# PLANNING, POLICY & GOVERNMENTAL AFFAIRS
## APRIL 20-21, 2011

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**SUBJECT**
University of Idaho (UI) Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

**BACKGROUND/DISCUSSION**
This agenda item fulfills the Board's requirement for the University of Idaho to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President Nellis will provide a 15-minute overview of UI's progress in carrying out the University's strategic plan.

**IMPACT**
The University of Idaho's strategic plan drives the University's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

**ATTACHMENT**
Attachment 1 – Annual Report                                    Page 3

**BOARD ACTION**
This item is for informational purposes only. Any action will be at the Board's discretion.

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**University of Idaho Progress Report**
**State Board of Education Meeting**
**April 2011**
**Presented by: M. Duane Nellis, President**

- **Strategic Plan Implementation**
  - Implementation of new five-year plan underway
    - Overarching integrated approach
    - Each unit will develop action plans
    - Periodic reporting to ensure implementation
    - Focus on effective alignment our actions with resources and outcomes
  - Achievements from past plan and future goals
    - Implemented University Distinguished Professor Award
    - Increased the number of competitive graduate assistantships
    - Focused scholarship efforts to better reach quality students in need
    - Extended recruitment efforts to include China outreach
    - Increased interdisciplinary research
    - Increased outreach and engagement efforts
    - Expanded capacity for extended learning opportunities to include the hiring of new director to speed program development
    - Emphasized programs that build community and culture to support a more diverse faculty, staff, and student body
    - Implemented sustainability initiatives

- **Budget**
  **Total Budget – all sources**
  - 542.3 Faculty FTE – 35% of all employees
  - 242.6 Managerial/Professional FTE – 26% of all employees
  - 412.2 Classified FTE – 39% of all employees

- **Enrollment**
  - Trends and goals for student enrollment
    - Fall 2010 Enrollment 12,300
  - Graduation and retention rates
    - Graduation Rate – 55% (6-year rate)
    - Retention Rate – Freshmen returning as sophomores – 81%

- **Facilities/New Buildings**
  - Completed a project with the U.S. Army Corps of Engineers, the City of Moscow and the Idaho Department of Transportation to realign Paradise Creek and restore its habitat on the edge of our campus.
  - Extended Stadium Way to create a new access point to the campus from State Route 8. The design and execution earned a National Engineering Excellence Award from the American Council of Engineering Companies.

- o The final phase of life-safety work on the east side of the iconic Kibbie Dome is now underway.
- o A nearly half-million dollar private gift enabled us to complete the renovation of our main music performance hall at the Lionel Hampton School of Music.
- o Critical need for a new science facility at the Moscow campus.

- **Capital Campaign**
  - o The University of Idaho is in the silent phase of a capital campaign to generate private funds in four strategic cornerstone areas: Faculty, Students, Facilities and Programs. The campaign will be publicly announced April 28, 2012 and will be the largest private fundraising effort ever undertaken in the state of Idaho.
  - o Gift Receipts for FY 2010 as reported by the University of Idaho Foundation total $26,812,361 and include:
    - Private grants $5,130,226
    - Endowments $5,036,501
    - Current Operations $9,148,028 (academic enhancements and initiatives)
    - Capital Improvements $6,265,985
    - Annual Scholarships $1,231,621

- **College Highlights**
  - o One of the "Best 373 Colleges" in the 2011 edition of the Princeton Review.
  - o Classified as a "high research activity" university by the Carnegie Foundation.
  - o Two Honor Students became national Goldwater Scholars.
  - o One student named Udall Scholar this year.

- **Research and Economic Development**
  - o Change in research expenditures
  - o Trends in economic development

- **Collaboration**
  - o Research: Center for Advanced Energy Studies (CAES)
  - o Research: Idea Network of Biomedical Research Excellence (INBRE)
  - o Research: Climate initiatives, focus areas
  - o Research/Business: Parma
  - o Educational Institutions

- **Outreach**
  - o Success stories: Coeur d'Alene, Cascade, Building Sustainable Communities Initiative, Extension Education

- **Special/Health Programs**
  - o Idaho Veterinary Medical Education (WI)/Forest Utilization Research and Outreach (FUR)/ Idaho Geological Society (IGS), Washington, Wyoming, Alaska, Montana and Idaho Medical Education Program (WWAMI), Agricultural Research and Extension Service (ARES)

**SUBJECT**
    Presidents' Council Report

**BACKGROUND/ DISCUSSION**
    President Burton Waite, President of Eastern Idaho Technical College and current Chair of the Presidents' Council with give the bi-monthly report for the Presidents' Council and answer questions.

    The Idaho Higher Education Presidents' Council last met on March 1, 2011 using video conference technology.

    The following items were covered:
- Opportunities for Phi Theta Kappa Scholarships at the four year institutions. There was discussion about the process so that institutions could choose how they wanted to participate
- Follow-up process for continuing work with the Idaho Technology Council
- Mike Rush needs the names of 3 representatives from the colleges to serve on the Data Management Council.
- Selena Grace brought a discussion item regarding dual credit fees. It was assigned to the CAAP group.
- Clarification on a collaborative Idaho Degree that the presidents talked about briefly at the president's council meeting on February 2.
- Ann Stephens reviewed the C3T grant application and requested input on which institution would take the lead in that grant. After some discussion Ann was asked to make that selection based upon the information available to her.
- Mike Rush asked about how out-of-state on-line students were processed, and reviewed some potential issues as a result of the new census data and reapportionment.

    The next meeting is scheduled for April 5, 2011 by video conference.

**BOARD ACTION**
    This item is for informational purposes only. Any action will be at the Board's discretion.

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**SUBJECT**
Division of Professional-Technical Education (PTE)

**APPLICABLE STATUTE, RULE, OR POLICY**
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

**BACKGROUND/DISCUSSION**
This agenda item fulfills the Board's requirement for PTE to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Ann Stephens, Administrator of the Division of Profession-Technical Education, will provide an overview of PTE's progress in carrying out the agencies strategic plan including.

**BOARD ACTION**
This item is for informational purposes only.  Any action will be at the Board's discretion.

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**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**
> Commendation of Idaho's vocational rehabilitation counselors

**BACKGROUND/DISCUSSION**
> Tuesday March 22, 2011 was declared by the US Senate as National Vocational Rehabilitation Counselor Appreciation Day commending the hard work and dedication that vocational rehabilitation counselors provide to individuals in need and the numerous efforts that they make in assisting individuals with disabilities.

> The vocational rehabilitation program, administered under the Rehabilitation Act, provides services and supports to eligible individuals with physical or mental disabilities. The goal of the program is to assist individuals with disabilities to obtain employment and live more independently through the provision of such supports as vocational guidance and counseling, medical and psychological services, job training, and other individualized services. These services and supports are provided by qualified rehabilitation counselors, many of whom hold masters degrees in rehabilitation counseling or other related disciplines. The Certified Rehabilitation Counselor (CRC) designation is an important one in the field of rehabilitation counseling for person with disabilities. It signifies a level of career–specific education, a demonstrated understanding and application of key competencies, and ongoing career training and development. Individuals are measured and certified via a stringent CRC examination and an ongoing certification renewal process as governed by the Commission on Rehabilitation Counselor Certification (CRCC).

> These hard working and dedicated counselors assist individuals with disabilities to not only obtain employment, but also to lead richer, more fulfilling lives.

**STAFF COMMENTS AND RECOMMENDATIONS**
> Staff recommends public recognition of counselors in conjunction with the nationally coordinated effort.

**BOARD ACTION**
> The Idaho State Board of Education commends Idaho's vocational rehabilitation counselors for their hard work and expresses appreciation and gratitude for the important role that vocational rehabilitation counselors make in the lives of clients they serve.

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**IDAHO STATE UNIVERSITY**

**SUBJECT**
Progress Report on Review of Faculty Shared Governance

**REFERENCE**

| | |
|---|---|
| June, 2010 | State Board of Education directive to President Vailas to evaluate the existing faculty governance system and to report back to the board all findings at the conclusion of the review. |
| October, 2010 | ISU presented an interim progress report of the six person working group, consisting of faculty members, appointed to determine how best to address the concerns raised by the Institutional Governance Advisory Committee and to implement the required changes in the current governance system. |
| February, 2011 | State Board of Education approved the suspension of the ISU Faculty Senate. |

**APPLICABLE STATUTE, RULE OR POLICY**
Idaho State Board of Education Governing Policies and Procedures, Section III.C., Institutional Governance

**BACKGROUND / DISCUSSION**
Since the State Board of Education approved the suspension of the Idaho State University (ISU) Faculty Senate on February 17, 2011, a thorough ongoing effort has been underway to develop and implement a plan for restoring the Faculty Senate as an important part of a reformed structure of University Shared Governance.

President Vailas has had numerous meetings with faculty and other key constituencies, discussing the reasons for the suspension and engaging in an open, mutual discussion of plans for moving forward. A number of these meetings are listed in Attachment 1 to this report. Current plans are to continue these meetings as we proceed, focusing more now on smaller meetings with faculty chairs and their departments, and "brownbag" luncheons with students and staff.

Governance workshops have been engaged to propose, review and discuss a wide range of proposed options for restructuring shared faculty governance. The workshops consisted of the Vice Presidents, Deans, the two committees that have been examining alternative models of shared faculty governance, and chairs of existing governance councils, which reflect extensive participation by faculty. The President of ISU student government also participated. As a result of these workshops so far, a set of Fundamental Principles for University Shared Governance has been developed and distributed to all faculty for review and comments. This is included as Attachment 2.

In addition, work on developing the proposed new Constitution for faculty governance has continued, as well as important work on developing and implementing the proposed new faculty governance structure. The progress to date in these efforts is summarized in Attachment 3 of this report.

We believe our work so far is showing very promising fruit and that there is growing acceptance of both the principles as well as the fundamental concepts of the proposed new faculty governance structure. Further time is required for this acceptance to mature and to resolve some open issues. We currently anticipate elections may be held to implement some basic aspects of the proposed new structure by Fall, 2011, and plan to further update the Board on our progress at the upcoming Board meeting in June, 2011.

**ATTACHMENT**

**BOARD ACTION**

I move to approve a new provisional faculty senate to be elected under a proportional representation approach that would assign more members to the larger colleges. The provisional faculty senate will develop a constitution and by-laws for approval by the university president and the Board.

- Elections for the provisional faculty senate positions would begin immediately, under processes directed by the deans in each of the respective colleges
- The provisional faculty senate will sunset in one year or earlier if work on the new constitution and bylaws is complete, at which time an election of new members will be held in conformity with their approved by-laws.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

<div align="right">**Attachment 1**</div>

# Addendum to the Progress Report
## on Review of Faculty Shared Governance

I. Additional Governance Proposal

This addendum is intended to update the Board on recent further actions that have been taken to resolve the faculty shared governance issues.

Although substantial progress towards developing a constitution for the new faculty senate has been made, we don't see any prospect of this being completed by June. More time is needed to resolve the open issues. The goal is that the constitution and the bylaws for the new faculty senate be quality documents that are acceptable to both faculty and the President. The most pressing need is to proceed now to put a more provisional governance structure in place. So, we are proposing to extend for up to one year, the terms of faculty serving on the existing Curriculum Council, Research Council, and Graduate Council, and to hold elections now for members of a proposed provisional faculty senate. This new provisional faculty senate will focus on continuing the development of the constitution and bylaws for the new permanent faculty senate. They will have up to one year to complete this work, after which they will be sunsetted. If the work should be completed prior to a year's time, they will be sunsetted then and new elections for the permanent structure will be held at that time.

This proposal was unanimously approved by all members of the president's governance workshop.

Consistent with Board policy, the new constitution and bylaws will also require approval by the president before being presented to the Board for their approval.

The governance workshop also proposed that members of the new provisional faculty senate be elected under a proportional representation approach that would assign more members to the larger colleges, as shown in the attachment. It was agreed that elections for the provisional faculty senate positions would begin immediately, under processes directed by the deans in each of the respective colleges.

II. Overall Summary of New Provisional ISU Shared Faculty Governance Structure as a Result of the Additional Governance Proposal

As a result of the additional governance proposal outlined above, the new provisional ISU shared faculty governance structure will be as follows:

1. <u>Faculty governance on multiple levels</u>.

   - Local level governance functions through executive committees in the colleges/divisions comprised of representatives from the faculty and administration. These committees will typically make recommendations to the dean regarding programmatic curriculum, promotion and tenure, faculty development, faculty workload assessment, hiring practices, and space allocation. By creating a new venue for this type of advising, faculty governance is augmented and diversified and the goal of increased autonomy for the colleges is advanced. The colleges/divisions benefit as well by having the ability to tap into the faculty expertise and experience most needed to make informed local decisions. Under the reformed system, local level issues will be addressed in the colleges/divisions and no longer funneled up a hierarchical structure to a university-wide senate populated with faculty from other colleges who are not as informed about the strategic goals and operations of the individual colleges.

   - University level governance will function through a faculty senate and a system of councils working independently, yet cooperatively, and comprised of faculty elected by the faculty in the colleges/divisions. The faculty senate and councils will directly report to the vice president or other director who has responsibility for subject matter or area of concern.

2. <u>Faculty senate.</u> Before the current semester ends, the provisional faculty senate, as described above, will be elected by faculty in the colleges to serve through the next academic year. This senate will continue developing a faculty constitution and senate bylaws. At the end of the next academic year, an elected faculty senate, operating under the new constitution and bylaws, will replace the provisional senate. It is anticipated the senate's primary role will be to advise regarding policy development, review, and recommendation in areas that affect faculty university-wide, such as promotion and tenure, post-tenure review, and evaluation; faculty workload; faculty grievance procedures; academic standards; faculty welfare, and faculty conduct and ethics. In addition, the faculty senate will review and recommend concerning university-wide, faculty-related issues as they arise, for example, in faculty-student relations (recruitment, retention, and conduct).

3. <u>University level councils.</u> These councils will provide final recommendations in discrete areas, for example, curriculum, graduate studies, and research; and council members will be elected based on their expertise or experience in a particular area. For an interim period, the existing curriculum, graduate, and research councils will remain in place with current members continuing to serve through the next academic year. This will allow university business to continue with minimal disruption and afford the councils the opportunity to adopt or revise bylaws.

4. <u>Operational principles.</u>

- Smaller advisory groups: To effectively function, the senate and councils should be populated with only that number of representatives needed to fairly and effectively speak and act for the particular constituency. Smaller group size also minimizes the number of faculty members burdened with committee work and the total number of hours of that participation, thereby allowing faculty to better focus on scholarship, teaching, and creative endeavors.

- Timely recommendations and advice: Time periods will be set for review and recommendations. Failure to provide input during the period will not prevent further action on the proposed matter.

- Senior faculty involvement: Faculty members who have attained higher faculty rank and have many years of experience in higher education will be encouraged to serve on the senate and councils. This will allow junior faculty to concentrate more fully on establishing their careers.

- Checks and balances: College faculty will elect members to serve on the senate and councils. These groups will operate independently with minimal overlapping business and will often have different reporting lines.

5. A sunset date for this initial governance structure will be established, which will be set for one year after establishment of the provisional faculty senate, or earlier, if work on the new constitution and bylaws is complete. This provides a firm deadline for action by the provisional senate and councils to determine their organizational structure and bylaws.

   Substantial, positive progress is being made to resolve the University's challenging governance issues. It will, however, require the continued interest and support of all of ISU's constituents and partners.

# Proposed New Provisional Faculty Senate Membership

**Colleges:**

| | |
|---|---|
| Health Sciences | 4 |
| Arts and Letters | 3 |
| Science and Engineering | 3 |
| Technology | 3 |
| Business | 1 |
| Education | 1 |
| Library | 1 |

**Outreach Centers:**

| | |
|---|---|
| Meridian | 1 |
| Idaho Falls | 1 |

| | |
|---|---|
| **Total** | **18** |

<div align="right">**Attachment 2**</div>

**Fundamental Principles of University Shared Governance**

I.  **University shared governance** exists on multiple levels, in different arenas: the SBOE, the Administration (management), Constituent groups (faculty, staff, students)

II.  **Faculty shared governance** exists on both local and university-wide levels

  A.  **Local level** – functions through **executive committees** and other bodies in the colleges/division

   1.  College executive committees are comprised of representatives from faculty and administration operating as a **team**

   2.  College executive committees advise the dean regarding **college-level operations** in specified areas: programmatic curriculum; faculty development opportunities; promotion and tenure; workload; space allocation; hiring practices; and budget planning and management.

  B.  **University level** – functions through a **Faculty Senate** and a system of **councils** comprised of faculty elected by faculty in the colleges/division

   1.  **System of Councils**

     a.  Provide recommendation and advice in **specified areas**, such as Academic (Curriculum and Academic Standards), Research, Graduate, and budget

     b.  Should function as the **final advising group** in a specified area, for example, the Academic Council provides the final recommendation/advice to the administration on university-level curricular matters

     c.  Faculty who serve on councils:

       •  Should be **elected** by the colleges based on **particular expertise** or knowledge/experience in the area(s) covered by the council

       •  Must meet minimum **guidelines** or criteria developed for membership on the particular council

     d.  The budget council should be populated differently because its membership is a mix of constituents, including not only faculty, but also staff and students, and its effective functioning requires specific knowledge or expertise

2. **Faculty Senate** – functions in those academic areas not covered by councils

   a. **Policy development, review, and recommendation** in areas that affect faculty university wide, such as promotion/tenure, post-tenure review, and evaluation; faculty workload; faculty grievance procedures; academic standards; faculty welfare; and faculty conduct and ethics; and faculty-student relations (recruitment, retention, conduct)

III. **Miscellaneous Premises**

A. Colleges should **operate autonomously** with maximum jurisdiction over their internal affairs

B. Faculty shared governance should reflect the **diversity of faculty voice** by requiring election of council membership rather that appointment by other individuals or entities, such as deans, administrators, or the Faculty Senate.

C. Governance groups (Faculty Senate and councils) should be given **defined time periods** for review and comment and otherwise providing their advice and recommendation

**Attachment 3**

## Progress Report on Implementation of the Proposed
## New Shared Governance System

1. **Faculty Governance Constitution.** The Institutional Governance Working Group, consisting of three members appointed by the suspended Faculty Senate and three members appointed by academic affairs has developed its 15th draft of a faculty governance constitution. They have also done surveys to determine the most important governance issues to faculty. While the latest draft has been made public with comments solicited, it has neither been approved by the faculty nor the administration. Members of the working group who participated in governance workshops felt that the draft constitution is not yet ready to be submitted for approval and that more time would be required for this. They are currently meeting to assess just how soon a proposed constitution may be ready for faculty approval and the proper method for doing this. Some members of this group felt that yet another possible initial governance structure could consist of an "interim" Faculty Senate and a number of councils to provide necessary operations for the next year and to provide input on the final faculty governance form.

2. **Principles for initial ISU Institutional Governance Structure.** Several workshops have been held on developing a revised ISU institutional governance structure and process. Members included the above mentioned working group, the original Institutional governance advisory committee, the deans, vice presidents, general counsel, and the president. This group developed the following principles for an initial ISU institutional Governance Structure:

   a. **University Level Institutional Governance**. A new Faculty Senate and four councils provide initial institutional governance.

      i. **Structure**. The <u>Research Council</u> will make recommendations on inter-college research issues, sending its minutes to the V.P. of Research. The <u>Academic/ Undergraduate Council</u> will make recommendations on inter-college curriculum and academic standards issues, sending its minutes to the Provost. A <u>Budget Council</u> would be populated differently because its membership is an equal mix of constituents of three groups of faculty, staff, and students, and effective service on it requires specific knowledge or expertise. The <u>Graduate Council</u> will continue with its current membership reporting to the Dean of the Graduate School. The revised senate and councils will provide input to the faculty governance working group detailed below for developing a constitution and bylaws. In this model, the new <u>Faculty Senate</u> will make recommendations in inter-college areas that affect faculty, such as promotion/tenure; post-tenure review and evaluation; faculty workload; faculty grievance procedures; faculty welfare; faculty conduct and ethics; and faculty-student relations (recruitment, retention, conduct). The specific scopes of the new Faculty Senate and the new councils are still being debated.
      Anyone in the University can initiate a request for a policy change or a new policy. Policy proposals will be reviewed by committees in the appropriate vice

presidential area and pass through an approval process in which all key affected areas and the General Counsel can review and recommend approval or disapproval, with a limited and pre-specified time for positions to be stated, and with the President making the final decisions. Once approved, policies will be stored in a central database of University Policies and Procedures maintained by the General Counsel.

    ii. **Membership**. The research and academic/undergraduate councils and the new Faculty Senate shall each consist of members elected from each college. The exact number from each college is yet to be determined. These bodies may require special expertise, knowledge, and/or experience so each college should develop minimum criteria for eligibility. Initial elections will be in early the fall of 2011.

    iii. **Operations**. The Faculty Senate and the research and academic/ undergraduate councils act as the final advising group in a specific area accepting possible comments and recommendations from councils, the Faculty Senate, and other campus groups and individuals. Recommendations will be provided to the Provost or Vice President of Research on a timely basis, typically one month.

  b. **Local Control of Colleges**. Colleges will operate autonomously, with maximum jurisdiction over their internal affairs. We use the term "college" to refer to the colleges of Science and Engineering, Arts and Letters, Business, Education, Technology, and the Division of Health Sciences

**Faculty Governance Working Group**. Hopefully, with the Institutional Governance Working Group focusing on the constitution and the existing governance working group focusing on structure, and with other ongoing dialogues underway, we will be able to make substantial progress toward putting the new faculty governance structure and the new constitution in place. As we proceed with the rollout of the new structure, this work may be carried on by a new Faculty Governance Working Group, which broadens the scope of the existing Institutional Governance Working Group to ensure closure on all key outstanding governance issues within a reasonable time, and provide us with a backup plan to ensure that this is all completed on a timely basis. They will have the objective of ensuring that we develop an approved faculty governance constitution and bylaws within the one year time period estimated by the current Institutional Governance Working Group. This group will consist of the chairs of the Faculty Senate, Research and Academic/ Undergraduate Councils, the Institutional Governance Advisory Committee, the Institutional Governance Working Group, and a representative of Academic Affairs.

