M	\$120M	\$120M	
New and Retained Jobs	<i>actual</i>	1144	497	348	440	
	<i>target</i>	200	500	500	500	

Performance Measure Explanatory Notes

*Measure required by SBOE

¹ Prior Period Adjustment - The June 30, 2021 financial statements were adjusted based on revised guidance on the reporting of COVID-19 student emergency aid grants. The adjustment had no impact on the University's net position.

² Indicates the number of officially enrolled students in a major or certificate that is delivered online.

³ Student credit hours (SCH) earned are based on an end-of-term snapshot. Due to the snapshot timing, some earned credits (e.g., concurrent enrollment credits) may not be included in the total, resulting in the ratio of earned to attempted credits being underreported in years prior to FY24.

⁴ 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 that are enrolled and the number of credits taken. The credits and students align to the totals in the annual Dual Credit Report.

⁵ Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education classes; includes course modes of Internet-E, Online, and Remote (which was introduced in 2020-21). Distance education was affected significantly due to the global pandemic and data may continue to shift.

⁶ The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2023-24 are preliminary as they have not yet been reported to IPEDS.

⁷ Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16.

⁸ The distinct (unduplicated) graduates reflect completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). Data presented for 2023-24 are preliminary as they have not yet been reported to IPEDS.

⁹ Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2019 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2020). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent retention rates for the Fall 2020 through Fall 2023 cohorts; Fall 2023 cohort retention will be reported to IPEDS in spring 2025.

¹⁰ Includes the unduplicated number of annual baccalaureate degree graduates per 100 IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

¹¹ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall and spring FTE of juniors and seniors. FTE are determined using total fall and spring credits of juniors and seniors divided by 30. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment. In prior years, Jr/Sr FTE in the calculation was overreported, thus resulting in an underreported ratio; this calculation was corrected in FY24 for all years shown.

¹² Includes the unduplicated number of annual graduate certificates and master's and doctoral degree graduates per 100 IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

¹³ WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY21 \$9,154, FY22 \$9,305, FY23 \$9,588, and FY24 \$9,840. A typical report can be found at <https://www.wiche.edu/policy-research/>

¹⁴ "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

¹⁵ Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories.

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

¹⁷ Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2019 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2023 semester). Graduation rate is calculated in a manner consistent with IPEDS. The data represent the rates for the Fall 2017 through Fall 2020 cohorts.

¹⁸ Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2017 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2023 semester). Graduation rate is calculated in a manner consistent with IPEDS. The data represent the rates for the Fall 2015 through Fall 2018 cohorts.

¹⁹ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123 or higher) within two years (e.g., students who entered in fall 2019 and completed Math 123 or higher by the end of summer 2021 are reported for FY21). All years reflect the same methodology as clarified and refined by OSBE over time.

²⁰ SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

²¹ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course including corequisite remedial courses and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123 or higher) within one year of completing the remedial course (e.g., students who took a remedial course in fall 2022 and completed a subsequent course by the end of fall 2023). Students who completed a corequisite remedial course (e.g., 123P) are included as both taking remedial and completing the gateway course. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly. Boise State's math reforms have been ongoing for a number of years; in FY24, data were updated for all years shown to account for the additional co-requisite offerings that support various math pathways.

²² SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the number of students who took and completed English 101P in the given academic year. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

²³ Target based on analysis of historical trends from FY22, FY23 and FY24 with a 5% increase in the average 3 years.

For More Information Contact

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