# Meetings with Idaho State University Constituencies

| Date | Meeting | Participants |
|---|---|---|
| February 10, 2011 | Breakfast Meeting with Community Athletic Program Supporters | Community Members |
| February 17, 2011 | Meeting with Community Business Leaders | Community Members |
| February 23, 2011 | Open Forum | Faculty and Staff |
| February 23, 2011 | President's Advisory Group | Faculty and Staff |
| February 23, 2011 | Student Senate | Students of ISU |
| February 24, 2011 | Division of Health Sciences | Faculty |
| February 24, 2011 | Open Forum | Students |
| February 26, 2011 | Governance Workshop | Faculty and Staff |
| March 1, 2011 | Staff Council | Staff |
| March 2, 2011 | Graduate Council | Faculty |
| March 2, 2011 | Center Directors and Compliance Officers | Faculty and Staff |
| March 3, 2011 | ISU-Idaho Falls Nursing Faculty | Faculty |
| March 3, 2011 | ISU-Idaho Falls Faculty | Faculty |
| March 3, 2011 | Curriculum Council | Faculty |
| March 4, 2011 | Meeting w/ Rotarians / Community Leaders | Community Members |
| March 4, 2011 | ISU Student Veterans Club | Students |
| March 8, 2011 | Meet with Banking / Financial Leaders | Community Members |
| March 8, 2011 | College of Education Executive Council | Faculty |
| March 8, 2011 | College of Business Executive Committee | Faculty |
| March 8, 2011 | Council for Teaching and Learning | Faculty |
| March 9, 2011 | Library Administrative Council | Staff and Faculty |
| March 9, 2011 | ISU-Meridian Faculty | Staff and Faculty |
| March 9, 2011 | Academic  Standards Council | Faculty |
| March 14, 2011 | Governance Workshop (Follow-up) | Faculty and Staff |
| March 30, 2011 | College of Technology Faculty | Faculty |
| March 31, 2011 | College of Arts and Letters Executive Committee | Faculty |
| March, 2011 | Faculty Professional Policy Council | Faculty |
| April 5, 2011 | College of Science and Engineering | Faculty |

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**SUBJECT**
 Idaho School District Trustee Zones

**APPLICABLE STATUTE, RULE, OR POLICY**
 Section 33-313, Idaho Code

**BACKGROUND/DISCUSSION**
 Section 33-313, Idaho code requires that each school district evaluate and if necessary redefine trustee zones equalizing the population within each zone in the school district following the report of the decennial census. Each school district is required to present to the Board a proposal for equalizing zones within 120 days following the release of the report. Once submitted to the Board the Board has 60 days to take action on the proposals. Section 33-313, Idaho code is not specific to what constitutes equalization.

 In an effort to better define and clarify the requirements of section 33-313, Idaho code Board staff, the Idaho School Boards Association, the Department of Education, the State Tax Commission and the Idaho School Administrators have collaboratively developed timelines and requirements for submittal of school district proposals.

 Requirements include:
- Defining "equalized" to mean no more than a 10% variance in population between trustee zones within the district.
- Adjusted trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable, except in circumstances in which the census block lines and the school district boundary lines do not match.
- Splitting of census blocks will not be accepted, unless the school district can demonstrate to the Board that any proposed deviation will accurately account for all individuals within that census block.
- Trustee zone boundaries shall follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.
- Proposal shall include a copy of the legal description of each trustee zone, a map of the district showing each zone, the approximate population of each zone.
- School districts shall use the approved legal descriptions for their school districts currently on file with the Idaho Tax Commission.
- Proposals shall be submitted to the Department of Education no later than July 8, 2011

**IMPACT**
 Approval of these requirements will clarify the requirements for the school districts making it easier to comply with the code. Additionally, uniformity of the proposals will simplify and expedite the review process.

**ATTACHMENTS**

Attachment 1 – School District Trustee Zone proposal
requirements and process                                    Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve the requirements for school district trustee zone equalization
proposals as submitted.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

# Idaho School District Trustee Zones
**Meeting Legal Requirements for the 2010 Census**

Since new census data has been released for the State of Idaho, school districts will need to revisit their district's trustee zone boundaries and be sure they meet the legal standard outlined in Idaho Statute.

This document is intended to summarize the legal and procedural issues each district will be facing in the upcoming months as they deal with new census data. The information below is also presented to help coordinate the agencies that have the responsibility of reviewing, approving, recording and coordinating each individual school district's trustee zone descriptions. As the process develops there will certainly be questions and unique issues that will need to be answered. This document will continue to be updated as these new questions arise.

## Coordinating Groups

The following have participated in developing the material presented below and may be contacted with questions:

| | | |
|---|---|---|
| State Department of Education | Camille Wells | cwells@sde.idaho.gov |
| State Board of Education | Tracie Bent | tracie.bent@osbe.idaho.gov |
| State Tax Commission | Walt Bulawa | walt.bulawa@tax.gov |
| Idaho School Boards Association | Karen Echeverria | karen@idsba.org |
| Idaho School Administrators | Byron Yankey | byron.yankey@idschadm.org |

## Legal Requirements per Section 33.313, Idaho Code

Idaho Statute requires that all areas of the state shall be included within a school district boundary.

The number of trustee zones in each school district is outlined in statute. Each elementary school district must have three trustee zones, and other school districts may have not less than five nor more the nine.

A proposal to redefine and change trustee zones shall be initiated by its board of trustees at the first meeting following the report of the decennial census.

Each district is required to present to the State Board of Education within **120 days** following the release of the decennial census data a proposal for a change which will equalize the population in each zone in the district.

Proposals forwarded to the State Board of Education shall include:
- a copy of the legal description of each trustee zone
- a map of the district showing each zone
- the approximate population of each zone

The State Board of Education must approve or disapprove a school district's trustee zone proposal within **60 days** after receiving a proposal.

If the State Board of Education disapproves of a school district's trustee zone proposal, the district must submit a revised proposal to the State Board within **45 days**.

Once the school district's proposal is approved by the State Board of Education, the legal description of each trustee zone and corresponding map shall be filed with the County Clerk in the county where the school district's main office is located.

At the next regular meeting of the board of trustees following the approval of the proposal by the State Board of Education, each local school board is required to appoint a trustee for each zone from existing trustees.

If two trustees reside within the boundaries of the same newly defined zone, the school district board will select the trustee with the most seniority to represent that particular zone. If the two trustees have equal seniority the school board will choose one of the trustees by the drawing of lots.

If there is not a current trustee residing in any new zones, the board of trustees shall appoint from the patrons resident in that new zone a person from that zone to serve as trustee until the next annual meeting.

The above requirements along with other requirements for trustee zones are located in **Section 33.313, Idaho Code**. We encourage each district to review this statute.

**State Board of Education Approval**

In order to expedite the process of approving school district proposals, the State Board of Education plans to adopt a set of requirements outlined below for each district to utilize during their zone verification process. As unanticipated circumstances arise during the upcoming months, additional requirements may be added to the list and reposted for everyone's use.

> **Even if a district does not modify their existing zone line boundaries, the State Board of Education requires all districts to demonstrate their compliance with equalized school district zones after applying the 2010 census data.**

**Time Frame**

School districts have **120 days** to submit their proposal or verification demonstrating equalization of trustee zone boundaries. The census information became available to the State of Idaho on March 10, 2011. That makes the **deadline for submitting proposals July 8, 2011**. Proposals will be submitted to the State Department of Education (Camille Wells) for evaluation and presented to the State Board of Education

for their approval at their meeting currently scheduled for August 10-11, 2011.  Districts will be notified immediately following that meeting regarding the acceptance or rejection of their proposal.

**Requirements**

Idaho Statute does not define what "equalized" population means.  For purposes of this census, the State Board of Education will use the same general standards as the Idaho's Citizen Commission on Reapportionment as they determine the congressional and legislative districts throughout the state.  No one school district trustee zone shall differ in population by more than **10 percent** from any other trustee zone within the district.

The State Board of Education may reject a school district proposal for any of the following reasons:
- The creation of bizarrely-shaped zones
- Creating zones that differ more than 10 percent from any other trustee zone in the school district *(see calculation below)*
- Trustee zones that do not completely account for all areas within the district boundary
- An inadequate legal description that does not meet professional standards
- Proposals that are incomplete and don't include adequate legal descriptions, map and population summaries
- Proposals that fail to use approved district boundary legal descriptions
- Proposals that fail to utilize the 2010 Census Data as their source for population data

School districts shall use the approved legal description for their district currently on file with the State of Idaho Tax Commission.

Adjusted trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable.
- Trustee zone boundaries should follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.
- Splitting of census blocks will not be accepted, unless the school district can demonstrate to the State Board of Education as part of their submittal that any proposed deviation from census block boundaries will accurately account for all individuals within that census block

There may be circumstances in which the census block lines and the school district boundary lines do not match.  In such cases the district shall identify those inconsistencies and their proposed solution for population count for the census block or blocks affected as part of their proposal submittal.

Proposals forwarded to the State Department of Education for review and approval by State Board of Education shall include:

- A copy of the legal description of each trustee zone
- A map of the district showing each zone
- The approximate population of each zone

Final maps submitted to the State Department of Education shall include:
- Highlighted school district zone boundaries
- Census block boundaries and populations within each block
- A summary of each school district zone population and the percentage difference between the largest school district zone population and each other school district zone
- A list of sources used for data used to create the exhibit *(2010 Census, Idaho State Tax Commission, etc.)*

Provide the following electronic document to the State Department of Education:
- Pdf of final map image
- GIS metadata files

To calculate the percentage difference between school district zones:
1. Determine the zone with the largest population
2. Subtract the population of each zone from the largest zone to determine the difference in population
3. Divide the largest zone population into the other zone differences to create a percentage

Example of a district zone population summary:

| Highest Zone Population | | **100** |
|---|---|---|
| Zone | Population | %Difference |
| 1 | 100 | 0.00% |
| 2 | 88 | 12.00% |
| 3 | 93 | 7.00% |
| 4 | 92 | 8.00% |
| 5 | 94 | 6.00% |

All submissions shall be sent to:

**Idaho State Department of Education**
Camille Wells
650 West State Street
PO Box 83720
Boise, Idaho 83720-0027
**Due Date:  July 8, 2011**

**References**

- Census Data will be posted and released through the following website: http://www.census.gov/rdo/data/2010_census_redistricting_data_pl_94-171_summary_files.html
- School District shapefiles are available at the Idaho State Tax Commission website: http://tax.idaho.gov/ptt/gis/2011TaxDistricts/School/School.shp.zip
- Geographic information system (GIS) applications necessary to manipulate the Census data can be obtained from many sources.  Two of the more common applications are:
    - For those who desire to purchase a robust GIS application, see the ESRI site: http://www.esri.com/
    - For those interested in a free open-source GIS application developed at Idaho State University, see the Mapwindow site:  http://www.mapwindow.org/


**Questions that might be asked**

**How does a school district obtain the necessary map and census information to begin the process?**
*The census data will be made available in a computer format that can be viewed on electronic mapping software.  It is possible for a school district to develop their own maps and population summaries using online tools.  These programs may be cost prohibitive on a single license basis.*

**What does it mean to have a legal description of the zones that meets professional standards?**
*Legal descriptions should follow accepted guidelines for professional engineering and surveying standards.  In simple terms, boundary descriptions should avoid the practice of utilizing temporary landmarks to describe boundaries such as buildings, trees, fences, etc.*

**Who can the school district contract with to provide census population counts, maps and legal descriptions?**
*Most Civil Engineering and Land Surveying firms throughout the state with access to G.I.S. software and experienced staff should have the tools necessary to produce the necessary end products*

**If a school district does not intend to modify their existing zones, are they still required to submit a verification of equalized population?**
*Yes, **all** districts will be required to submit a legal description of trustee zones, a map showing each district, and a population summary for each zone to the State Department of Education.*

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**SUBJECT**
Complete College America Completion Innovation Challenge Grant

**BACKGROUND/DISCUSSION**
The Office of the State Board of Education (OSBE) has received a Request for Proposal (RFP) from Complete College America's (CCA's) Completion Innovation Challenge grant. The goal of this grant is to provide funds to states to inspire and enhance state efforts to significantly boost college completion and close attainment gaps for traditionally underrepresented populations. Governors from all 50 states were invited to compete for ten, $1 million, 18-month implementation grants. Funding is provided by the Bill & Melinda Gates Foundation. Idaho's Governor's office submitted a letter of intent to apply for the CCA Completion Innovation Challenge grant Friday, March 18, 2011 and delegated this responsibility to the State Board of Education. Proposals are due May 17, 2011.

There are five focus areas for which states are required to propose implementation strategies. They are: Shifting to performance funding; reducing time-to-degree and accelerating success; transforming remediation; restructuring delivery for today's students; and, deploying transformative technology. The grant proposal must include an implementation plan for no more than two focus areas. Due to the current statewide focus in these areas, Board staff has identified reducing time-to-degree and accelerating success and transforming remediation as its two proposed areas of focus.

**IMPACT**
Applying for the grant will require the hiring of a consultant to complete the grant application. The consultant's fee will be paid for out of one-time funds.

**STAFF COMMENTS AND RECOMMENDATIONS**
Staff has reviewed the RFP and recommends the Board's approval to submit a proposal for the Complete College America Completion Innovation Challenge grant.

**BOARD ACTION**
I move to approve the request by Board staff to apply for the Complete College America Completion Innovation Challenge grant.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**SUBJECT**
Board Policy I.M. Annual Planning and Reporting – First Reading

**REFERENCE**

| | |
|---|---|
| March 2008 | Board approved first reading of Board Policy I.M. I.M.4. and III.M.3. Clarify Boards role in accreditation visits and Board self evaluation |
| April 2008 | Board approved second reading of Board Policy I.M. I.M.4. and III.M.3. Clarify Boards role in accreditation visits and Board self evaluation |
| August 2008 | Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures |
| October 2008 | Board approved second reading of Board Policy I.M. clarify reporting requirements for strategic plans and performance measures |

**APPLICABLE STATUTE, RULE, OR POLICY**
Idaho State Board of Education Governing Policies & Procedures, Section I.A.5.b., and I.M.
Section 67-1901 through 16-1905, Idaho Code.

**BACKGROUND/DISCUSSION**
Each year, the institutions are required to submit strategic plans to the Board for review and approval prior to the Board submitting agency, institution and special/health program strategic plans to the Division of Financial Management. These plans must be in compliance with Board policy and section 67-1901 through 16-1905, Idaho Code. Additionally they must be in alignment with the Boards statewide strategic plan.

As part of the review process for Board policy III.Z and III.I it was determined that Board policy I.M. should also be updated to further clarify the relationship between the Board's statewide strategic plan and the institutions' and agencies' strategic plans.

**IMPACT**
Approval of changes to Board policy I.M. will further clarify the role of the Board's statewide strategic plan and its relationship with the institution and agencies strategic plan.

**ATTACHMENTS**
Attachment 1 – Board Policy I.M. – First Reading                    Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Changes to I.M, III.I, and III.Z will bring all three polies into alignment with each other and clearly define the strategic planning, mission statement, and program delivery roles of the institutions.

**BOARD ACTION**

I move to approve the first reading to Board policy section I.M. as submitted.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, and Idaho Public Television.

1.  Statewide Strategic Plan
    The Board will approve annually, consistent with its vision and mission a statewide strategic plan.  The statewide plan will outline the goals and objectives necessary for the responsible management of the statewide system of K-20 education.  The strategic plan will be prepared by Board staff in consultation with the institutions, agencies, and Board committees and reflect fiscal or other constraints and opportunities. Major elements of the plan will take into consideration the environment within which K-12 and postsecondary education in the state operates, including economic constraints; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho. The strategic plan will be in compliance with Chapter 19, Title 67, Idaho Code.

~~1~~2. Strategic Plans

   a.  Each institution and agency will develop and maintain five-year strategic plans.

       (1) Institution, and agency strategic plans shall be aligned with the Board's statewide strategic plan and, for institutions, with their accreditation requirements.  They are to, be created in accordance with Board guidelines, and must be consistent with ~~assigned role and~~ Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees.  Institution mission statements shall be approved in accordance with Board policy subsection III.I.

       (2) Plans shall be updated annually and submitted to the Board for approval in accordance with the schedule established by the executive director.

       (3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.

   b.  Format

       Plans submitted to the Board annually should be as concise as possible and in accordance with ~~a schedule and~~ the format established by the executive director.

       Plans ~~should~~ shall contain:

       (1) A comprehensive mission and vision statement covering the major programs, functions and activities of the ~~organization~~ institution or agency.

(2) General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

(a) Institutions (including Professional-Technical Education) should address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

(b) Agencies ~~should~~ shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

(3) Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

(4) A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

2~~3~~. Performance Measures

Performance measures will be developed in conjunction with the Board's planning process and will be updated annually for Board approval. Performance measures shall be submitted to the Board annually, and in accordance with a schedule and format established by the Executive Director. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives.

a. The Office of the State Board of Education will develop a set of uniform performance measures for the institutions that will gauge progress in such areas as enrollment, retention, and graduation.

b. Each institution and agency will develop unique measures tied to its strategic plan.

3~~4~~. Progress Reports

Progress reports that include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations ~~will~~ shall be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director.

4~~5~~. Statewide Reporting

Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report.

5~~6~~. Self-Evaluation

Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution and agency annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The Executive Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution and agency performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.

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**SUBJECT**
Board Policy I.J.  Use of Institutional Facilities and Services – Second Reading

**REFERENCE**

| | |
|---|---|
| June 2010 | Board requested the Planning, Policy and Governmental Affairs Committee bring back proposed amendments to Board policy I.J. incorporating longstanding board action regarding the serving of alcoholic beverages on institution property under into I.J.2.b(6). |
| October 2010 | Board approved the first reading of Board policy I.J. incorporating past Board action in regards to the serving of alcoholic beverages in conjunction with pre-game football events. |
| December 2010 | Board requested additional amendments to Board policy I.J. be brought back to the February meeting as a first reading. |
| February 2011 | Board approved first reading of Board Policy I.J. Use of Institutional facilities as submitted. |

**APPLICABLE STATUTE, RULE, OR POLICY**
Idaho State Board of Education Governing Policies & Procedures, Sections I.J. Use of Institutional Facilities and Services.

**BACKGROUND/DISCUSSION**
The Board has waived for approximately six (6) years the restriction outlined in Board policy I.J.2.b(6), prohibiting the serving of alcoholic beverages in conjunction with athletic events on campus under specific conditions.  The proposed changes to Board policy I.J. incorporate those conditions into the policy, thereby allowing the Board to approve alcoholic beverage permits based on the specified policy rather than waiving the policy entirely.  The current Board policy provides specific conditions under which alcohol can be served at institutional facilities for non-athletic events while prohibiting alcohol service at student athletic events.  Amendments to this policy would allow alcohol service with Board approval under specific restrictions in conjunction with pre-game home football activities and in the stadium suite areas during home football games.  The specified conditions are in alignment with restrictions in place for non-athletic permitted events.

Between the first and second reading the University of Idaho has requested additional amendments to the Board Policy.  Specifically they have requested "suite areas" be changed to "non-public premium seating" and that the prohibition of alcohol-making or –distributing companies from advertising in or on institution facilities to allow for advertising in these "non-public premium seating" areas.

**ATTACHMENTS**

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed changes between the first and the second reading would expand the "suite areas" to include suites, enclosed premium seating and the associated common clubroom area where alcohol is served.

The complete prohibition of advertising in these non-public premium seating areas would prevent the Universities from contracting and gaining revenue from advertising that would otherwise occur within these areas, including contracts for pouring rights where the beverage provider wants to indentify its products being served. The language contained in the advertising prohibition in the first reading may also be interpreted to include names and or logo's on service dispensers.

**IMPACT**

Approval of proposed changes would allow the institutions to bring forward requests for alcoholic beverage permits based on the specific requirements outlined in the policy rather than requiring the Board waive the policy annually.

Approval of the University of Idaho's requested amendments would allow for advertising by alcohol-making or –distributing companies in the stadium non-public premium seating/suite areas.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy section I.J. Use of Institutional Facilities and Services as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Alternate motion:

I move to approve the second reading of proposed amendments to Board Policy section I.J. Use of Institutional Facilities and Services incorporating the changes with the revisions identified in attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education**
# GOVERNING POLICIES AND PROCEDURES
**SECTION: I.   GENERAL GOVERNING POLICIES AND PROCEDURES**
**SUBSECTION: J.   Use of Institutional Facilities and Services with Regard to the Private Sector**

~~August 2005~~ April 2011

1. Use of Institutional Facilities and Services

   a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

   b. Priority and guidelines for use of institutional services and facilities is as follows:

      i.   Institutionally sponsored programs and projects.

      ii.  Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.

      iii. Local, state, or federally sponsored programs and projects.

      iv.  The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

   a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds.  Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds.  The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy.  The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in

accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

b.  Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process.  For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105.  Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore.  Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy.  Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.  An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met.  An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

i.  An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event").  Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place.  The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution.  The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages.  The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like).  An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event.  The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

ii.  The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only.  Food must be available at the Permitted Event.

Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

iv. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

v. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

vi. No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

vii. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the

area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

ix. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

x. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

xi. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.

xii. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic

beverages then in possession of the participants of the event prior to closure of the event.

xiii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games may be permitted with prior Board approval. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting, for the ensuing football season. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The Board will review the proposal under the following criteria and, upon such review, may also apply further criteria and restrictions in its discretion. ~~And~~ An institution's proposal shall be subject to the following minimum conditions:

i. (1) The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult patrons and guests who have received a personal written invitation and must not be open to access by the general public.
(2) For pre-game events held in institution stadium suite areas, only patrons who hold tickets to seats in the area shall be allowed into the area during games.

ii. (1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
(2) For events held in institution stadium suite areas, the sale of alcohol must begin no sooner than three hours prior to kick off and must end at the start of the 4$^{th}$ quarter to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

iii. (1) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued. A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, no one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.
(2) For events held in institution stadium suite areas adult patrons may be accompanied by youth for whom they are responsible, but only if such

youth are, at all times, under the supervision and control of such adult patrons.

iv. Companies involved in the event must be sent a letter outlining the location and Board alcohol policy. The letter must state the minimum drinking age in Idaho is 21 and that at no time should such companies allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.

v. Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

vi. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

vii. Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.

viii. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.

ix. Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of $2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than $500,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

x. A report must be submitted to the Board annually after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.

d. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football bowl games shall be permitted only with Board approval under the same conditions i. through x, as described in subsection c.

above, except that the minimum amount of insurance/indemnification shall be $5,000,000.

e.  Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility.  Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed.  The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.

3.  Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities.

**Idaho State Board of Education**
# GOVERNING POLICIES AND PROCEDURES
**SECTION: I.   GENERAL GOVERNING POLICIES AND PROCEDURES**
**SUBSECTION: J.   Use of Institutional Facilities and Services with Regard to the Private Sector**

~~August 2005~~ April 2011

1.  Use of Institutional Facilities and Services

    a.  Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

    b.  Priority and guidelines for use of institutional services and facilities is as follows:

        i.   Institutionally sponsored programs and projects.

        ii.  Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.

        iii. Local, state, or federally sponsored programs and projects.

        iv.  The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2.  Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

    a.  Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds.  Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds.  The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy.  The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in

accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

i. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

ii. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event.

Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

iv. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

v. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

vi. No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

vii. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the

area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

ix. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

x. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

xi. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.

xii. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic

beverages then in possession of the participants of the event prior to closure of the event.

xiii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games may be permitted with prior Board approval. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting, for the ensuing football season. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The Board will review the proposal under the following criteria and, upon such review, may also apply further criteria and restrictions in its discretion. ~~And~~ An institution's proposal shall be subject to the following minimum conditions:

i.  (1) The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult patrons and guests who have received a personal written invitation and must not be open to access by the general public.
    (2) For pre-game events held in institution stadium <u>non-public premium seating areas</u>, only patrons who hold tickets to seats in the area shall be allowed into the area during games.

ii. (1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
    (2) For events held in institution stadium <u>non-public premium seating areas</u>, the sale of alcohol must begin no sooner than three hours prior to kick off and must end at the start of the 4th quarter to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

iii. (1) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued. A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, no one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.
     (2) For events held in institution stadium <u>non-public premium seating areas</u> adult patrons may be accompanied by youth for whom they are

responsible, but only if such youth are, at all times, under the supervision and control of such adult patrons.

iv. Companies involved in the event must be sent a letter outlining the location and Board alcohol policy. The letter must state the minimum drinking age in Idaho is 21 and that at no time should such companies allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.

v. Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

vi. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

vii. Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.

viii. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.

ix. Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of $2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than $500,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

x. A report must be submitted to the Board annually after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.

d. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football bowl games shall be permitted only with Board approval under the same conditions i. through x, as described in subsection c.

above, except that the minimum amount of insurance/indemnification shall be $5,000,000.

e. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.

3. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities., other than within the stadium non-public premium seating areas where alcohol is served.

**SUBJECT**
Approval of Institution, Agency, and Special/Health Programs Strategic Plans

**APPLICABLE STATUTE, RULE, OR POLICY**
Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

**BACKGROUND/ DISCUSSION**
The State of Idaho requires the institutions, agencies and special/health programs under the oversight of the board to submit a strategic plan each year in July. The Board planning calendar schedules these plans to come forward annually at the April meeting. This timeline allows the Board to review the plans and ask questions in April, and if need be have them brought back to the Regular June Board meeting with changes for final approval and still meet the States timeline. Attached you will find the strategic plans for the institution's, agencies and special/health programs for Board approval.

The guidelines set by the Board office follow the Division of Financial Management (DFM) and section 67-1901 through 67-1903, Idaho Code requirements. Each strategic plan must include, by code:

* ***Vision and/or Mission Statement:*** Provide a comprehensive outcome-based statement covering major division and core functions of the agency. For the institutions, under the direct governance of the Board, the mission statement is the Board approved role and mission statement.
* ***Goals for major divisions:*** A goal is a planning element that describes the broad condition or outcome that an agency or program is trying to achieve.
* ***Objective:*** The objective is a planning element that describes how the agency plans to achieve a goal.
* ***Performance Measures:*** Performance measures assess the progress the agency is making in achieving a goal (quantifiable indicator).
* ***Benchmarks:*** Benchmarks are performance targets for each performance measure for at a minimum the next fiscal year (and an explanation of how the benchmark level was established which can mean an industry standard or agency research of circumstances that impact performance capabilities).
* ***External Factors:*** Identify external factors that are beyond the control of the agency that affect the achievement of goals.

In accordance with the Board's planning calendar, at the October 2011 Regular Board meeting the Board will be presented with the institutions, agencies and special/health programs performance measures. The performance measures presented will be those measures approved by the Board through the institutions, agencies and special/health programs strategic plans.

**IMPACT**

Review of the institutions, agencies and special/health programs at this time will allow the Board to ask questions and or request changes or additions to the strategic plans. Final approval at the June board meeting will allow for the institution's new mission statements to be incorporated into their strategic plans prior to them being submitted to the Division of Financial Management in the beginning of July.

**ATTACHMENTS**

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board approved their 2011-2015 strategic plan at the December 2010 Regular Board meeting. Except as noted bellow staff has reviewed each of the strategic plans and has determined that they are in alignment with the Board's approved strategic plan. The Idaho Museum of Natural History is currently going through a transition period that includes a full rewrite of their strategic plan. The plan was not ready for the April meeting, but will be presented to the Board at the June meeting for approval. Eastern Idaho Technical College (EITC) is in the process of aligning their strategic plan with the new accreditation requirements. While EITC's plan was not ready for the April meeting it will be presented to the Board at the June meeting for approval. ISU Family Medical Residency strategic

plan was not submitted in time for Agenda mail out, their plan will be available for the June Board meeting.

The Northwest Commission on Colleges and Universities (NWCCU) revised the accreditation requirements for institutions they accredit. In particular, NWCCU Standard One: Mission, Core Themes, and Expectations requires that institutions have "a widely published mission statement – approved by its governing board – that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community." Institutions are required to define and report on mission fulfillment "in the context of its purpose, characteristics, and expectations." At this time the mission statements assigned by the Board do not meet the requirements of the NWCCU. Staff recommends that the institutions come back to the June Board meeting with a proposed mission statement for review and or approval by the Board.

All of the institution, agency, and special/health programs will be brought back to the Board at the regular June Board meeting for approval.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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# College of Southern Idaho
## Strategic Plan
## 2012 – 2016

**Statutory Authority**

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) standards and has been approved by the College of Southern Idaho Board of Trustees. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

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## Mission Statement

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves.  CSI prepares students to lead enriched, productive, and responsible lives in a global society.

## Core Values

The following core values, principles, and standards guide our vision and conduct:

|  |  |
|---|---|
| **People** | Above all, we value our students, employees, and community. We celebrate individual uniqueness, worth, and contributions while embracing diversity of people, backgrounds, experiences, and ideas. We are committed to the success of our students and employees. |
| **Learning** | We value lifelong learning, informed engagement, social responsibility, and productive global citizenship.  We are committed to student learning and success.  We strive to instill in our students and employees a lifelong passion for learning. |
| **Access and Opportunity** | We value convenient, affordable, and equitable access to higher education. We make every effort to eliminate or minimize barriers to access. We create opportunities for educational, personal, and economic success. |
| **Quality and Excellence** | We strive for excellence in all of our endeavors.  We offer high-quality educational programs and services that are of value to our constituents. We are committed to high academic and professional standards, and to the continuous improvement of our educational programs, services, processes, and outcomes. |
| **Creativity and Innovation** | We value and support innovative and creative ideas and solutions that foster improvement and allow us to better serve our students and our community.  We encourage entrepreneurial spirit. |
| **Responsibility and Accountability** | We value personal and institutional integrity, responsibility, and accountability.  We believe in serving our constituents responsibly in order to preserve the public's ongoing trust.  We strive to develop an environment that encourages and enables a culture of meaningful assessment and continuous improvement.  We value inspired, informed, transparent, and responsible leadership and decision-making at all levels of the College.  We value our environment and the conservation of our natural resources and strive to create facilities, systems, programs, and practices that are environmentally sustainable. |
| **Collaboration and Partnerships** | We value collaboration and actively pursue productive and mutually beneficial partnerships among people, institutions, organizations, and communities to share diverse ideas, talents, and resources. |

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## Vision 2016

The College of Southern Idaho will be recognized regionally and nationally as a progressive community college committed to student learning and success, and to the human, economic, cultural, and social development of the region.

- We will be the higher education institution of choice because of our instructional excellence, exemplary support services, and our accessibility and affordability.
- We will challenge our students and foster intellectual curiosity, critical inquiry, creative problem solving, and thoughtful reasoning.
- We will inspire our students to become lifelong learners, productive workers, engaged leaders, and responsible global citizens.
- We will support our employees by providing the necessary training, information, and resources; and expect active participation, responsible decision-making, high performance, and personal accountability.
- We will maintain the ongoing trust of our constituents by demonstrating responsible management and investment of the resources entrusted to us.
- We will be responsible stewards of our natural resources.

## Strategic Initiatives

     I.    Responsiveness
    II.   Commitment to Learning and Success
   III.  Performance and Accountability
   IV.  Global Citizenship and Competitiveness
    V.   Advocacy

**College of Southern Idaho** • Strategic Plan 2012 - 2016

## Strategic Initiatives, Goals, and Objectives

### *Strategic Initiative I:* <u>Responsiveness</u> to the needs of our stakeholders

**1.** *Goal:* **Provide convenient, affordable, and equitable <u>access</u> to our programs, services, and resources**

1.1. Eliminate or minimize barriers to access
1.2. Expand early awareness and pre-college programs and services
1.3. Continue to strengthen our relationship with school counselors, teachers, and administrators
1.4. Expand recruiting efforts to include all prospective student groups
1.5. Maintain the affordability of our programs and services
1.6. Continue to increase the availability of need-based and merit-based financial aid/scholarships

*Performance Measure:* <u>Enrollment</u> (headcount, credit hours, FTE) - academic, professional-technical, dual credit, TechPrep, developmental, adult basic education, continuing education, workforce training
*Benchmark:* Overall headcount will increase by 2% a year
Overall FTE will increase by 1% a year

*Performance Measure:* <u>Market penetration</u> – eight-county participation rates
*Benchmark:* By 2016 the percentage of population aged 16 or above in CSI's eight-county service area that participates in an instructional course sponsored by CSI during a given calendar year will increase to 12%

*Performance Measure:* <u>Tuition and fees</u>
*Benchmark:* Maintain tuition and fees at or below that of our peer institutions (defined as community colleges in Idaho)

**2.** *Goal:* **Meet the diverse and changing <u>needs</u> and expectations of our students and the communities we serve**

2.1. Maintain a College-wide strategic marketing focus based on a thorough understanding of the needs of our stakeholders and reinforced by every element of the marketing mix
2.2. Continue to improve the quality, relevancy, efficiency, and effectiveness of our courses, programs, and services
2.3. Maintain a healthy, safe, and inviting learning environment that is conducive to learning

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2.4. Meet the diverse and changing *needs and expectations of our students*
    2.4.1. Offer quality educational programs and services that meet the needs of students with diverse backgrounds, socioeconomic statuses, experiences, preparation levels, abilities, learning styles, and educational objectives
    2.4.2. Provide university parallel curriculum for transfer students, state-of-the-art program of professional-technical education, appropriate developmental education, workforce training and development, enrichment programs, continuing education, and professional development opportunities

2.5. Meet the diverse and changing *needs and expectations of employers* in the area
    2.5.1. Provide workforce training and development, short-term customized training, and industry certifications
    2.5.2. Ensure that the curricula provide the skills, knowledge, and experiences most needed by employers
    2.5.3. Train globally competitive workers
    2.5.4. Develop mutually beneficial partnerships with industry

2.6. Meet the diverse and changing *needs and expectations of the communities* we serve
    2.6.1. Serve as an engine for economic, social, and cultural development and vitality
    2.6.2. Contribute to improved quality of life in the region
    2.6.3. Develop the region's most important resource – its human capital – by providing lifelong learning opportunities
    2.6.4. Provide access to services, expertise, and state-of-the-art facilities

*Performance Measure:* Student engagement and satisfaction rates
*Benchmark:* Active and collaborative learning - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group
Student effort - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group
Academic challenge - CCSSE survey results will demonstrate academic challenge ratings at or above the national comparison group
Student-faculty interaction - CCSSE survey results will demonstrate student-faculty interaction ratings at or above the national comparison group
Support for learners - CCSSE survey results will demonstrate support for learners ratings at or above the national comparison group

*Performance Measure:* Technical Skills Attainment
*Benchmark:* At least 75.86% of Professional-Technical concentrators who take a state-approved technical skills assessment will pass

*Performance Measure:* Licensure and certification pass rates

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*Benchmark:*   Maintain licensure and certification rates at or above state or national rates for all programs with applicable exams (and where the national/state rates are available)

*Performance Measure:*   Employment status of professional-technical graduates
*Benchmark:*   At least 90% of PTE graduates will be employed in their field of study or transferred to a four-year institution one year after graduation

*Performance Measure:*   Employer satisfaction with PTE graduates
*Benchmark:*   Survey results will demonstrate an overall (80% or higher) employer satisfaction with PTE graduates

> *Strategic Initiative II*: **Commitment to learning and the success of our students, employees, and institution**

**3.** *Goal:* **Demonstrate a continued commitment to, and shared responsibility for, student learning and success**

3.1. Identify and reduce barriers to student learning and success
3.2. Develop clear pathways to student success
3.3. Employ effective and innovative instructional strategies and incorporate principles of universal design
3.4. Maintain high standards for student learning, performance, and achievement
3.5. Challenge and empower students to take responsibility for their own learning
3.6. Develop subject matter competence, effective communication, critical thinking, creative problem solving, interpersonal relations, and leadership skills
3.7. Foster active and collaborative learning
3.8. Offer interdisciplinary, experiential, and service learning opportunities
3.9. Encourage meaningful engagement and social responsibility
3.10. Continue to improve educational attainment (persistence, degree completion, transfer) and achievement of career/educational goals
3.11. Develop and expand partnerships with K-12 schools, community colleges, four-year institutions, and other public and private organizations that will allow us to help our students reach their educational and career goals

*Performance Measure:*   Retention/persistence rates
*Benchmark:*   By 2016, CSI's full-time retention rate will be 3% higher than the median for its IPEDS peer group*
By 2016, CSI's full-time retention rate will be 3% higher than the median for its IPEDS peer group*

*Performance Measure:*   Graduation rates
*Benchmark:*   By 2016, CSI's graduation rate will be 3% higher than the median for its IPEDS peer group*

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*Performance Measure:* Transfer-out rates
*Benchmark:* By 2016, CSI's transfer-out rate will be equal to or higher than the median for its IPEDS peer group*

*Performance Measure:* Student satisfaction with courses, programs and services
*Benchmark:* Results of course evaluations and student surveys will demonstrate an overall satisfaction (75% or higher) with courses, programs and services

**4.** *Goal:* **Demonstrate a continued commitment to employee learning, growth, and success**

4.1. Recruit and retain faculty and staff who are committed to student learning and success
4.2. Support the role of faculty, staff, and administration as learners and teachers
4.3. Support employees by providing the necessary resources, tools, training, professional development, and information needed to do their jobs effectively
4.4. Provide ongoing training and professional development opportunities
4.5. Develop strategic thinking skills and build a leadership pipeline
4.6. Recognize and reward competence, performance, and contributions to the attainment of our strategic goals and objectives
4.7. Maintain competitive faculty and staff compensation that is comparable to that of our peer institutions
4.8. Show appreciation for and celebrate employee contributions and successes

*Performance Measure:* Employee compensation competitiveness
*Benchmark:* CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College survey

*Performance Measure:* Faculty/staff satisfaction rates
*Benchmark:* Employee feedback will show an overall satisfaction (80% or higher) with their jobs, the campus environment, priorities/processes

**5.** *Goal:* **Demonstrate a continued commitment to institutional growth and success**

5.1. Plan for growth and manage it strategically and effectively
5.2. Employ effective market, product, technology, facilities, operations, management, and systems strategies that foster sustainable growth
5.3. Implement a strategic enrollment plan that promotes student success, addresses effective recruitment and retention, and is supported by programs, resources, and services that meet the needs of our students
5.4. Maintain an entrepreneurial approach to program development and management
5.5. Continue to critically analyze our program mix, class scheduling, and resource allocation

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5.6.  Ensure that the College remains financially viable and sustainable

5.7.  Implement cost-saving strategies while maintaining the quality of our programs and services

5.8.  Identify and aggressively pursue new revenue sources

5.9.  Continue to develop mutually beneficial partnerships

5.10. Build and maintain facilities that support teaching and learning

5.11. Utilize appropriate information technologies that support and enhance teaching and learning, improve the accessibility and quality of services, and increase the effectiveness and efficiency of operations

5.12. Continue to improve campus safety and strengthen emergency and disaster planning and preparedness

*Performance Measure:*  Average credit section size
*Benchmark:*  Maintain the average credit section size comparable to that of our peer institutions (defined as community colleges in Idaho)

*Performance Measure:*  Student/faculty ratio
*Benchmark:*  Maintain the average student/faculty ratio at levels - full-time equivalent students to full-time equivalent instructional faculty – comparable to those of our peer institutions (defined as community colleges in Idaho)

*Performance Measure:*  Student/staff ratio
*Benchmark:*  Maintain the average student/staff ratio at levels – full-time equivalent students to full-time equivalent staff – comparable to that of our peer institutions (defined as community colleges in Idaho)

*Strategic Initiative III:* **Performance and accountability**

**6.** *Goal:* **Maintain a culture of planning, assessment, and continuous improvement**

6.1.  Encourage and enable campus-wide participation in institutional planning and assessment activities

6.2.  Create an environment where all employees assume responsibility for their role in the institutional planning and effectiveness processes

6.3.  Ensure that strategic initiatives, goals, and objectives drive our decision-making, resource allocation, and everyday operations

6.4.  Align unit operational plans with the College strategic plan

6.5.  Continually assess and improve the quality, relevancy, efficiency, and effectiveness of our systems, programs, services, processes, and practices

6.6.  Employ meaningful and effective measures, methodologies, and technologies to accurately and systematically measure and continually improve institutional performance, effectiveness, and accountability

6.7.  Communicate performance levels internally and externally

**College of Southern Idaho** • Strategic Plan 2012 - 2016

*Performance Measure:* Learning outcomes
*Benchmark:* Every course and program will demonstrate effective use of outcomes assessment strategies to measure student learning outcomes and for continuous improvement

**7.** *Goal:* **Demonstrate responsible stewardship and public <u>accountability</u>**

    7.1. Demonstrate public accountability (legal, fiscal, social, and programmatic)
    7.2. Maintain public trust through transparency and responsible stewardship of the resources entrusted to us
    7.3. Allocate, manage, and invest human, financial, physical, and intellectual resources prudently, effectively, and efficiently
    7.4. Effectively communicate the College's effectiveness in carrying out its mission

*Performance Measure:* Instructional cost per credit hour and student FTE
*Benchmark:* Instructional costs per credit hour and student FTE will compare favorably to those of our peer institutions (defined as other community colleges in Idaho)

*Strategic Initiative IV:* **Global citizenship and competitiveness**

**8.** *Goal:* **Actively contribute to <u>global</u> awareness, understanding, engagement, and <u>competitiveness</u>**

    8.1. Educate stakeholders on the importance and value of global education to the success of our students and to the long-term viability and prosperity of our community, state, and nation
    8.2. Promote understanding of global interdependence by infusing global perspectives and integrating international and intercultural education across the curricula
    8.3. Provide quality educational programs and experiences that prepare students to compete successfully in an increasingly interconnected global marketplace
    8.4. Ensure that our students gain the knowledge, skills, perspectives, and attitudes necessary to thrive in a global society and become responsible global citizens
    8.5. Encourage and provide opportunities for our students to interact with and learn from others' multicultural and international experiences
        8.5.1. Facilitate interaction with people from different social, cultural, and linguistic backgrounds
        8.5.2. Recruit and retain international students
    8.6. Provide opportunities for international experiences
        8.6.1. Promote study abroad and international service learning opportunities
        8.6.2. Provide international travel opportunities
    8.7. Encourage and support faculty/staff participation in global learning opportunities
    8.8. Collaborate with other institutions on global initiatives

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**College of Southern Idaho** • Strategic Plan 2012 - 2016

*Performance Measure:* Number of courses that incorporate global issues into the curriculum

*Benchmark:* The number of courses that incorporate global issues into the curriculum will increase by 10 every year

*Performance Measure:* Number of presentations, events, and activities that address global issues

*Benchmark:* Every fall and spring semester CSI will have at least 5 presentations, events, or activities addressing global issues

9. *Goal:* **Promote environmental sustainability**

9.1. Promote stewardship of our natural resources
9.2. Provide leadership and raise the visibility of environmental initiatives
9.3. Engage students, employees, and the community in open discourse about the importance of the environment and our role in conserving it for future generations
9.4. Provide information and training on the sustainability of our environment through conservation and innovation
9.5. Incorporate environmental education and sustainability principles across the curricula
9.6. Do our part in preserving a clean and healthy environment
9.7. Strive to develop and implement facilities, systems, and practices that are environmentally sustainable - reduce, reuse, and recycle
    9.7.1. Minimize our environmental impact
    9.7.2. Continue to improve water and energy conservation practices
    9.7.3. Protect renewable natural resources

*Performance Measure:* Amount of materials recycled
*Benchmark:* The amount of materials recycled by the College community will increase by a minimum of 1,000 pounds a year

*Performance Measure:* Number of courses that incorporate sustainability issues into the curriculum
*Benchmark:* The number of courses that incorporate sustainability issues into the curriculum will increase by 3 every year

*Performance Measure:* Number of presentations, events, and activities that address sustainability issues
*Benchmark:* Every fall and spring semester CSI will have at least 5 presentations, events, or activities addressing sustainability issues

*Performance Measure:* Document sustainability practices implemented

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| | |
|---|---|
| *Benchmark:* | Create and maintain a sustainability website that documents sustainability practices implemented |

### *Strategic Initiative V:* Institutional Advancement and Advocacy

### 10. *Goal:* Continue to strengthen institutional identity and positioning

10.1. Strengthen and consistently communicate our institutional identity that is in line with our mission, vision, and strategic plan
10.2. Implement effective and integrated marketing communication strategies
10.3. Strengthen and increase the recognition of our brand
10.4. Position CSI as a regionally and nationally recognized progressive community college focused on student learning and success
10.5. Strive to continually enhance our reputation and image
10.6. Manage and create positive perceptions and media relations
10.7. Communicate evidence of institutional effectiveness and our value and contributions to the community, state, nation, and beyond
10.8. Celebrate and publicize successes of our students, faculty, staff, and the College

| | |
|---|---|
| *Performance Measure:* | Annual Report to the Community |
| *Benchmark:* | Every year publish an Annual Report to the Community summarizing the College's accomplishments from the previous year |
| *Performance Measure:* | Number and quality of events, publications, and presentations designed to strengthen institutional identity and positioning |
| *Benchmark:* | Every year continue to increase the number and quality of events, publications, and presentations |

### 11. *Goal:* Support institutional advancement

11.1. Align institutional advancement priorities and activities with our mission, vision, goals, and objectives
11.2. Build strong relationships with a variety of constituents
11.3. Encourage involvement and participation in the College
11.4. Foster pride and loyalty to the institution
11.5. Further expand strategic grant development efforts
11.6. Leverage institutional advancement efforts through partnerships
11.7. Support the CSI Foundation in its fundraising efforts

| | |
|---|---|
| *Performance Measure:* | Total yearly dollar amount generated through external grants |
| *Benchmark:* | Pursue and achieve funding and/or meritorious evaluation for at least 5 relevant grant opportunities per year |
| | Submit a minimum of $2,750,000 yearly in external grant requests with a 30% success rate |

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**College of Southern Idaho** • Strategic Plan 2012 - 2016

*Performance Measure:* Funds raised through the CSI Foundation
*Benchmark:* By 2016 achieve a minimum of 80% employee participation in the Foundation's internal campaign
By 2016 award Foundation scholarships to at least 33% of all eligible CSI students

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**12.** *Goal:* **Further develop and effectively target our <u>advocacy</u> efforts**

12.1. Promote the community college mission locally, statewide, and nationally
12.2. Raise awareness of the role of community colleges in providing lifelong learning opportunities and their contributions to the economic, social, and cultural development of the communities they serve
12.3. Articulate the needs of the College clearly and persuasively
12.4. Effectively represent CSI's budget, policy, and program interests to local, state, and national elected officials and government agencies at all levels
12.5. Ensure that the College receives the appropriate support and recognition
12.6. Advocate for adequate funding to carry out our mission and vision
12.7. Effectively communicate the impact of and positive outcomes derived from the support received
12.8. Partner with other sister institutions and strengthen linkages to various community college advocacy groups

*Performance Measure:* State funding levels
*Benchmark:* Maintain general fund dollars per student FTE comparable to that of our peer institutions (defined as other community colleges in Idaho)

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*CSI's IPEDS peer group:

- Angelina College
- Blue Mountain Community College
- Central Wyoming College
- Centralia College
- Coastal Bend College
- College of Eastern Utah
- College of the Redwoods
- Colorado Mountain College
- Columbia College
- Eastern Arizona College
- Eastern New Mexico University-Roswell Campus
- Hawaii Community College
- Hill College
- Howard College
- Kilgore College
- Lake Tahoe Community College

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- Lamar State College-Orange
- Linn-Benton Community College
- New Mexico Junior College
- North Central Texas College
- Northeast Texas Community College
- Northeastern Oklahoma A&M College
- Northern Oklahoma College
- Paris Junior College
- Sheridan College
- Snow College
- Southwestern Oregon Community College
- Taft College
- Treasure Valley Community College
- Trinity Valley Community College
- Umpqua Community College
- Vernon College
- Weatherford College
- West Hills College-Coalinga
- Western Wyoming Community College
- Wharton County Junior College

## External Factors

Various external factors outside CSI's control could significantly impact the achievement of the specific goals and objectives outlined in the strategic plan:
- Changes in the economic environment (e.g. underemployment, foreclosure and bankruptcy rates, inflation, energy cost, availability of credit, personal income, the value of the dollar, etc.)
- Changes in national or state priorities
- Significant changes in local, state or federal funding levels
- Changes in market forces and competitive environment
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
- Supply of and competition for highly qualified faculty and staff
- Government-wide policies
- Legal and regulatory constraints
- Changes in technology (access, affordability, efficiency)
- Demographic changes (e.g. changes in the number of high school graduates, retirement of the Baby Boomers, growing minority population, etc.)
- Natural disasters, pandemic, acts of war/terrorism

CSI will make every effort to anticipate and manage change effectively, establish and implement effective risk management policies and practices, and minimize the negative impacts of factors beyond the institution's control.

**College of Southern Idaho** • Strategic Plan 2012 - 2016

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Twin Falls, ID 83303

www.csi.edu

Office of Planning and Assessment

Updated March 2011

# Strategic Plan 2012 - 2016

## Forward

Strategic Plan 2011-2015 has been reviewed and it is recommended that the Strategic Plan 2011-2015 submitted to the Idaho State Board of Education last year and approved by the Board of Trustees, remain in effect for 2012-2016 without revisions.

CWI Strategic Plan | 2012-2016

## MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in Western Idaho.

## VISION

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

## CORE THEMES

Professional technical programs
General education courses/programs
Basic skills courses
Community outreach

## STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

CWI Strategic Plan │ 2012-2016

## STRATEGIC GOALS AND OUTCOMES

**Goal #1: Structure Student Success**
The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

Objectives

1. Develop an effective, mandatory course placement system including accurate assessments and course prerequisites.
2. Implement best practices in basic skills instruction and student services that are effective in moving students from basic skills into college-level courses.
3. Implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course, and increasing student persistence to their educational goal.
4. Develop a Transfer Admissions Guarantee program with universities.
5. Develop a structured First Semester Program to achieve these goals:
    a. Orient students to college and to college-level work including study skills
    b. Identify each student's purpose for attending college
        i. Require at least two meetings with a faculty advisor or counselor.
        ii. Once a student completes 30 units, follow up with each student to affirm educational goals.
        iii. Provide support at the first sign of academic distress
6. Develop partnerships with local employers for CWI students to have priority access to open positions.
7. Encourage student internships and/or service learning
    a. Ask business leaders serving on advisory committee to provide opportunities for paid or unpaid student interns
    b. Partner with local service agencies and non-profit organizations to provide opportunities for student interns or service learning projects.
    c. Solicit slots for student interns in federal programs, such as those organized by the U.S. Department of the Interior.
8. Increase student engagement with the campus by supporting student government.

**Performance Measures:**

- Professional technical program completers are employed in a related field or have transferred to a 4-year college or university.
  *Benchmark*: Achieve an 80% placement rate in each program.

- General education (transfer) student success
  *Benchmark*: Students who transfer to colleges or universities as juniors will earn a 2.0 GPA or higher in their first semester at the transfer institution.

- General education courses/program completers enter a 4-year college or university within 5 years.

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CWI Strategic Plan | 2012-2016

*Benchmark:* 40% of CWI's students will transfer to a 4-year college or university within 5 years.

- Basic Skills student success
  *Benchmarks*:
    o Basic skills students successfully complete an Adult Basic Education course
    o Students who successfully complete a basic skills course also successfully complete the next course in the sequence or a college-level course in the same discipline.

- Community Outreach student success
  *Benchmark*: 70% of community outreach students will indicate satisfaction/completion of their goals for professional development as well as their employers' expectations using a end of course satisfaction survey.

- Student/participant satisfaction rates
  *Benchmark*: End of course/event evaluation results will average 2.5, (using a 4.0 Likert scale satisfaction survey) to demonstrate overall satisfaction with the alternative delivery method.

- Faculty qualification
  *Benchmark*: All faculty will meet or exceed the CWI hiring standards.

**Goal # 2: Develop Systems to Support Faculty and Staff**
The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.

**Objectives**
1. Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.
2. Develop a Center for Teaching Excellence. Include faculty learning opportunities beyond conferences, such as internships in local businesses, agencies, and non-profit organizations and tuition.
3. Create a program to recognize faculty and staff excellence.

**Performance Measures**
- Faculty and staff satisfaction
  *Benchmark*: 75% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.

- Faculty and staff professional development
  *Benchmark*: Provide CWI faculty and staff with professional development opportunities through the Center for Teaching and Learning, Human Resources Staff

development opportunities, and customized training opportunities through Center for Workforce Development.

**Goal #3:  Implement Practices for Fiscal Stability**
The College of Western Idaho will operate within its available resources by institutionalizing a number of practices, such as improving operating efficiencies and implement strategies to increase revenue.

**Objectives**
1. Determine how to fund growth out of existing allocations,
    a. Increase productivity by achieving cost-efficient class size comparable to other community colleges.
2. Explore methods of increasing revenue to fund college operations and the build out of the college through many options such as:
    a. Secure additional state funding;
    b. Expand the college's tax base;
    c. Solicit additional funds from private sources, such as foundations; and
    d. Create a CWI Foundation to launch a capital campaign.
3. Develop decision-making processes that include consideration of the fiscal implications of all proposals

**Performance Measures:**
- Instructional cost per credit hour and student FTE
  *Benchmark*:  Instructional costs per credit hour and student FTE will compare favorably to those of our peer institutions.

- Total yearly dollar amount generated through external grants
  **Benchmarks:**
    o Funding and/or meritorious evaluation for at least 5 relevant grant opportunities per year.
    o Achieve $1,000,000 yearly in external grant requests.

- Funds raised through the CWI Foundation
  *Benchmarks:*
    o By 2013 achieve a minimum of 95% employee participation in the Foundation's internal campaign.
    o By 2013 award Foundation scholarships to at least a third of all eligible CWI students.

- State funding levels
  *Benchmark*:  General fund dollars per student FTE comparable to that of our peer institutions

**Goal # 4: Connect the College to the Community**

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CWI Strategic Plan | 2012-2016

The College of Western Idaho will implement a variety of programs to bring the college into the community in meaningful ways.

**Objectives**
1. Support and strengthen a Community Education component.
2. Host events such as exhibits of the work of local artists and the National Poetry Competition as a way to encourage CWI student participation in such national competitions and to give the college national attention.
3. Invite community leaders/members to be guest speakers in class and to serve as mentors.
4. Request that faculty and staff volunteer to serve as guest speakers for local organizations. Recruit speaking engagements for the CWI speakers' bureau.

**Performance Measures**:
- Participant survey of Community Education classes
  *Benchmark*: Survey results will average 2.5 on a 4.0 point scale to indicate participant satisfaction with services offered.

- Increase Community Awareness of CWI
  *Benchmark*: Utilize a number of opportunities to actively engage the community through: staff participating in civic organizations, hosting community events and presentations on campus, partnering with local schools to deliver both credit and non-credit courses and provide customized workforce training through Center for Workforce Development.

**Performance Measures and Benchmarks**
The performance measures and benchmarks are representative of institutional performance outcome assessments required by the Idaho State Board of Education, standards of the Northwest Commission on Colleges and Universities, U.S. Department of Education Integrated Postsecondary Education Data System, Carl Perkins Vocational and Technical Education Act, Idaho Division of Professional-Technical Education and literature on community college success indicators, best practices, historical data, trends observed, as well as assumptions and forecasts.

[Note: The following pages contain Themes and Goals from the North Idaho College 2008-2013 Five-Year Strategic Plan. The Plan is reviewed and updated regularly. The Objectives and Action Items shown below are current as of the December 2010 Progress Report Update. Completed Objectives and Action Items are not included. NIC's Outcomes are SBOE's Performance Measures. NIC's Performance Measures are SBOE's Benchmarks.]

# North Idaho College
# Strategic Plan
# Themes, Goals, and Objectives

## VISION STATEMENT

North Idaho College will be...

*  A comprehensive community college, a regional leader in an integrated education system, and a catalyst for positive change.

*  A student-centered institution that embraces innovation and flexibility in response to community needs.

*  The first choice of students seeking an accessible and affordable quality education.

*  A caring, supportive learning community where the principles of equality are modeled and promoted.

*  An institution dedicated to scholarship, personal growth, and lifelong learning.

## MISSION STATEMENT

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

## KEY EXTERNAL FACTORS

* Enrollment Growth
* Revenue - Property Taxes
* Revenue - General Fund and PTE cuts
* Economic Climate
* Pay Comparability

North Idaho College Strategic Plan, December 2010

## THEME I: PROGRAMS

**Goal:** **Create program schedules that maximize the use of available facilities, and take advantage of new and alternative facilities as appropriate.**

Objective: Develop scheduling alternatives to maximize room utilization.

> *Action Item:* *Appoint a task force to look at room utilization based on instructor needs/desires (such as room size and technology requirements) for room assignments.*
>
> *Outcome:* *Make best use of our available classroom space*
>
> *Performance Measure:* *Classrooms and technology match the needs/desires of the instructor*
>
> ↓↓↓
> *Action Item:* *Establish an internal policy for the use of shared resources between PTE and WFT to include facilities, equipment, and faculty.*
>
> *Outcome:* *A policy for shared use of facilities, equipment, and faculty that provides equity for all parties.*
>
> *Performance Measure:* *Document that can be used by PTE and WFT to clearly define the roles and responsibilities of all parties.*

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Objective: Explore facility use within business and industry as appropriate.

> *Action Item:* *Contract with interested businesses to offer training/courses at their site.*
>
> *Outcome:* *Offer off-site training*
>
> *Performance Measure:* *Contracted training, credit or non-credit, offered to at least one business at their facility*

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Objective: Explore off-campus sites within the service area.

> *Action Item:* *Explore creation of a larger Coeur d'Alene Tribal Educational Institute in Plummer as a site for offering NIC and UI classes.*
>
> *Outcome:* *Work with Tribe members and UI staff to plan and design a new facility to house the Educational Institute and to be built and financed by the Tribe*
>
> *Performance Measure:* *Institute designed by Summer 2009*

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**Goal:** **Expand and improve alternative delivery of education.**

Objective: Expand course offerings at the NIC Outreach Centers and other off-campus sites.

> *Action Item:* *Continue discussions with the Silver Valley Economic Development group regarding offering Trade & Industry*

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*programs in the Silver Valley.*

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|---|---|
| *Outcome:* | *Develop a schedule for offering programs in Kellogg and Wallace* |
| *Performance Measure:* | *Two programs ready to offer by Fall 2010* |

**Goal:** **Improve and expand educational opportunities, programs, and courses for the student population and community.**

Objective: Expand program offerings, and accelerate the implementation of new professional-technical and workforce training at NIC that meet the needs of students, business, and industry.

| | |
|---|---|
| *Action Item:* | *Determine the appropriate standardized class size for each NIC course.* |
| *Outcome:* | *Established criteria used to determine the appropriate class size, based on common practice pedagogy, for each NIC course.* |
| *Performance Measure:* | *An established template which identifies the standardized class size/cap.* |
| *Action Item:* | *Facilitate the use of the learning module system with every credit class offered.* |
| *Outcome:* | *Every class offered at NIC has a minimum web-enhance capability.* |
| *Performance Measure:* | *Percent of NIC classes connected to the e-Learning module system.* |
| *Action Item:* | *Find additional space for delivery of enrollment rich PTE programs.* |
| *Outcome:* | *Partnerships with outside agencies or business which allow for NIC instruction of enrollment rich PTE programs off campus.* |
| *Performance Measure:* | *Number of additional spaces found and utilized for delivery of PTE classes.* |

Objective: Increase awareness of and access to college education and workforce training opportunities for ABE/GED students.

| | |
|---|---|
| *Action Item:* | *Increase the number of ABE/GED students who enroll in PTE programs.* |
| *Outcome:* | *Market/promote the PTE programs at the ABE/GED Center on a monthly basis* |
| *Performance Measure:* | *A 10% increase in the number of ABE/GED students who enroll in PTE programs during Fall 2009* |

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| | |
|---|---|
| *Action Item:* | *Increase the number of ABE/GED students who enroll in Workforce Training courses* |
| *Outcome:* | *Market/promote Workforce Training opportunities at the ABE/GED Center on a monthly basis* |
| *Performance Measure:* | *A 10% increase in the number of ABE/GED students who enroll in Workforce Training courses during Fall 2009* |

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| | |
|---|---|
| *Action Item:* | *Meet and/or surpass the new and more rigorous State of Idaho performance standards regarding student completion rates, transition to post-secondary education, GED acquisition, and employment.* |
| *Outcome:* | *ABE/GED student performance tracked, analyzed and measured against the Idaho Measurement and Accountability System to ensure goal attainment.* |
| *Performance Measure:* | *Student performance exceeds state performance goals as set by the ABE State Director.* |

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## THEME II:  STUDENT SUPPORT

**Goal:**          **Implement initiatives to increase student success.**

Objective:    Develop a system to assist potential students with financial planning for costs associated with attending NIC.

>   *Action Item:*              *Establish a link between the Bookstore and Financial Aid to better service students purchasing books with financial aid.*
>
>   *Outcome:*                  *The bookstore will have real-time information they need to allow students to charge against their financial aid.*
>
>   *Performance Measure:*       *The process to charge books against aid for students will be streamlined.*
>
>   ↓↓↓

Objective:    Develop technology-based student services.

>   *Action Item:*              *Develop a process for section wait-listing.*
>
>   *Outcome:*                  *Wait-list process will be utilized.*
>
>   *Performance Measure:*       *Students will actively use the wait-list process.*
>
>   ↓↓↓
>
>   *Action Item:*              *Section wait-listing*
>
>   *Outcome:*                  *Developed system*
>
>   *Performance Measure:*       *System in place*
>
>   ↓↓↓

**Goal:**          **Improve student access.**

Objective:    Develop a system to assist potential students with financial planning for costs associated with attending NIC.

>   *Action Item:*              *Develop job description for a "Financial Planner"*
>
>   *Outcome:*                  *Completed JD*
>
>   *Performance Measure:*       *See above*
>
>   ↓↓↓
>
>   *Action Item:*              *Educate parents and prospective students about resources available on NIC's website for their use when researching the cost of attending college.*
>
>   *Outcome:*                  *Parents and students will be better informed and prepared.*
>
>   *Performance Measure:*       *Fewer students will be unprepared for paying for their college education.*
>
>   ↓↓↓

Objective:    Improve ability to receive financial aid in outreach areas.

|  |  |
|---|---|
| *Action Item:* | *Improve financial aid education to the outreach centers staff and students.* |
| *Outcome:* | *Increased awareness of financial aid options by outreach students and outreach center staff.* |
| *Performance Measure:* | *Increased awareness of financial aid options by outreach students and outreach center staff.* |

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Objective: Improve collaboration with high school career guidance counselors to provide improved career exploration, advising, and dual credit registration based on unique student interests, aptitudes, and abilities.

|  |  |
|---|---|
| *Action Item:* | *Implement ideas developed by team.* |
| *Outcome:* | *Assigned project managers with appropriate due dates for implementation* |
| *Performance Measure:* | *Reports due by project managers detailing progress* |

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|  |  |
|---|---|
| *Action Item:* | *Meet weekly to discuss issues and develop strategies.* |
| *Outcome:* | *Organize a meeting with stakeholders outlying goals and possible outcomes.* |
| *Performance Measure:* | *Documentation that team met and made progress* |

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**Goal:**     **Improve student communications**

Objective: Develop technology-based student services.

|  |  |
|---|---|
| *Action Item:* | *Develop and implement student transcript tracking and processing.* |
| *Outcome:* | *Student's ability to get transcripts from NIC will be enhanced.* |
| *Performance Measure:* | *This process will be technology based.* |

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|  |  |
|---|---|
| *Action Item:* | *Improve web based transfer information.* |
| *Outcome:* | *Students and advisors will have easier access to transfer information.* |
| *Performance Measure:* | *Students and advisors will utilize the web to research transfer information.* |

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Objective: Identify and develop appropriate recruitment strategies for targeted populations.

|  |  |
|---|---|
| *Action Item:* | *Expand social networking through student activities.* |
| *Outcome:* | *Students will be more aware of available activities and programs.* |
| *Performance Measure:* | *Increased student participation in activities and* |

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North Idaho College Strategic Plan, December 2010                                   Page 6 of 20

*programs.*

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| | |
|---|---|
| *Action Item:* | *Research instant messaging and social media avenues as recruitment tools.* |
| *Outcome:* | *Increased communication with targeted population.* |
| *Performance Measure:* | *Increased interactions with the college by targeted population.* |

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Objective:     Implement a student email system.

| | |
|---|---|
| *Action Item:* | *Develop an advertising campaign for students about their NIC email and portal accounts.* |
| *Outcome:* | *NIC will primarily communicate with students via email and/or portal.* |
| *Performance Measure:* | *Increased use of student email and portal and increased paperless processing.* |

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Objective:     Increase Advisor-Student interactions.

| | |
|---|---|
| *Action Item:* | *Develop an advising syllabus with learning outcomes.* |
| *Outcome:* | *Available to all advisors* |
| *Performance Measure:* | *Successful distribution of syllabus* |

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## THEME III: COLLEGE COMMUNICATIONS AND CLIMATE

**Goal:**      **Attract and retain high quality employees.**

Objective:      Create plan to address employee turnover.

> *Action Item:*                    *Create succession plan for key positions within organization to identify impact of loss, probability of loss, and bench strength for key positions.*
>
> *Outcome:*                       *Planned control of succession management*
>
> *Performance Measure:*           *Plan created, bench strength identified, potential successors identified for key positions and development plans established*
>
> ↓↓↓
> *Action Item:*                    *Identify ongoing turnover rates among employee groups and identify potential causes of turnover through surveys, exit interviews, and other analyses.*
>
> *Outcome:*                       *Improved Retention*
>
> *Performance Measure:*           *Baseline turnover data will be established and used as benchmark for future efforts*
>
> ↓↓↓
> *Action Item:*                    *Increase mentoring and developmental opportunities for internal candidates to prepare for promotional opportunities created by turnover.*
>
> *Outcome:*                       *Greater bench strength established for all key positions in current incumbents and potential successors*
>
> *Performance Measure:*           *Formal mentoring program developed for key positions and potential successors; Professional development program developed for key positions and potential successors*

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Objective:      Define and develop a comprehensive hiring process and provide training to all hiring managers and participants on effective hiring strategies.

> *Action Item:*                    *Review and revise hiring practices to ensure compliance and ease of hiring best candidates.*
>
> *Outcome:*                       *Increased legal compliance and quality of hire, reduced turnover*
>
> *Performance Measure:*           *New hiring practices established; New hiring practices communicated marketing campaign developed that permeates all communication among current and potential employees*

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Objective:      Develop a comprehensive recruitment strategy to attract highly qualified and diverse

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candidates.

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| *Action Item:* | *Develop strategic recruitment and hiring strategy that incorporates advertising, marketing and other recruitment efforts to attract high quality and diverse candidates.* |
| *Outcome:* | *Improved Recruitment* |
| *Performance Measure:* | *Comprehensive plan developed; Measure types and breadth of advertising venues for positions;  # applicants, diversity of applicants; Hiring metrics (time to hire)* |

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|---|---|
| *Action Item:* | *Implement an internal branding campaign to focus on positive elements of working for NIC.* |
| *Outcome:* | *Improved Recruitment & Retention* |
| *Performance Measure:* | *New internal and external employment marketing campaign developed that permeates all communication among current and potential employees* |

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Objective: Implement a comprehensive orientation process to improve integration and retention of new employees.

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|---|---|
| *Action Item:* | *Develop new online and multimedia tools to provide better information, orientation, and training to potential and new employees to enhance on-boarding experience.* |
| *Outcome:* | *Improved integration of new employees; reduced turnover of new hires* |
| *Performance Measure:* | *New orientation completed/available* |

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|---|---|
| *Action Item:* | *Establish a passport tool for new employees to ensure effective orientation through the first six months of employment.* |
| *Outcome:* | *Improved integration of new employees; reduced turnover of new hires* |
| *Performance Measure:* | *New orientation completed/available* |

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Objective: Improve upon total rewards offered to employees.

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|---|---|
| *Action Item:* | *Review compensation practices to identify improvements in faculty compensation programs.* |
| *Outcome:* | *Ensure appropriateness of pay structure* |
| *Performance Measure:* | *Job analysis and evaluation complete; Work with faculty group(s) to assess current structure and* |

appropriateness; presentation of recommended changes to President's Cabinet for review; adoption as approved

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| | |
|---|---|
| *Action Item:* | *Review compensation practices to identify improvements in staff compensation programs.* |
| *Outcome:* | *Internal/External equity components in plan; ensure appropriateness of pay structure* |
| *Performance Measure:* | *Job analysis and evaluation complete; internal equity structure established for jobs; comprehensive market survey completed; alignment/restructuring of pay grades as appropriate; presentation of recommended changes to President's Cabinet for review; adopt* |

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**Goal:** **Further develop opportunities for professional development.**

Objective: Create additional faculty development programs and opportunities.

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|---|---|
| *Action Item:* | *Develop faculty development program to promote further professional and academic development of faculty.* |
| *Outcome:* | *Enhanced opportunities for ongoing faculty development to enhance quality in classroom* |
| *Performance Measure:* | *Number of faculty development opportunities; number of faculty development hours* |

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| | |
|---|---|
| *Action Item:* | *Integrate faculty development into faculty evaluation tools.* |
| *Outcome:* | *Increased accountability for ongoing development and improved classroom quality* |
| *Performance Measure:* | *Creation of faculty development evaluation tool that incorporates professional development* |

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Objective: Establish an internal leadership institute program.

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|---|---|
| *Action Item:* | *Develop curriculum for new program to provide employees with the opportunity to prepare for future leadership roles. Offer program at least once during FY09.* |
| *Outcome:* | *Improved competencies of supervisors, greater consistency and compliance in policy administration and execution, improved employee relations, greater management effectiveness, and reduced risk* |
| *Performance Measure:* | *Number of course offerings, number of attendees, and percentage of all managers trained* |

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Objective: Implement executive development program to enhance the capability of senior leaders.

*Action Item:* *Develop format of executive development strategies with President and incorporate into executive performance expectations for coming year.*

*Outcome:* *Improved competencies of executives, and greater ability to adapt and innovate*

*Performance Measure:* *Creation of executive development strategy, and development activities per year by executives*

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**Goal:** **Improve organizational and inter-departmental communications.**

Objective: Create tools and opportunities for communication among employees, students, managers, and leaders.

*Action Item:* *Conduct an employee opinion survey as a follow up to the 2008 survey to evaluate progress in key areas.*

*Outcome:* *Improved input from employees regarding NIC, and greater awareness of issues affecting NIC; Assessment of progress to improve previously identified issues and opportunities*

*Performance Measure:* *Assessment comparison of 2007 to 2008 results to determine progress in measured areas*

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*Action Item:* *Increase awareness of employee access to "open door" policy to managers and leaders throughout the organization.*

*Outcome:* *Improved input from employees regarding NIC, and greater access to managers and leaders*

*Performance Measure:* *Awareness messages and strategy developed*

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## THEME IV:  FINANCE AND FUNDING

**Goal:** **Align budget with strategic plan.**

Objective: Document how the budget addresses the priorities of the strategic plan.

    *Action Item:*      *In the preparation of the budget for each upcoming year, have each respective Vice President document how the budget is conforming to the Strategic Plan in their particular area.*

    *Outcome:*      *Document of conformation is prepared*

    *Performance Measure:*      *Review documents presented in the budgeting process to document conformance of the budget to the Strategic Plan*

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Objective: Ensure that the strategic plan is addressed in the budget and at the Board of Trustee's meetings.

    *Action Item:*      *The President's Cabinet will review the Strategic Plan each year at the start, middle, and end of the budgeting process.  Discuss the completion of objectives and changes to the plan as necessary.*

    *Outcome:*      *Review of plan is made*

    *Performance Measure:*      *Review the minutes and agenda for appropriate discussion on the Strategic Plan*

    ❖❖❖

**Goal:** **Pursue expanded funding opportunities through NIC Foundation for student success, faculty-staff support, facility development, and program development.**

Objective: Develop and implement a more comprehensive annual giving campaign to expand resources for priority needs.

    *Action Item:*      *Continue to expand the Annual Giving Campaign*

    *Outcome:*      *Successful fundraising and strengthened relationships*

    *Performance Measure:*      *Total dollars raised and relationships built*

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    *Action Item:*      *Continue to work closely with the employee steering committee to expand on the tailored plan for NIC designed to build awareness and increase participation in giving opportunities.*

    *Outcome:*      *Expanded culture of philanthropy by NIC employees.*

    *Performance Measure:*      *Increased participation and support.*

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Objective: Provide appropriate support for future college expansion and special initiatives.

    *Action Item:*      *Pursue expanded funding for priority needs.*

| | |
|---|---|
| *Outcome:* | *Successful fundraising and strengthened relationships* |
| *Performance Measure:* | *Total dollars raised and relationships built* |

**Goal:** **Pursue opportunities for alternative funding sources.**

Objective: Build partnerships and collaborative relationships with business and industry.

| | |
|---|---|
| *Action Item:* | *The college will join JobsPlus and the Manufacturer's Consortium as well as becoming more active in the Coeur d'Alene Chamber of Commerce.* |
| *Outcome:* | *Membership in JobsPlus and Manufacturer's Consortium* |
| *Performance Measure:* | *Each year the Board of Trustees will include as part of their evaluation of the President, the campus involvement to ensure adequacy. Memberships in community events will be evaluated annually by the President.* |

Objective: Expand total external private and federal grant applications for targeted college priority needs.

| | |
|---|---|
| *Action Item:* | *Increase campus involvement in grants development.* |
| *Outcome:* | *Greater number of NIC administrators, faculty, and staff taking a leadership role in the grant-seeking process* |
| *Performance Measure:* | *Greater number of departments/divisions participating in pursuit of external funding requests which requires willingness to develop concepts/ideas and providing the expertise necessary to support grant-seeking process* |
| *Action Item:* | *Increase targeted requests for grant sources such as: Title III, Part A-Strengthening Institutions; TRIO (SSS, EOC, Talent Search); NSF Programs (ATE, CCLI, STEP, S-STEM, etc.); other federal and private grants.* |
| *Outcome:* | *Enhanced fiscal resources for programs and services* |
| *Performance Measure:* | *Increased total number of requests sought and overall success rate* |

Objective: Seek federal and state special appropriations for suitable college priority activities and programs.

| | |
|---|---|
| *Action Item:* | *Actively seek federal appropriation requests.* |
| *Outcome:* | *Enhanced fiscal resources for programs and services and elevated awareness about North Idaho College with Idaho's federal delegation* |
| *Performance Measure:* | *Number of requests sought and success in securing support* |

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North Idaho College Strategic Plan, December 2010

* * *

*Action Item:*                    *As requests are prepared for special or routine appropriations, review each with the President's Cabinet and as appropriate with the Board of Trustees. Prepare priorities as appropriate.*

*Outcome:*                        *Review is performed*

*Performance Measure:*            *Within the month proposed, discuss each appropriations request with the appropriate administrative or governing body. Conform with guidelines regarding submission and content.*

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## THEME V: COLLEGE IMAGE AND RELATIONS

**Goal:**        **Enhance community perception of NIC among targeted groups.**

Objective:    Develop strategies to involve community members in NIC activities and events.

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| *Action Item:* | *Continue current process of promoting events and activities.* |
| *Outcome:* | *Promote NIC events and activities* |
| *Performance Measure:* | *None* |

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|---|---|
| *Action Item:* | *Continue the "Be Our Guest" program.* |
| *Outcome:* | *Provide "Be Our Guest" passes* |
| *Performance Measure:* | *More attendance at NIC events.* |

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|---|---|
| *Action Item:* | *Continue to send annual events list and season guest pass to targeted populations.* |
| *Outcome:* | *Targeted populations receives passes to NIC events.* |
| *Performance Measure:* | *Increased attendance at NIC events.* |

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Objective:    Promote the value of NIC and the credentials and expertise of the faculty to the community.

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|---|---|
| *Action Item:* | *Obtain and utilize testimonials from current students, graduates, and faculty in marketing campaign and on the NIC website to promote how NIC has impacted them.* |
| *Outcome:* | *Prospective students hear from those impacted by NIC.* |
| *Performance Measure:* | *None* |

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|---|---|
| *Action Item:* | *Promote and publicize community service projects and activities involving students, faculty, and staff.* |
| *Outcome:* | *More community involvement* |
| *Performance Measure:* | *None* |

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|---|---|
| *Action Item:* | *Promote the job placement rate and salary information of NIC Professional-Technical graduates (this report is already done by the PTE Division).* |
| *Outcome:* | *Information promoted* |
| *Performance Measure:* | *Press release, clippings* |

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**Goal:** **Promote awareness and recruitment through a strong marketing campaign.**

Objective: Develop a comprehensive branding and marketing plan.

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|---|---|
| *Action Item:* | *Incorporate and coordinate NIC and IdahoGoes teams marketing strategies and resources to maximize effectiveness and combined purchasing power.* |
| *Outcome:* | *Maximize effectiveness* |
| *Performance Measure:* | *None* |

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Objective: Improve the marketing strategies that facilitate a potential student's interest in professional-technical programs.

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|---|---|
| *Action Item:* | *Continue supporting Hardhats, Hammers and Hot Dogs initiative, Fall NIC Tech Tour and other marketing activities.* |
| *Outcome:* | *Opportunity to advertise these events to the public.* |
| *Performance Measure:* | *None* |

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|---|---|
| *Action Item:* | *Create a PTWE webpage that is easily accessible, information rich, and inclusive of all aspects of PTWE.* |
| *Outcome:* | *Getting more information out to the public about PTWE.* |
| *Performance Measure:* | *None* |

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|---|---|
| *Action Item:* | *Explore the potential for a dedicated PTWE newsletter.* |
| *Outcome:* | *PTWE information readily available* |
| *Performance Measure:* | *None* |

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|---|---|
| *Action Item:* | *Produce feature stories when possible on news and successes within PTWE programs.* |
| *Outcome:* | *Personal stories about PTWE programs available to promote programs.* |
| *Performance Measure:* | *None* |

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|---|---|
| *Action Item:* | *Work with PTWE leadership and staff to create a PTWE specific presentation to be used in conjunction with community speaking opportunities.* |
| *Outcome:* | *Ability to have PTWE information for the public at speaking engagements.* |
| *Performance Measure:* | *None.* |

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Objective: Market four-year degree opportunities that exist via relationships with partner

institutions.

*Action Item:*          *Conduct a workshop for identified NIC frontline staff involving University of Idaho and Lewis-Clark State College officials to familiarize NIC staff with available programming in North Idaho.*

*Outcome:*          *Workshop conducted*

*Performance Measure:*          *Participation at workshop*

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*Action Item:*          *Coordinate with partner institutions on a one-a-year public information event promoting cooperative programs.*

*Outcome:*          *More information to the public about schools.*

*Performance Measure:*          *None*

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*Action Item:*          *Coordinate with partner institutions on an annual public information event promoting cooperative programs.*

*Outcome:*          *Events scheduled and held*

*Performance Measure:*          *Attendance at events, increased awareness of cooperative programs*

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*Action Item:*          *Marketing representatives from partner schools' North Idaho branches will meet periodically to coordinate strategies for marketing purposes.*

*Outcome:*          *Collaborate marketing strategies.*

*Performance Measure:*          *None*

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## THEME VI: DIVERSITY & HUMAN RIGHTS

**Goal:** **Promote diversity and human rights, including respect for all elements of the college.**

Objective: Develop a comprehensive employee diversity initiative focused on improving awareness and inclusion throughout the campus.

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|---|---|
| *Action Item:* | *Develop hiring practices and strategies that attract applicants who reflect global diversity.* |
| *Outcome:* | *Increased awareness and inclusion among employees and managers, and increased access to diverse candidates for improved hiring effectiveness* |
| *Performance Measure:* | *Formalized diversity initiative developed by Human Resources* |

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| *Action Item:* | *Incorporate diversity awareness, inclusion and education in formal training provided to employees.* |
| *Outcome:* | *Increased awareness and inclusion among employees and managers, and increased legal compliance regarding areas of diversity and protected classes* |
| *Performance Measure:* | *Number of facilitated events relating to training* |

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|---|---|
| *Action Item:* | *Update the college Affirmative Action Plan / Program to ensure legal compliance.* |
| *Outcome:* | *Up-to-date Affirmative Action Plan compliant with OFCCP standards and state/federal regulations* |
| *Performance Measure:* | *Completed document that outlines all related data, action plans, and other applicable components of a bona fide Affirmative Action plan* |

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Objective: Explore international educational opportunities for students, faculty and staff.

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| *Action Item:* | *Develop Study Abroad resources.* |
| *Outcome:* | *Designated person and resources for study abroad info* |
| *Performance Measure:* | *Materials and person in place* |

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|---|---|
| *Action Item:* | *Explore opportunities for faculty.* |
| *Outcome:* | *Catalog of opportunities for faculty exchange* |
| *Performance Measure:* | *Document available to faculty* |

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|---|---|
| *Action Item:* | *Explore opportunities for staff.* |
| *Outcome:* | *Identify opportunities offered internally and externally* |

*for staff to gain greater exposure to education related to global and international relations that will enhance diversity, inclusion and awareness throughout the campus.*

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|---|---|
| *Performance Measure:* | *Number of sponsored events with an international focus for staff development and education* |

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Objective: Promote cross-cultural understanding, diversity, and human rights in the curriculum.

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|---|---|
| *Action Item:* | *Identify themes that classes / curriculum should incorporate.* |
| *Outcome:* | *Collection of appropriate and available diversity and human rights competencies* |
| *Performance Measure:* | *Established catalog of competencies available to faculty* |

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Objective: Reflect NIC's commitment to diversity and human rights in extra-curricular activities and events.

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| *Action Item:* | *Develop and maintain diversity training for faculty and staff.* |
| *Outcome:* | *An ongoing training program will be in place.* |
| *Performance Measure:* | *Staff and faculty training will be tracked.* |

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| *Action Item:* | *Develop faculty/staff advising & support group for Spanish speaking students* |
| *Outcome:* | *Group developed* |
| *Performance Measure:* | *Group becomes connected with Spanish speaking students* |

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|---|---|
| *Action Item:* | *Develop multi-cultural community guide* |
| *Outcome:* | *Guide will be developed and distributed to appropriate groups.* |
| *Performance Measure:* | *Guide developed, maintained, and distributed.* |

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## THEME VII: PHYSICAL RESOURCES

**Goal:** **Advance the campus infrastructure with regards to technology and safety.**

Objective: Assess campus safety practices and implement necessary improvements.

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| *Action Item:* | *Improve network security via collaboration and best practice adoption.* |
| *Outcome:* | *Enhanced security of records and other official information.* |
| *Performance Measure:* | *A roster of defined best practices for improving network access and other security. Improvements to the VLAN and DNS architecture. Preparation to integrate an intrusion detection / prevention system (IDS/IPS) when funding becomes available.* |

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|---|---|
| *Action Item:* | *Improve network security.* |
| *Outcome:* | *Improved network and systems security via consultation, best practice adoption, software acquisition and standards creation.* |
| *Performance Measure:* | *A network intrusion detection and prevention device will be acquired. Network traffic will be monitored to ensure that both records and traffic are secure for all purposes. Policy development regarding information security will be undertaken.* |

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Objective: Enhance online student support and education services.

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|---|---|
| *Action Item:* | *Bring all qualifying NIC classrooms to the minimum information technology standard using ARRA stimulus funding.* |
| *Outcome:* | *Improved instructional delivery to 45 classrooms.* |
| *Performance Measure:* | *Plan outlining the qualifying classrooms. Completion of rooms with available funding.* |

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| *Action Item:* | *Develop a plan for equipment replacement.* |
| *Outcome:* | *Develop plan addressing equipment replacement in classrooms with faculty input and institutional funding.* |
| *Performance Measure:* | *A comprehensive plan for standardizing all classrooms will be prepared. Plans and funding requests will be reviewed by faculty.* |

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# Idaho Division of Professional-Technical Education 2012-2016 Strategic Plan

Idaho Division of
Professional-Technical
Education

# Welcome!

The Division of Professional-Technical Education is an integral part of the State Board of Education's overall plan and process for the delivery of quality education and a seamless system of educational services throughout Idaho. Professional-technical education provides Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace.

Eighty percent of jobs in Idaho require less than a four year baccalaureate degree. These jobs requiring less than a four year baccalaureate degree are becoming increasingly sophisticated requiring quality technical education as well as a solid academic foundation. Professional-technical education is the delivery system for addressing this need. A component of the technical college system is workforce training which focuses on short term training for adults to retrain and upgrade their skills to meet labor market demands.

This plan provides direction for the professional-technical education system to inform, organize and affect continued efforts to deliver professional-technical programs and services to people throughout the state. The strategic planning process is dynamic and enhances our continuous improvement philosophy. The ultimate impact of this plan will depend on the efforts of dedicated teachers, administrators, and business people. We, in the Division, appreciate the opportunity to help facilitate those efforts and welcome suggestions for improvement.

Ann Stephens, State Administrator

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# Mission Statement

The mission of the Professional-Technical Education System is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

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# Vision Statement

Economic vitality as well as quality of life is dependent on effective people equipped with the necessary skills, knowledge and attitudes to compete effectively, work efficiently and safely while balancing responsibilities to the family and the community. A qualified skilled workforce is essential to the competitiveness of Idaho's businesses and industries and the well-being and safety of Idaho's citizens. Professional-Technical Education is the delivery system that focuses on this need.

Professional-Technical Education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring less than a four year baccalaureate degree. This includes training for workers already in the workplace and for adults needing basic academic skills.

Quality, access, accountability, responsiveness and commitment to continuous improvement are hallmarks of Idaho's Professional-Technical Education System.

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# KEY EXTERNAL FACTORS

- ➢ Rapid technological change

- ➢ Diversification of Idaho's job market

- ➢ Adequate supply of qualified instructors

- ➢ State and federal legislation

- ➢ State and national economic climates

- ➢ State employment rates

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# AUTHORITY

This strategic plan has been developed by the Division of Professional-Technical Education (DPTE) in compliance with Idaho Code, Chapter 19, Title 67, and Sections 67-1901 through 67-1905, as amended. It supersedes all previous DPTE strategic plans.

Statutory authority for the DPTE is delineated in Idaho Code, Chapter 22, and Sections 33-2201 through 33-2212. IDAPA 55 states the role of DPTE is to administer professional-technical education in Idaho and lists specific functions. Section 33-1002G allows school districts to establish professional-technical schools and 39-5009 established the displaced homemaker account for appropriation to the State Board of Professional-Technical Education.

*Professional-Technical Education*
**Strategic Plan 2011-2015**

| *Professional-Technical Education* **GOALS & OBJECTIVES** | **Anticipated Completion Date** |
|---|---|

| | |
|---|---|
| *Goal 1 - Quality*<br><br>**Improve the quality of Idaho's professional-technical education system.** | |
| **Objective 1:** Promote initiatives that improve the quality of professional-technical education.<br><br>Performance Measure: Number of PTE concentrators who take a Technical Skill Assessment (TSA).<br><br>Benchmark: The number of PTE concentrators who take a state approved TSA will increase 10% each year. | Ongoing |
| **Objective 2:** Promote business and industry participation in professional-technical education. | Ongoing |
| **Objective 3:** Recruit and retain qualified professional-technical educators. | Ongoing |
| **Objective 4:** Promote professional development opportunities for students, teachers and counselors. | Ongoing |
| **Objective 5:** Provide workforce development systems with information and resources needed to make informed decisions about education and training. | Ongoing |
| **Objective 6:** Use continuous improvement processes to assess program quality and effectiveness. | Ongoing |
| *Goal 2 – Access*<br><br>**Provide access to professional-technical education programs and services.** | |
| **Objective 1:** Provide alternative delivery systems to support underserved regions and expand workforce development training. | Ongoing |
| **Objective 2:** Inform Idahoans about professional-technical education, occupations, educational programs, schools, and scholarships. | Ongoing |
| **Objective 3:** Inform partners, including business, industries, agencies, and economic development entities, about professional-technical education. | Ongoing |
| **Objective 4:** Maintain access to quality secondary programs and services. | Ongoing |
| **Objective 5:** Maintain access to programs and options available through the technical college system.<br><br>Performance Measure: Number of Technical College enrollments.<br><br>Benchmark: Number of Technical College FTE enrollments will increase 2% each year. | Ongoing |
| **Objective 6:** Expand opportunities that help special populations participate in professional-technical programs | Ongoing |

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|---|---|
| and services.<br><br>Performance Measures:  Number of ABE clients who meet their stated goal which may include a GED.<br><br>Benchmark: Number of ABE clients with GED as a goal who obtain a GED will increase 2% each year. | |
| **Goal 3 – Accountability**<br><br>**Ensure effective and efficient use of professional-technical education resources.** | |
| **Objective 1:** Review, revise and implement policies to make efficient use of professional-technical education system resources. | Ongoing |
| **Objective 2:** Ensure funds designated for the professional-technical education system are efficiently managed to support the role and mission. | Ongoing |
| **Objective 3:** Maintain efficient financial and accounting systems for the Division and the professional-technical education system. | Ongoing |
| **Objective 4:** Maintain high placement rates.<br><br>Performance Measure A:  Number of Technical College PTE completers who achieve positive placement or transition.<br><br>Benchmarks: The number of Technical College PTE completers who achieve a positive placement is at 90% or better.<br><br>Performance Measure B: Number of secondary completers who transition to postsecondary education or training.<br><br>Benchmark:  The number of secondary PTE completers who transition to postsecondary education or training will exceed the National Center for Higher Education Management System rankings for Idaho. | Ongoing |

# VR
## Strategic Plan

# Idaho Division of Vocational Rehabilitation

# 2012 - 2016

## Content and Format

Since Federal and Idaho State governments operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal year basis (October 1 – September 30), the agency will use federal year statistics for reporting purposes in this Strategic Plan. This Plan will cover federal fiscal years 2012 through 2016.

The Plan is divided into three sections. The first section focuses on the Vocational Rehabilitation Program and presents specific goals, objectives and strategies for achieving these goals. The following section relates to the IDVR State Renal Disease Program. The final section addresses external factors impacting IDVR.

## Vocational Rehabilitation Program Vision Statement

"Your success at work means our work is a success."

## Vocational Rehabilitation Program Mission Statement

"Preparing individuals with disabilities for employment and community enrichment."

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# Vocational Rehabilitation Program Goals

**Goal #1 – Continually improve the quality of Vocational Rehabilitation services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment and long term Supported Employment within the context of available resources.**

1. *Objective:* Increase the number of individuals who successfully become employed after receiving VR services.

   *Performance Measure:* The number of individuals who successfully achieve the employment outcome objective.
   *Benchmark:* The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

2. *Objective:* Increase the number of transition age youth who successfully become employed after receiving VR services.

   A. *Performance Measure:* The number of transition age youth who successfully achieve the employment outcome objective.
   *Benchmark:* The number of transition age youth exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

   B. *Performance Measure:* Through closer collaboration with Idaho school districts, disabled students participating in charter school programs, as well as those participating in on-line schooling and virtual/internet high schools, will be more effectively identified and served. In addition, IDVR will target the 504 transitional population, both inside and outside the consortium projects.
   *Benchmark:* A baseline will be established in 2011 and the number served will be increased by 1% each subsequent year.

3. *Objective:* Increase the earnings of individuals who successfully become employed after receiving VR services.

   *Performance Measure:* The earning capacity of those who become employed.
   *Benchmark:* The average hourly earnings of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

4. *Objective:* Maintain the number of individuals with significant disabilities placed in employment with long term job support.

   *Performance Measure:* The number of individuals in employment who receive long term support.

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*Benchmark:* The number of individuals with significant disabilities placed into employment with long term job support shall be equal to or exceed the previous year's performance.

5. *Objective:* Improve the employment outcomes of individuals who are Deaf and Hard of Hearing.

> *Performance Measure:* IDVR will fund two full time IESDB employees through a cooperative agreement established between IDVR and the IESDB (Idaho Educational Services for the Deaf and Blind). It is the responsibility of IESDB to locate and refer hearing impaired or hard of hearing transitioning students to IDVR for services. IDVR also agreed to provide resources directly to the two employees who will work in conjunction with respective VR counselors to develop appropriate IPE strategies.
> *Benchmark:* The number of rehabilitations for this population will increase 6% between FFY2011 and the completion of FFY2013.

6. *Objective:* Utilize Information Technology to its maximum capacity.

> A. *Performance Measure:* Increase the efficiency and capacity of record storage.
> *Benchmark:* Completion of the document imaging and signature pad projects in all regions by 2012.

> B. *Performance Measure:* Information Technology/Skill Development of all personnel.
> *Benchmark:* Ongoing education and training will increase.

7. *Objective:* Statewide consistency for orientation and training to ensure continuity among all levels of staff.

> *Performance Measure*: A comprehensive Training Manual for VR Counselors, VR Assistants, Regional Managers, and Assistant Regional Managers.
> *Benchmark:* One module of the Training Manual will be completed per year over the next four years.

8. *Objective:* Enhance revenue opportunities for VR programs.

> *Performance Measure:* Increase grant opportunities and collaboration with state agencies and other entities to develop shared projects.
> *Benchmark:* Collaboration with agencies and other entities will meet or exceed the previous year.

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## Goal #2 - Ensure that all eligible individuals with disabilities have equal access to services.

1. *Objective:* Assure that individuals of minority backgrounds have equal access to services.

> *Performance Measure:* Maintain or increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services.

3

*Benchmark:* The number of individuals with disabilities from minority backgrounds exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

2. *Objective:* Adequately meet the employment needs of the increasing Adult Corrections population statewide.

> *Performance Measure:* Maintain or increase the number of individuals from the Adult Corrections population statewide who successfully become employed after receiving Vocational Rehabilitation services.
> *Benchmark:* The number of individuals with disabilities from the Adult Corrections population exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

3. *Objective:* Strengthen partnerships with community partners.

> A. *Performance Measure:* Participation in the meetings and activities of community programs including but not limited to the Consortium for Idahoans with Disabilities (CID), Workforce Investment Act (WIA), State Independent Living Council (SILC), Developmental Disabilities Council, Advisory Commission on Correctional Education and Programs, Interagency Working Group, and Secondary Transition Group to support their efforts.
> *Benchmark:* Increase regular attendance

> B. *Performance Measure:* Increase collaboration with Community Rehabilitation Programs (CRP's) and other partners to develop shared projects.
> *Benchmark:* Collaboration with partners will meet or exceed previous year.

## Goal #3 - Ensure that IDVR is compliant with the Rehabilitation Services Administration (RSA) performance objectives and policies.

*Objective:* Maintain an internal audit process that achieves the vocational outcome goals established by RSA.

> A. *Performance Measure:* Monthly audits will be conducted statewide to address the current RSA performance objectives and policies.
> *Benchmark*: IDVR will achieve a minimum of 90% compliance in all areas measured by the monthly audit review.

> B. *Performance Objective:* Establish and maintain a protocol that clearly defines activities and expenditures of the council for the Deaf and Hard of Hearing that adheres to all applicable policy, regulation and statutes.
> *Benchmark:* A policy is developed by FFY 2012.

4

## State Renal Disease Program

### Mission

To provide financial assistance for lifesaving medical care and treatment to Idaho residents who are experiencing end-stage renal disease; and who do not have the financial resources to meet all their end-stage renal disease medical needs; and for whom work is not an option; or are employed, but unable to afford lifesaving kidney related expenses on a continuing basis.

### Vision

No Idaho resident experiencing end-stage renal disease should be at risk of death solely due to the inability to financially secure timely and appropriate medical intervention.

### Goal #1 – Provide Idahoans experiencing end-stage renal disease with a program for financial assistance for needs relating to life saving medical services.

*Objective:* Develop a plan to transfer the Renal Disease Services Program from IDVR to the Department of Health and Welfare.

*Performance Measure:* IDVR, in conjunction with Health and Welfare, will develop a plan to transfer the program.

*Benchmark:* **A** plan is developed and ready for review by JFAC and the House and Senate Health and Welfare committees by December 1, 2011.

5

# External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the clientele served and the variety of disabilities addressed. Challenges facing the Division include:

## Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR is dedicated to keeping current of the latest trends in both assistive rehabilitation technology and information technology, and in training Vocational Rehabilitation Counselors and staff. IDVR employs an Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Center located at the University of Idaho.

## Changes in the Medical Industry

Continuing advancements in the medical industry as well as changes relating to insurance and financial benefits pose complex questions for the Vocational Rehabilitation Counselor. This is especially true in determining eligibility and services. Many IDVR Counselors and Managers are involved with health and disability-related organizations to keep abreast of these changes.

## Idaho's Economy

While Idaho has seen tremendous growth in its population in the past ten years, the current economic downturn and resulting high unemployment rate are posing unique and challenging barriers to Idahoans with disabilities.

## Political Climate

The political elements are by far the most difficult for IDVR to overcome since they are essentially out of the control of the Division. At the state level, the Division is subject to legislative action regarding annual budget requests including service dollars and personnel expansion. Any legislation pertaining to service provision either by public or private sectors will have a definite impact on Division services and service providers.

IDVR is also affected by decisions made at the federal level. The outcome of the new Health Care Act is not yet clearly understood, but will undoubtedly have an influence on IDVR clients and services provided. Also, the direction Congress chooses regarding reauthorization of the Rehabilitation Act will impact the future of Vocational Rehabilitation in Idaho. Federal funding decisions, e.g., training grants, block grants, funding reductions, program deletions, merging of programs, changes in health care and employment standards and practices are areas that would impact the Division's planning process. Funding decisions and allocations on a state level have a direct impact on the amount of Federal dollars the agency is able to capture.

6

All staff of the Idaho Division of Vocational Rehabilitation takes pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability.

7

# *Idaho Public Television*

# STRATEGIC PLAN

# 2012-2016

# Idaho Public Television
## STRATEGIC PLAN 2012-2016

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meeting the needs and reflect the interests of our varied audiences.

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board of Education (SBoE). This Plan displays SBoE goals alongside the Agency's Strategic Planning Issues.


_____3/21/2011
Peter W. Morrill
General Manager
Idaho Public Television


_____
## VISION STATEMENT

Inspire, enrich, and educate the people we serve, enabling them to make a better world.


_____
## MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;

- Providing quality educational, informational, and cultural television and related resources;

- Creating Idaho based educational, informational, and cultural programs and resources;

- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and

- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

1

# Idaho Public Television
# STRATEGIC PLAN 2012-2016

**SBoE Goal 1: A WELL-EDUCATED CITIZENRY**
The educational system will provide opportunities for individual advancement.

**IdahoPTV Objectives:**

1) Progress toward digital implementation, as a statewide infrastructure in cooperation with public and private entities.
   - Performance Measure(s):
     - Number of DTV channel hours of transmission.
       - Benchmark: FY12 – meet or exceed 137,240 (established by agency research)
     - Number of transmitters broadcasting a DTV signal.
       - Benchmark: FY12 – 5 of 5 (established by industry standard)
     - Number of DTV translators.
       - Benchmark: FY12 – 20 of 42 (established by industry standard)
     - Number of licensed DTV fill-in translators (DTS).
       - Benchmark: FY12 – meet or exceed 3 of 7 (established by industry standard)
     - Number of cable companies carrying our prime digital channel.
       - Benchmark: FY12 – meet or exceed 10 (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY12 – meet or exceed 7 (established by industry standard)
     - Percentage of Idaho's population within our DTV signal coverage area.
       - Benchmark: FY12 – meet or exceed 73.1% (established by industry standard)

2) Operate an efficient statewide delivery/distribution system.
   - Performance Measure(s):
     - Total FTE in content delivery and distribution.
       - Benchmark: FY12 – less than 30.45 (established by industry standard)

3) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
   - Performance Measure(s):
     - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY12 – meet or exceed 97.5% (established by industry standard)

2

- Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.
  - Benchmark: FY12 – meet or exceed 13,500
    (established by agency research)

4) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measure(s)
     - Number of visitors to our Web sites.
       - Benchmark: FY12 – meet or exceed 1,200,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY12 – meet or exceed 6,000
         (established by agency research)

5) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure(s):
     - Total number of hours of educational programming.
       - Benchmark: FY12 – meet or exceed 8,842
         (established by agency research)

6) Contribute to a well-informed citizenry.
   - Performance Measure(s):
     - Number of channel hours of news, public affairs, and documentaries.
       - Benchmark: FY12 – meet or exceed 10,000
         (established by agency research)

7) Provide relevant Idaho-specific information.
   - Performance Measure(s):
     - Number of IdahoPTV channel hours of Idaho-specific educational and informational programming.
       - Benchmark: FY12 – meet or exceed 1,795
         (established by agency research)

8) Provide high quality, educational television programming and new media content.
   - Performance Measure(s):
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY12 – meet or exceed 35
         (established by industry standard)

9) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure(s):
     - Full-day IdahoPTV viewership as compared to peer group of PBS state networks – indexed to 100.
       - Benchmark: FY12 – meet or exceed 100
         (established by industry standard)

3

10) Operate an effective and efficient organization.
   - Performance Measure(s):
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY12 – yes/yes/yes
         (established by industry standard)
     - Successfully comply with new FCC rules regarding closed captioning complaints.
       - Benchmark: FY12 – yes
         (established by industry standard)

**SBoE GOAL 2: CRITICAL THINKING AND INNOVATION**
The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

**IdahoPTV Objectives:**

1) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measure(s)
     - Number of visitors to our Web sites.
       - Benchmark: FY12 – meet or exceed 1,200,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY12 – meet or exceed 6,000
         (established by agency research)

2) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure(s):
     - Total number of hours of educational programming.
       - Benchmark: FY12 – meet or exceed 8,842
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4

5) Provide high quality, educational television programming and new media content.
- Performance Measure(s):
  - Number of awards for IdahoPTV media and services.
    - Benchmark: FY12 – meet or exceed 35
    (established by agency research)

6) Be a relevant, educational and informational resource to all citizens.
- Performance Measure(s):
  - Full-day IdahoPTV viewership as compared to peer group of PBS state networks – indexed to 100.
    - Benchmark: FY12 – meet or exceed 100
    (established by industry standard)

7) Operate an effective and efficient organization.
- Performance Measure(s):
  - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
    - Benchmark: FY12 – yes/yes/yes
    (established by industry standard)
  - Successfully comply with new FCC rules regarding closed captioning complaints.
    - Benchmark: FY12 – yes
    (established by industry standard)

## SBoE GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS
Ensure educational resources are used efficiently.

**IdahoPTV Objectives:**

1) Progress toward digital implementation, as a statewide infrastructure in cooperation with public and private entities.
- Performance Measure(s):
  - Number of DTV channel hours of transmission.
    - Benchmark: FY12 – meet or exceed 137,240
    (established by agency research)
  - Number of transmitters broadcasting a DTV signal.
    - Benchmark: FY12 – 5 of 5
    (established by industry standard)
  - Number of DTV translators.
    - Benchmark: FY12 – 20 of 42
    (established by industry standard)
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  - Number of cable companies carrying our prime digital channel.
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5

- Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
  - Benchmark: FY12 – meet or exceed 7
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- Percentage of Idaho's population within our DTV signal coverage area.
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2) Operate an efficient statewide delivery/distribution system.
- Performance Measure(s):
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3) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
- Performance Measure(s)
  - Number of visitors to our Web sites.
    - Benchmark: FY12 – meet or exceed 1,200,000
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  - Number of visitors to IdahoPTV/PBS video player.
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  - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
    - Benchmark: FY12 – yes/yes/yes
    (established by industry standard)
  - Successfully comply with new FCC rules regarding closed captioning complaints.
    - Benchmark: FY12 – yes
    (established by industry standard)

6

**Key External Factors**
(Beyond the control of Idaho Public Television):

Funding:
Idaho Public Television's current strategic goals and objectives assume level, ongoing financial support from the State of Idaho, Corporation for Public Broadcasting, and private contributions. As of this writing (3/21/2011), these funding sources appear to be uncertain. Between July 1, 2008 and March 1, 2011 Idaho Public Television's state support has been reduced by 57.6%. IdahoPTV provides numerous services to various state entities. In February 2010, Governor Otter recommended agencies that receive free services from IdahoPTV begin reimbursing for the services when possible. Thus far, none have begun compensating IdahoPTV including for services like *Idaho Legislature Live*.

Much of the content that Idaho Public Television airs comes from other organizations, both nationally and regionally. If their program production funding sources change (up or down), they also could have an impact on IdahoPTV's ability to meet its goals and objectives targets.

Legislation/Rules:
Recent state statute and rule changes typically have not impacted Idaho Public Television.

Federal Government:
A great deal of funding, for both operational and infrastructure, comes from various entities of the federal government. A sudden downward change in these funding pools could affect IdahoPTV's ability to fulfill this strategic plan. We anticipate funding from several federal entities will be severely impacted by pressure to reduce the federal deficit.

Various aspects of IdahoPTV's program functions fall under federal oversight including the Federal Communications Commission, United States Department of Commerce, United States Department of Agriculture, Federal Aviation Administration, United States Department of Homeland Security, Internal Revenue Service, etc. Any change of federal rules and funding by any of these entities could also affect our ability to fulfill this strategic plan.

7

# Idaho State Department of Education
**Public Schools Strategic Plan**
**2012-2016**

## Vision Statement

To establish an innovative and flexible education system that focuses on results, inspires all students and prepares them to be successful in meeting today's challenges and tomorrow's opportunities.

## Mission Statement

The Idaho State Department of Education is accountable for the success of all Idaho students. As leaders in education, we provide the expertise and technical assistance to promote educational excellence and highly effective instruction.

### Indicators of a High Quality Education System

- High student achievement
- Low dropout rate
- High percentage of students going on to post-secondary education
- Close achievement gap
- All decisions based on current accurate data
- Efficient use of all resources

### Guiding Principles

- Every student can learn and must have a high quality teacher in every classroom.
- Market forces must drive necessary change.
- Current and new resources must focus on the classroom.

With these indicators and guiding principles as our focus, the Idaho State Department of Education will increase student achievement.

- Increase district and school capacity to establish and maintain a positive education climate, with emphasis on a safe learning environment, and the intellectual, physical, social and psychological well-being of every child.

1

- Continue efforts to remove barriers to teacher certification and provide support to those who want to enter the teaching profession.

- Increase dissemination of and accountability for research-based best practices in teacher preparation and provision of ongoing professional development that support student success.

- Continue efforts to provide increased pay for teachers in leadership and mentoring roles.

- Coordinate a statewide school improvement effort for those schools needing assistance to meet Adequate Yearly Progress goals.

- Increase the level of parental and community involvement in the education system by seeking partnerships with and feedback from all education stakeholders.

- Focus the statewide dropout prevention efforts of all education partners to reduce Idaho's dropout rate and increase graduation rates.

- Continue to support the establishment of public charter schools, public magnet schools and online educational opportunities to offer parents more quality choices in education for their children.

- Provide timely and relevant information, technical assistance and funding to Idaho's educators, schools, districts, students, parents, business leaders and the community, with a focus on excellent customer service.

- Increase efficiency of data collection procedures from school districts and public charter schools.

- Support efforts by school districts to consolidate services and streamline operations to make more efficient use of taxpayer funds and put more dollars into the classroom.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

**Goal 1: Ensure students have the skills and knowledge necessary to succeed from kindergarten to high school graduation and post-secondary education.**

*Objective 1. Improve student achievement at the middle school level.*

Performance Measures: Idaho Standards Achievement Tests grades 6 to 8.

2

Benchmark:  Eighty percent of students in grades 6 to 8 will achieve proficiency on the ISAT in math, reading, language usage.

*Objective 2:  Improve access to post-secondary education while in high school.*

Performance Measures: Percentage of high schools offering dual credit.

Benchmark: Sixty percent of high schools offering dual credit.

Performance Measure: High Schools connected to the Idaho Education Network.

Benchmark: One hundred percent of high schools in Idaho connected to the Idaho Education Network by 2012.

**Goal 2: Ensure every teacher is highly qualified and is compensated for their results to improve student achievement.**

*Objective 1: Help teachers meet the criteria set forth by No Child Left Behind to be "highly qualified."*

Performance Measure: Number of teachers who are highly qualified.

Benchmark: One hundred percent of teachers in Idaho will be deemed as highly qualified.

*Objective 2: Create a pay-for-performance pilot system for teachers to reward them for skills, knowledge and student achievement results.*

Performance Measure: Number of districts implementing pay for performance.

Benchmark: Forty percent of schools implement pay for performance pilot.

**Goal 3: Implement a longitudinal data system where teachers, administrators and parents have accurate student achievement data for a child's educational career.**

*Objective 1: Deploy a longitudinal data system in alignment with the twelve data elements and seven capabilities of the America COMPETES act and ARRA SFSF.*

Performance Measure: 12 elements of the American COMPETES Act.

Benchmark: Hundred percent of the America COMPETES Act implemented.

*Objective 2: Integrate budgeting and reporting applications into longitudinal data system.*

3

Performance Measure: Percentage of required budget and reporting applications obtained through longitudinal data system.

Benchmark: 100 percent of the budget and reporting applications implemented by 2012.

*Objective 3: Deliver student achievement data to the classroom for the individualization of instruction.*

Performance Measure: Student achievement information available to teachers via secure portal in every Idaho classroom for continuous improvement of instructional practices.

Benchmark: One-hundred percent of k-12 student information available by September 2012.

4

# AGRICULTURAL RESEARCH & EXTENSION SERVICE STRATEGIC PLAN

## 2012-2016

# COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
## Agricultural Research and Extension Service
## Strategic Plan
## 2012-2016

**MISSION STATEMENT**

The College of Agricultural and Life Sciences honors the intent and purpose of the original land-grant mission by serving the people of Idaho and our nation:

1) by preparing individuals through education and life-long learning to become leaders and contributing members of society,
2) through the discovery, application, and dissemination of science-based knowledge,
3) through identification of critical needs and development of creative solutions,
4) by fostering the health and well being of individuals, communities and society,
5) by supporting a vibrant economy, benefiting the individual, families and society as a whole.

**VALUES STATEMENT**

The College of Agricultural and Life Sciences values:

1) excellence in innovative discovery, instruction and outreach,
2) open communication,
3) individual and institutional accountability,
4) integrity and ethical conduct,
5) accomplishment through collegial teamwork and partnership,
6) responsiveness and flexibility,
7) individual and institutional health, success and productivity.

**VISION STATEMENT**

We are committed to being Idaho's recognized leader and innovator in agricultural and life sciences, respected regionally, nationally and internationally through focused areas of excellence in teaching, research and extension, serving as a critical knowledge bridge to society.

The College of Agricultural and Life Sciences' mission is to support economic growth and enhance the quality of life for the people of Idaho by:

* preparing students to be innovative leaders in a global society,
* educating and training a workforce, both graduate and post-graduate, to support the agricultural industry, Idaho's leading industry,
* helping people improve their lives through research-based education and leadership development focused on issues and needs, and
* providing new knowledge to support agriculture and enhance the understanding of natural and human resources.

**Goals**

**Teaching and Learning:** Engage students in a transformational experience of discovery, understanding, and global citizenship.

> **Objective:**
> 1.  Attract and retain the appropriate number of diverse, high quality undergraduate and graduate students.
>     *Performance Measure:* The number and diversity of students enrolled in College of Agricultural and Life Sciences' academic programs.
>     *Benchmark:* An annual increase in overall enrollment and diversity of enrollment.
>
> 2.  Use innovative curricula and technology to develop skills for life-long learning and produce globally engaged graduates.
>     *Performance Measure:* A broad audience of learners will acquire knowledge and skills appropriate to global awareness through means of cutting-edge technology.
>     *Benchmark:* Number of new courses developed and delivered to both traditional and non-traditional learners via non-traditional means.
>
> 3.  Assess learning outcomes to demonstrate effectiveness and improve our programs.
>     *Performance Measure*: Develop and implement methods to independently evaluate and improve student learning.
>     *Benchmark*: Implementation of evaluation methods and documentation of result.

**Scholarly and Creative Activity:** Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

> 1.  Promote outstanding, influential research in discovery and application/integration that is competitive with peer institutions.
>     *Performance Measure*: Increased level of grants awarded for scientific discovery, application/integration.
>     *Benchmark*: Increased number of licenses and patents.
>
> 2.  Generate funding to replace traditional federal/state funds, such as earmarks or appropriations, by competitively derived grants through national entities, e.g., USDA-AFRI, NSF, NIH, etc.
>     *Performance Measure:* Increased level of grant funding.
>     Benchmark: Increased grant expenditures.

3. Provide undergraduates with opportunities to participate in scholarly and creative activity.
   *Performance Measure*:  Students will participate in a variety of learning experiences that produce a scholarly product or notable impact to their overall UI education.
   *Benchmark*:  Develop mechanisms for engaging students in scholarly and creative activity.

4. Foster partnerships with other state, public, and corporate entities to support the agricultural research enterprise for maintenance of current operations and personnel.
   *Performance Measure*:  Cultivate partnerships with commodities, commissions and industry to produce ongoing funding agreements.
   Benchmark:  Increased expenditures for maintenance of current operations and personnel from non-state and federal.

5. Address the needs of stakeholders by conducting research with regional, national and international impact and recognition.
   *Performance Measure*: Develop nationally recognized research programs that meet the identified needs of stakeholders/clientele.
   *Benchmark:*  Number of scholarly products and programs delivered addressing identified stakeholder needs.

**Outreach and Engagement:** Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

1. Provide research-based education that anticipates and responds to high priority stakeholder needs.
   *Performance Measure*: Faculty will engage stakeholders in a variety of experiential and traditional learning opportunities that meet their educational and informational needs.
   *Benchmark*: Develop an assessment tool that provides faculty with reliable information regarding stakeholder needs.

2. Integrate teaching, research and extension using interdisciplinary teams to solve economic, environmental and social problems.
   *Performance Measure*: Funding support for interdisciplinary faculty positions.
   *Benchmark*:  Number of interdisciplinary faculty positions among colleges.

3. Address the needs of Idaho's changing population including underserved audiences.
   *Performance Measure*: Development of programs that address the changing demographics and population needs of Idaho stakeholders.

*Benchmark*:  Develop an assessment tool that provides faculty with reliable information regarding stakeholder needs.

4. Maintain a strong statewide presence by strategically locating personnel and resources.
   *Performance Measure*:  Place personnel and allocate resources in alignment with the College of Agricultural and Life Sciences strategic plan to meet the highest priority needs in a reduced base budget environment.
   *Benchmark*:  Number of college personnel located at Agricultural Research and Extension Centers throughout the state.

5.  Engage students in addressing community based needs using Extension.
   *Performance Measure:* Provide creative and innovative opportunity for students to engage in community based learning experiences of mutual benefit.
   *Benchmark*:  A methodology will be developed for engaging students in community based, experiential learning opportunities.

**Organization, Culture and Climate:** Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University of Idaho to advance strategically and function efficiently.

1.  Attract and retain highly qualified, diverse faculty, staff and students.
   *Performance Measure*: Advertise for open positions in areas where we will attract a diverse faculty and staff.
   *Benchmark*:  Increased level of diversity within the ranks of College of Agricultural and Life Sciences faculty, staff and administration.

2. Demonstrate fairness in expectation, evaluation and compensation.
   *Performance Measure*: Develop clear performance guidelines for faculty and staff.
   *Benchmark*:  College of Agricultural and Life Sciences units will clearly document expectations of performance based on rank and position descriptions.

3.  Create and support an atmosphere of loyalty, trust, collegiality and inclusiveness.
   *Performance Measure*: Quality of the work environment within College of Agricultural and Life Sciences will be measured by implementing a college-wide survey by Fall 2012.
   *Benchmark*:  Survey results will provide a baseline data against which quality of the work environment will be periodically measured.

4.  Reduce academic, institutional and administrative barriers to achieve an efficient and creative workplace.
   *Performance Measure:* Develop a taskforce to review current processes and procedures.

*Benchmark:* Taskforce makes recommendations to the college Dean by Spring 2012.

**External Factors:**

**Loss of essential personnel**: Due to significant budget reductions, it is difficult to hire and retain sufficient, qualified individuals to keep up with demands of the Agricultural Research and Extension Service programming throughout the state. Faculty and staff positions have been restructured and funding sources modified to the extent possible.

**Cultivation of Partnerships**: Much time has been spent in the past year cultivating partnerships to assist in maintaining the agricultural research and extension system. Although these efforts have been successful, it should be noted that these efforts are very time consuming and take many months to reach agreement and produce revenue streams to help maintain this system and meet our land grant mission.

# University of Idaho
# Forest Utilization Research and Outreach (FUR)

# STRATEGIC PLAN

# 2012-2016

# Forest Utilization Research and Outreach

### Mission Statement

The effect of the Forest Utilization Research and Outreach (FUR) program is to increase the productivity of Idaho's forest lands by conceiving, analyzing, and developing methodologies that improve intensive forest harvesting practices, improve and increase wood use and wood residue utilization technologies, improve forest regeneration, forest and rangeland restoration, and nursery management practices, demonstrate state-of-the-art scientifically, socially and environmentally sound forest and range nursery, regeneration, and management practices, provide through the Policy Analysis Group unbiased factual and timely information on natural resources issues facing Idaho's decision makers.

FUR is located in the College of Natural Resources at The University of Idaho, which is an internationally recognized land-grant research institution combining research, outreach, graduate, and professional education.

We emphasize quality and access, by strategically investing in distinctive and relevant programs and facilities. Through collaboration and consultation we undertake initiatives designed to promote science, technology, and their applications to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

# VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by the Forest Utilization Research (FUR) will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing new knowledge and leaders in the areas of forest regeneration, fire science and management, forest ecosystem services and products, and rangeland science and management.

This work will be shaped by a passion to fuse scientific knowledge with best natural resource management practices to promote learning partnerships and collaboration across organizational boundaries such as governments, private sector enterprises, landowners and non-governmental organizations to catalyze entrepreneurial innovation in the natural resource sector and to steward the natural environment.

# Forest Utilization Research and Outreach (FUR)
# GOALS & OBJECTIVES

### Goal 1: Scholarship and Creativity

*Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.*

**Objective A:** Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.

**Strategies:**

1. Upgrade and development of university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR.

2. Establish, renew, remodel, and reallocate facilities to encourage funded collaborative disciplinary and interdisciplinary inquiry in alignment with FUR.

**Performance Measures:**
- Number of CNR faculty, staff, students and constituency groups involved in FUR related scholarship or capacity building activities.
- Non-FUR funding leveraged by FUR funded indoor and outdoor laboratories, field facilities, and teaching, research and outreach programs.

**Benchmarks:**
Numbers of CNR faculty, staff, students and constituency groups set as of 2010 level with an ongoing objective for them to stay the same or increase based on the investment level in this aspect of FUR programming

Start with a 3:1 return on investment ratio meaning every one dollar of FUR state funding leverages at least three non-FUR funded dollars from other sources

**Objective B:** Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

**Strategies:**

1. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho that improve forest and rangeland regeneration, nursery management practices, forest and rangeland productivity, fire science and management, and ecosystems services and products.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses, governmental and non-governmental enterprises/operating units.

3. Conduct research and do unbiased policy analyses to aid decision-makers and citizens understanding of natural resource and land use policy issues.

**Performance Measure:**
- An accounting of products (i.e., seedlings produced, research reports, refereed journal articles) and services (i.e., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases) created and delivered including an identification of those which are recognized and given credibility by external reviewers via being licensed, patented, published in refereed journals, etc.

- Number of external stakeholders (non-university entities) that request information and/or consultancies on FUR funded protocols for technologies or knowledge related to programs such as regeneration of native plants and seedlings, fire science, wood residue utilization, forest and rangeland restoration, etc.

**Benchmark:**
Numbers and types of products and services delivered and stakeholders serviced as of 2006-09 average levels level with an ongoing objective for them to stay the same or increase based on investment levels in this aspect of FUR programming during the defined period.

## Goal 2:  Outreach and Engagement

*Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.*

**Objective A:** Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.

**Strategies:**

1. Enhance the capacity of the College of Natural Resources to engage with communities by involving faculty and students in programs relevant to local and regional issues.

2. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations.

3. Foster key industry/business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests, rangelands, and waterways.

**Performance Measure:**
Document cases:
- Communities served and resulting documentable impact;
- Governmental agencies served and resulting documentable impact
- Non-governmental agencies and resulting documentable impact
- Private businesses and resulting documentable impact
- Private landowners and resulting documentable impact

**Benchmark:**
Meeting target numbers for audiences identified above as well as developing and experimenting with a scale for measuring documentable impact.

## Goal 3:  Teaching and Learning

*Engage students in a transformational experience of discovery, understanding, and global citizenship.*

**Objective A:** Develop effective integrative learning activities to engage and expand student minds.

**Strategies:**

1. Provide undergraduate, graduate and professional students with education and research opportunities in nursery management, wood utilization technologies including bioproducts, forest and rangeland regeneration and restoration, fire science and management, and ecosystem services.

2.  Integrate educational experiences into ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the college Experimental Forest, the Forest Nursery complex, and McCall campus.

3.  Engage alumni and stakeholders as partners in research, learning, and outreach.

**Performance Measures:**
- Number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.
- Number of hits on PAG and other FUR related web-sites, and where feasible number of documents or other products downloaded by stakeholders.

**Benchmark:**
Meeting or being above target numbers for the audiences and programming proposed above as per investment in a given funding cycle.

## EXTERNAL FACTORS AFFECTING ABILITIES TO REACH GOALS

The key external factors likely to affect our ability to reach or exceed targets are as follows: (1) the availability of funding from sources we align with the state provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; (4) uncertainty associated with Idaho's commitment to retaining quality higher education programming associated with the land grant education mission; and (5) changing demand for the state and region's ecosystem services and products.

# Idaho Dental Education Program

# S T R A T E G I C  P L A N

# 2011-2015

## MISSION STATEMENT

*The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry.*

The Idaho Dental Education Program is designed to provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

The Idaho Dental Education Program is managed so that it fulfills its mission and vision in the most effective and efficient manner possible. This management style compliments the design of the program and provides the best value for the citizens of Idaho who fund the program.

## GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

The Idaho Dental Education Program (IDEP) serves as the sole route of state supported dental education for residents of Idaho. The IDEP program has been consistent in adhering to the mission statement by fulfilling the following goals:

**Goal 1: Provide access to a quality dental education for qualified Idaho residents.**

Objective:
Provide dental education opportunities for Idaho residents comparable to residents of other states.

◦ *Performance Measure:*
  ▪ Contract for 4-year dental education for at least 8 Idaho residents.
◦ *Benchmark:*
  ▪ Current contract in place with Creighton University School of Dentistry or another accredited dental school.

◦ *Performance Measure:*
  ▪ Board examination scores on both Parts I and II of the Dental National Boards.
◦ *Benchmark:*
  ▪ Average National Board examination scores will be above 70%.

◦ *Performance Measure:*
  ▪ Percentage of first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service.
◦ *Benchmark:*
  ▪ Pass rate will meet or exceed 90%.

Objective:
Provide additional opportunities for Idaho residents to obtain a quality dental education.

- ◦ *Performance Measure:*
  - ▪ Number of students in the program.
- ◦ *Benchmark:*
  - ▪ Increase the number of students in the program from 8 to 10.

**Goal 2:  Maintain some control over the rising costs of dental education.**

Objective:
Provide the State of Idaho with a competitive value in educating Idaho dentists.

- ◦ *Performance Measure:*
  - ▪ State cost per student.
- ◦ *Benchmark:*
  - ▪ Cost per student will be less than 50% of the national average state cost per DDSE (DDS Equivalent).  The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

**Goal 3:  Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.**

Objective:
Help meet the needs for dentists in all geographic regions of the state.

- ◦ *Performance Measure:*
  - ▪ Geographical acceptance of students into the IDEP program.
- ◦ *Benchmark:*
  - ▪ Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

- ◦ *Performance Measure:*
  - ▪ Return rates**.**
- ◦ *Benchmark:*
  - ▪ Maintain return rates of program graduates in private practice which average greater than 50%.

**Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.**

Objective:
Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

- ◦ *Performance Measure:*
  - ▪ Continuing Dental Education (CDE).
- ◦ *Benchmark:*
  - ▪ Provide at least one continuing dental education opportunity biannually.

- ◦ *Performance Measure:*
  - ▪ Remediation of Idaho dentists (if/when necessary).
- ◦ *Benchmark:*
  - ▪ Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.
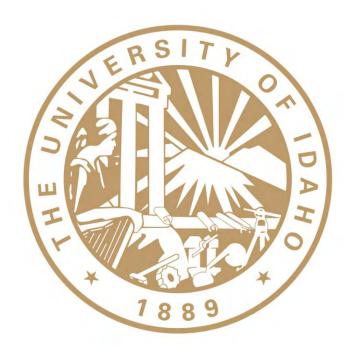
**KEY EXTERNAL FACTORS:**

Funding:
Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently (2011 – 2012) with State budget reductions that specifically impact our program ($68,000), the goal to increase the number of available positions within the program from 8 to 10 is not feasible, but this will remain a long-term goal for the program.

Program Participant Choice:
Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Student Performance
Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

# Idaho Geological Survey (IGS)

# 2012-2016

# STRATEGIC PLAN

# IDAHO GEOLOGICAL SURVEY

## VISION

The Idaho Geological Survey's vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through *service and outreach, research, and education* activities.

## MISSION

The Idaho Geological Survey is designated the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Idaho Geological Survey staff acquires geologic information through field and laboratory investigations and through grants and cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. These maps are the critical to all geoscience issues and related disciplines. Other main Idaho Geological Survey programs include geologic hazards, hydrology, energy resources, mining, mine safety training, abandoned and inactive mines inventory, and earth science education outreach. As Idaho grows, demand is increasing for geologic information related to population growth, energy- mineral- and water-resource development, landslide hazards and earthquake monitoring.

## AUTHORITY AND SCOPE

Idaho Code provides for the creation, purpose, duties, reporting, offices, and advisory board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations and establish cooperative projects and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

## GOAL 1: SERVICE AND OUTREACH

*Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-*

*house collections and customer inquiries. Emphasize Web site delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505). Maintain concentrated effort to collect and preserve valuable geologic data at risk.*

### Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements

**Performance Measure:**
- Number of published reports on geology/hydrology/geologic hazards/mineral and energy r sources
  **Benchmark:** The number of IGS published reports TBD based on preceding years and staffing.

### Objective B: Build and deliver Web site products

**Performance Measure:**
- Number of IGS web site viewers and products used/downloads.
  **Benchmark:** The number of website products TBD preceding years and staffing.

### Objective C: Maintain compliance of Idaho State Library Documents Depository Program and Georef Catalog (International)

**Performance Measure:**
- Percentage of total survey documents available
  **Benchmark:** 100%

## GOAL 2: RESEARCH

*Advance the knowledge and practical application of geology and earth science in Idaho. Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping techniques. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, and state and federal land management agencies. Pursue opportunities for public and private research partnerships.*

### Objective A: Sustain and enhance geological mapping and related studies

**Performance Measure:**
- Increase the area of modern digital geologic map coverage for Idaho by mapping in priority areas designated by Idaho Geological Mapping Advisory Committee (IGMAC).
  **Benchmark:** A sustained increase in cumulative percent of Idaho's area covered by modern geologic mapping.

**Objective B:** Sustain and build research funding

**Performance Measure:**
- Externally funded grant and contract dollars
  **Benchmark:** The number of externally funded grants and amount of contract dollars compared to five year average.

## GOAL 3: EDUCATION

*Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.*

**Objective A:** Develop and deliver earth science education programs and public presentations

**Performance Measure:**
- Educational programs for public audiences
  **Benchmark:** The number of educational reports and presentations TBD based on previous years and staffing.

## KEY EXTERNAL FACTORS:

**Funding**:

*Achievement of strategic goals and objectives is dependent on appropriate state funding and staffing levels. External research support is mostly subject to federal program funding and increasing state competition for federal programs. Many external programs require a state match and are dependent on state funding level.*

**Demand for services and products**:

*Changes in demand for geologic information due to energy and minerals economics play an important role in achievement of strategic goals and objectives. State population growth and requirements for geologic information by public decision makers and land managers are also key external factors.*

**Office of the State Board of Education**
**Rural Physician Incentive Program**
**Strategic Plan**
**2011-2015**

**Mission Statement**
To recruit and attract primary care physicians to medically underserved areas of rural Idaho.

**Goal I**
Develop the necessary administrative structure for effective administration of the RPIP program.

**Objective 1**
Establish ongoing procedures for managing the RPIP program.

> **Performance Measure**
> The procedures are established for processing applications and payments.

> **Benchmark**
> Board staff develops instructional guidelines for complying with established procedures.

> The RPIP Committee Chair and Board staff approves procedures.

**Objective 2**
Develop the next priority list of eligible physicians for consideration and selection by the Board for debt payment awards.

> **Performance Measure**
> Selection of debt repayment award recipients is completed and funds are disbursed.

> **Benchmark**
> The next group of physicians to receive debt payment awards is selected by the Board not later than April, 2012 for fund disbursement in July, 2012. Award recipients will be processed so as to be identified annually in April of each subsequent year.

**Objective 3**
Establish a reporting process to the committee and Board which maintains the confidentiality of individual recipients while providing an overview of program effectiveness in regions.

> **Performance measure**
> A service area report will be completed and presented to the Board by June 2012.

**Benchmark**

Review of reporting guidelines by Attorney General to assure that the reporting process maintains confidential personal information of recipients, while providing adequate information on service area needs by December 2011.

The RPIP oversight committee will approve of the reporting process and format by spring 2012.

**Goal II**

Explore options to enhance the RPIP.

**Objective 1**

The Oversight Committee will conduct an annual survey of physicians/communities receiving payments under the RPIP.

**Performance Measure**

The Oversight Committee will include an analysis of RPIP effectiveness for recruiting and retaining physicians in medically underserved areas of Idaho.

**Benchmark**

Effectiveness data is included in the annual January-February report to the Board.

**Key External Factors Beyond Agency Control**
- Funding for the RPIP is derived from fees assessed Idaho supported medical students at the University of Washington and the University of Utah. Future funding of the program depends of continued financial support from the Legislature to these medical students.
- The ability to recruit physicians into rural Idaho depends on the general supply and demand for physicians throughout the country and the availability of other competitive incentive programs.
- Statute limits the dollar amount of disbursements to $50K over five years. Over time these program constraints could reduce the competitiveness of the RPIP.
- The remoteness of some Idaho rural communities may make it difficult to attract qualified physicians to some of these communities, even with a debt repayment program.

**sbdc** IDAHO **Small Business**
**Development Center**
directions solutions impact

# Strategic Plan
2012

## Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve the success of small businesses.  The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC network includes business consultants, trainers, support staff and volunteers that operate from the state's colleges and universities.  Boise State University's College of Business and Economics serves as the host with administrative responsibility for directing the type and quality of services across the state.  Six Regional offices are funded under sub-contracts with their host institutions.  The locations result in 90% of Idaho's businesses being within a 1 hour drive:

- ❶ North Idaho College - Coeur d'Alene
- ❷ Lewis-Clark State College - Lewiston
- ❷ Boise State University - Boise
- ❹ College of Southern Idaho - Twin Falls
- ❺ Idaho State University - Pocatello
- ❻ Idaho State University - Idaho Falls

Services include confidential one-on-one consulting and focused training.  Staff members are very involved in the business and economic development efforts in their areas and; therefore, are positioned to respond rapidly to the changing business environment.

## Mission:

To enhance the success of small businesses in Idaho by providing high-quality consulting and training.

## Vision:

Idaho SBDC clients are recognized as consistently outperforming their peers.

## Tag Line:

Your Success is Our Business

## Operating Principles:

Service is the primary product of the Idaho SBDC.  Creating and maintaining a high standard of service requires a commitment to four principles:

1. Focus on the Client: The very future of the Idaho SBDC program depends on creating satisfied clients.  To this end, each client contact must be considered an opportunity to focus on client needs and desires.  Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of performance are standard processes followed with each client and training attendee.

2. Devotion to Quality:  Providing consulting and training through a quality process and constantly seeking ways to improve that process are necessary to providing exceptional

service.  Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.

3. Concentration on Innovation:  To innovate is to improve through change.  Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients.  Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.

4. Commitment to Integrity:  The Center values integrity and will conduct all of our services in an ethical and consistent manner.  We will do our best to provide honest advice to our clients with our primary motivation the success of the business.  In return, we also expect our clients to be straight forward and share all information necessary to assist them in their business.

## Priorities:

The Idaho SBDC will focus on the following priorities:

1. Maximum client impact – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.

2. Strong brand recognition – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs as well as stakeholders.  A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.

3. Increased resources – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions.  A slight increase was received for 2008 however; additional resources – both cash and in-kind – are necessary to have an impact on a greater portion of small businesses and entrepreneurs.

4. Organizational excellence – The Idaho SBDC is in the top 10% of SBDC's on all impact measures, is consistently one of the top 5 states on the Chrisman impact survey, and received accreditation in 2009 with no conditions.  The organization must continually improve to maintain this excellence.

## Market Segments:

The small business market served by the Idaho SBDC can be divided into three segments.  With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, the focus is on Segment 3 – high impact clients.  The Idaho SBDC Marketing Plan contains additional information on state demographics and how these segments fit into the overall plan.

Segment 1:
Pre-venture – These potential clients are not yet in business.  They will be assessed for the level of effort already put into the venture.  Entrepreneurs who have not moved beyond the idea stage will be directed to a variety of resources to help them evaluate the feasibility of their idea.  They will need to take further steps before scheduling an appointment with a consultant.  These pre-venture clients will be less than 40% of the total clients and will receive 25% or less of consulting services.  A small segment of these clients will be designated as high impact potential clients (Segment 3).

Segment 2:
Established businesses – This segment has already established a business.  A consultant will meet with them to evaluate their needs and formulate a plan to address them.  The majority of businesses in this category will have 20 employees or less.  Over 60% of Idaho SBDC clients and over 75% of consulting time will be spend on clients in this category.  This segment will also contain some businesses that will be designated as high impact potential (segment 3).

Businesses in this category will generally have 20 or fewer employees.

Segment 3:
High impact potential – This segment is composed of the top 15% of clients in each region based on their potential to grow sales and jobs. This segment is not consistent throughout the state but is relative to the business potential based on economic conditions in the region. These businesses will receive focused long-term services and coaching and be tracked separately in the MIS system. Businesses in this category will generally have between 10 and 50 employees or have the potential to grow to this size within five years.

## Success:

Success is defined as a client achieving the best possible outcome given their abilities and resources. Success does not necessarily mean that the business will start or that there will be increases in capital, sales, and jobs. For some clients, the best possible outcome is to decide not to open a business which has a high likelihood of failure. Preserving capital can be success in some situations. There may also be circumstances that cause a client to choose to limit the growth of their business. It is important to recognize the clients' goals, help them understand their potential, and then jointly identify success.

## Allocation of Resources:

The Idaho SBDC shifts resources as appropriate to achieve the goals of the Strategic Plan. The SBA portion of the Idaho SBDC's budget increased about 8% in 2008 after remaining flat since 1998. Lean budgets have prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service. Currently, the operating budget for the Idaho SBDC is at what is considered a floor for supporting existing personnel and offices. Currently, the annual budget for the Idaho SBDC is distributed as follows:

- Personnel = 71% of total budget, 90% excluding indirect costs
- Operating (travel, consultants, supplies, etc.) = 8% of total budget and 10% excluding indirect costs
- Indirect costs = 21%

Increases in funding will be directed toward client assistance. Reduction in funding will favor minor reductions in employee hours versus eliminating positions.

In addition to financial constraints, the Operations Manual sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic plan goals. For example, to shift the focus to high impact clients, requests for assistance from pre-venture businesses are shifted to training and web resources to free up consulting time. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

## Needs:

In the statewide survey – two areas were identified as client needs that have not been a focus for the Idaho SBDC:
- Networking
- Health care insurance
- Web 2.0

In addition to these two focus areas, regional needs identified were:
- Access to capital
- Motivating employees/Customer service
- Pricing
- Websites/E-commerce
- Marketing strategies

These topics will be the incorporated into training courses and professional development for consultants.

## SWOT

| INTERNAL | EXTERNAL |
|---|---|
| Strengths | Opportunities |
| <ul><li>No-cost</li><li>People – expertise, passion, and professional development system</li><li>Public and private partnerships and networks</li><li>Systems for high performance</li><li>Leadership at all levels</li></ul> | <ul><li>Changes in the economy</li><li>Strategic partners – leveraging resources</li><li>Entrepreneurial culture</li><li>Increase in angel investors</li><li>New business trends – green, etc.</li><li>Baby boomers</li></ul> |
| Weaknesses | Threats |
| <ul><li>Market position – penetration of established small business market, brand, awareness beyond startup assistance (attraction of high growth companies)</li><li>Sharing tools and resources at state and national levels</li><li>Geographical area</li><li>Implementation – lack of focused planning and disciplined follow-up</li></ul> | <ul><li>Economy – especially in rural areas, hard for businesses to succeed and hard for businesses in all area to find funding</li><li>Reduced funding at state and federal level</li><li>Competitors</li></ul> |

## Goals and Objectives:

**Maximum Client Impact**

### Goal 1: Grow client impact (capital, sales and jobs) 25% from 2011 goals to 2016.

**Objective 1.1:** Proactively manage high impact potential (HIP) clients (startup and established businesses) by identifying them in the MIS system, following up within 120 days, and capturing impact.

> **Performance Measure:** # of high impact clients
> **Benchmark:** Minimum of 15% of clients identified each year by 2016

> **Performance Measure:** Follow-up with high impact clients within 120 days.
> **Benchmark:** 100% contacted within 120 days

> **Performance Measure:** Impact measures
> **Benchmark:** 25% increase in capital, sales, and jobs by the end of 2016

**Objective 1.2:** Create a portfolio of services, tools and resources tied to the areas covered in the assessment tool.

> **Performance Measure:** portfolio of tools
> **Benchmark:** Tools for every area of the assessment tool by 2012

**Objective 1.3:** Create consistency in how impact measures are collected and recorded.

> **Performance Measure:** create process and definitions on capturing impact by Dec. 2011
> **Benchmark:** process integrated into the operations manual and consistently applied

**Objective 1.4:** Evaluate and create new initiatives to serve the changing needs of clients. Implement a statewide energy efficiency internship program and a sustainable business initiative in 2011.

> **Performance Measure:** energy reduction over 1 year
> **Benchmark:** average of 15% reduction in energy use per business served

> **Performance Measure:** # of businesses engaged in sustainable business services
> **Benchmark:** 100 businesses taking advantage of sustainable business services

## Strong Brand Recognition

**Goal 2:  By 2016, stakeholders and the target market will recognize the Idaho SBDC brand and associate it with high performance small businesses.**

**Objective 2.1:**  Create and implement a marketing calendar for the state office and each regional office each calendar year.
**Performance Measure:**  Marketing Calendars developed
**Benchmark:**  20% increase in awareness by 2016

**Objective 2.2:**  Review the Marketing Plan each year to determine a few areas to focus on. Schedule review of marketing plan progress during the monthly management meetings.
**Performance Measure:**  Yearly update and prioritization.
**Benchmark:** 20% increase in awareness by 2016

**Objective 2.3:**  Establish a baseline brand awareness metric by Jan. 2011
**Performance Measure:**  process established
**Benchmark:**  baseline metric established

**Objective 2.4:**  Develop referral system for partners referring clients to the SBDC and for SBDC to refer clients to other resources by January 2011.
**Performance Measure:**  system established
**Benchmark:**  capture referrals in MIS system

**Objective 2.5:**  Update the Idaho SBDC website and make it more interactive by January 2012.
**Performance Measure:**  website visitors
**Benchmark:**  20% increase in visitors

## Increase Resources

**Goal 3:  By 2016, cash funding will increase by $200,000/year above the 2007 level and in-kind resources will be valued at $500,000.**

**Objective 3.1:**  Develop a funding strategy that identifies regional and statewide funding needs, the associated additional activities or gaps that the funding will address, potential sources for each need, who will be responsible for approaching the sources, and a timeframe for completion.
**Performance Measure:**  funding strategy developed by March 2012
**Benchmark:**   $200,000 in additional funding

**Objective 3.2:**  Promote and deliver NxLeveL online.
**Performance Measure:**  # of online classes/year
**Benchmark:**  $20,000 generated from online classes by 2012

**Objective 3.3:**  Create system to share Idaho SBDC success with key funding organizations.
**Performance Measure:**  # of letters and recommendations
**Benchmark:**  10 letters/year to each JFAC member

**Objective 3.4:**  Create common branded trainings, including webinars and other online training, and seek sponsorship.
**Performance Measure:**  # of trainings
**Benchmark:**  6 trainings/year

**Performance Measure:**  revenue generated
**Benchmark:**  net $5,000 in revenue from common branded trainings

**Objective 3.5:**  Use students, faculty, volunteers and other experts to augment SBDC consulting. Set and attain yearly goals in the action plan.
**Performance Measure:**  yearly goals set in regional action plans
**Benchmark:**  10 student projects or 500 volunteer hours per year per office

**Objective 3.6:** Increase the use of technology to serve clients more efficiently.  Set and attain yearly goals.
> **Performance Measure:** SBA technology assessment
> **Benchmark:** highest score on SBA technology assessment

## Organizational Excellence

### Goal 4:   The Idaho SBDC remains in the top 5 of all SBDCs each year as determined using SBA and Chrisman metrics adjusted for funding.

> **Objective 4.1:** Integrate the highest standards and systems into day-to-day operating practices to achieve excellence on all reviews.
> > **Performance Measure:** reviews (SBA exam, office reviews, Accreditation, etc.)
> > **Benchmark:** highest rating

> **Objective 4.2:** Evaluate, modify and meet critical measures yearly.
> > **Performance Measure:** critical measures
> > **Benchmark:** 100%

> **Objective 4.3:** Strengthen the needs assessment process and incorporate into marketing calendar.  Conduct statewide survey biennially and regional needs annually.
> > **Performance Measure:** systematic process
> > **Benchmark:** process implemented

> **Objective 4.4:** Develop and implement a yearly calendar of topics for monthly management meetings to include strategic plan, accreditation standards, marketing, success stories, action plans and needs.
> > **Performance Measure:** plan implemented
> > **Benchmark:** top 5 ranking

> **Objective 4.5:** Conduct a lean office exercise to identify and eliminate waste in the organization by 2012.
> > **Performance Measure:** waste identified
> > **Benchmark:** 100% of waste is removed from organization

> **Objective 4.6:** Achieve greater engagement of the Advisory Board by including them on the newsletter distribution, monthly critical measures, and success stories.
> > **Performance Measure:** level of participation
> > **Benchmark:** 95% participation in each Advisory Council meeting

> **Objective 4.7:** Collaborate with other states – the NW states for professional development and the top tier states for best practices benchmarking.
> > **Performance Measure:** # of collaborative meetings
> > **Benchmark:** 2/year with each segment

> **Objective 4.8:** At least 4 Idaho SBDC employees are involved on an ASBDC committee or interest group by 2014.
> > **Performance Measure:** number of Idaho SBDC employees engaged in ASBDC
> > **Benchmark:** 4 employees/year

## Program Performance Measures/Benchmarks

| Performance Measure | Description/Benchmark* | CY2010 |
|---|---|---|
| Consulting Hours | The total number of hours of consulting and preparation time; Goal is 16,000 | 16,589 |
| Average Hours Per Client | Goal is 8.5 | 9.47 |
| Customer Satisfaction | Percentage of above average | 97 |

| | | |
|---|---|---|
| | and excellent rating, Goal is 90% | |
| Number of Client with 5 hours or more of contact and preparation time | Goal is 600 | 610 |
| Business Starts | Goal is 72 | 87 |
| Jobs Created | Goal is 251 | 588 |
| Jobs Saved | N/A, The Center has not created a goal for this but in the current economic downturn this is a critical outcome | 178 |
| Sales Growth | Growth in sales year to year. Goal is $27,000,000 | $31,940,371 |
| Capital Raised | Capital raised in the current year. Goal is $25,000,000 | $38,824,325 |
| ROI (Return on Investment) | The cost of the Idaho SBDC versus the increase in taxes collected due to business growth by SBDC clients. Goal is 3.0 | 1.97 |

*The benchmarks (goals) are developed from with data from other SBDCs, the SBA, and from our accrediting organization.

## External Factors

The items below are external factors that significantly impact the Idaho SBDCs ability to provide our services and are outside of our control.

1. **Economy**. The general state of the economy in Idaho and across the nation has a huge impact on the Idaho SBDC's ability to create impact through our assistance to entrepreneurs. The Center has observed that businesses that use our services do much better in poor economic times than does the average business in Idaho. The recent economic downturn has highlighted how challenging it is to grow sales, increase jobs, and start a new business.

2. **Funding.** Funding from Federal and State sources directing impact the resources available the Center. Without the financial resources available to hire the right people and provide them with the resources (phone, computers, etc), it will be challenging to serve Idaho's entrepreneurs effectively.

# TechHelp Strategic Plan
## 2012 – 2016

## Vision:

***Accessible Organization*** - TechHelp will be an accessible organization with effective communication flowing to and from its manufacturing customers, partners and employees. TechHelp will also be a learning organization that provides its stakeholders with value-added and mutually beneficial solutions that drive business and personal growth.

***Customer Satisfaction*** - TechHelp will be in the vocabulary of all Idaho manufacturers because of its reputation for business relationships based on long-term commitment, trust, tangible results and putting company interests first. TechHelp will further enhance customer satisfaction by helping businesses transform their operations while helping them become self-sufficient in managing the change.

***Statewide Impact*** - TechHelp will be seen as a public investment that pays for itself through significant returns to businesses, stakeholders and the state economy. Idaho's leaders will be aware of TechHelp's specific contribution to the state economy, including higher productivity and wages, an increased tax base, quality jobs for Idaho graduates, growth in rural areas and improvements to the environment.

## Mission:

To provide professional and technical assistance, training and information to strengthen the competitiveness of Idaho manufacturers and targeted service firms through continuous product and process innovation.

Revised March 23, 2011

**Goal I:** Impact on Manufacturing – Deliver a positive return on both private business investments and public investments in TechHelp by adding value to the customer and the community.

Objectives for Impact:

1. Offer products and workshops that meet Idaho manufacturers' product and process innovation needs.

   a. *Performance Measure:*
      i. Client economic impacts resulting from projects

   b. *Benchmark:*
      i. Reported impacts for sales, savings, investments and jobs each improve by five percent over the prior year

2. Exceed federal system goals for Manufacturing Extension Partnership.

   a. *Performance Measure:*
      i. Score on federal Minimum Acceptable Impact Measures

   b. *Benchmark:*
      i. Greater than 85 out of 100 possible points

**Goal II:** Operational Efficiency – Make efficient and effective use of TechHelp staff, systems and Advisory Board members.

Objectives for Efficiency:

1. Improve efficiency of client projects.

   a. *Performance Measure:*
      i. Federal dollars expended per survey-able project/event

   b. *Benchmark:*
      i. Four-quarter moving average below the national median for all MEP centers

2. Improve effectiveness of client projects.

   a. *Performance Measure:*
      i. Bottom-line client impact ratio (sum of client-reported savings plus 15 percent of client-reported sales divided by federal investment in center)

   b. *Benchmark:*
      i. Four-quarter moving average above the national median for all MEP centers

Revised May 8, 2009

**Goal III:** Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives for Financial Health:

1. Increase total client fees received for services.

   a. *Performance Measure:*
      i. Net revenue from client projects

   b. *Benchmark:*
      i. Annual net revenue exceeds the prior year by five percent

2. Increase external funding to support operations and client services.

   a. *Performance Measure:*
      i. Total dollars of grants for operations and client services

   b. *Benchmark:*
      i. Total dollars of grants for operations and client services exceed the prior year's total

# Key External Factors

State Funding:

Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

Federal Funding:

The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. A continued downturn in the economy could affect the ability of Idaho manufacturers to contract TechHelp's services.

# University of Idaho

# Idaho (WI) Veterinary Medical Education Program/ Caine Veterinary Teaching Center

# STRATEGIC PLAN

# 2012 - 2016

# Idaho (WI) Veterinary Medical Education Program/Caine Veterinary Teaching Center

# STRATEGIC PLAN 2012-2016

## VISION STATEMENT:

Improved health and productivity of Idaho's food-producing livestock

## MISSION STATEMENT:

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

**Authority and Scope:**

The original Tri-State Veterinary Education Program (WOI Regional Program – Washington State University, Oregon State University, and University of Idaho) was authorized in 1973 by the Idaho Legislature.  The Caine Veterinary Teaching Center (Caine Center) at Caldwell, an off-campus unit of the University of Idaho's Department of Veterinary Science, was opened in 1977 as a part of Idaho's contribution to the WOI Regional Program in Veterinary Medicine.  Oregon dropped out of the cooperative program in 2005; thus, the Program now involves only the University of Idaho and Washington State University, and is known as the WI Program.

The Caine Center serves primarily as a food animal referral hospital/teaching center where veterinary students from Washington State University/College of Veterinary Medicine (WSU/CVM) participate in one- to four-week elective food animal production medicine rotations during their senior year of veterinary school.

The WI Program allows Idaho resident students access to a veterinary medical education through a cooperative agreement with WSU, whereby students are excused from paying out-of-state tuition, and has undergone change since its inception. Originally providing access for 15 new Idaho resident students per year in the 4-year program (funding for 60 students annually), the program now provides access for 11 Idaho resident students per year (funding for 44 students annually).  The Caine Center program now resides in the Department of Animal and Veterinary Science (AVS), in UI's College of Agricultural and Life Sciences (CALS).

The present WI Program is an American Veterinary Medical Association (AVMA)-accredited veterinary medical program.  Faculty members are specialized in virology, bacteriology, epidemiology, medicine, and surgery and hold joint appointments between the UI College of Agricultural and Life Sciences in the AVS Department (research) and WI Regional Veterinary Medicine Program (teaching/service/outreach).  The Veterinary Pathology discipline was lost in 2005 when our second board-certified veterinary pathologist retired and was not replaced.

The Caine Center's service and diagnostic program is integral to the food animal production medicine teaching program, offering individual animal diagnosis and treatment plus disease outbreak investigation services to the veterinarians and livestock producers in Idaho.  Live animals referred from practicing veterinarians are used as hospital teaching cases, and are examined and treated by the students who are on rotation at that time.  Students have access to onsite, in-house laboratories to process the samples they collect and analyze the results.  Practicing veterinarians throughout the state who need diagnostic help with disease problems also often send samples directly to the Caine Center's laboratories for analysis.

The establishment of the original "WOI Program" motivated the development of a cooperative graduate program with WSU, allowing cross-listing of the WSU Veterinary Science graduate courses.  Thus, UI students are able to enroll for coursework leading to the UI Master's degree and to the WSU PhD degree programs through the University of Idaho.  The cooperative graduate program has also enhanced research cooperation between WSU and UI faculty members.

Responsibility for the Caine Center programs, daily operations, supervision and leadership for the faculty and staff lies with a Teaching Program Coordinator who functions as a Unit Administrator under the administrative supervision of the Head of the AVS Department.

Teaching:

A teaching-oriented faculty with a practical approach to clinical problem-solving provides 1- to 4-week block(s) of time devoted to general food animal medicine, dairy production medicine, reproduction/biotechnology, cow/calf management, feedlot medicine, sheep/lambing management, small ruminant clinical medicine and special topics blocks designed for individual student needs.

Disease agents, fluid therapy, appropriate drug use, nutrition, diagnostic sampling, and necropsy are emphasized in clinical skills and individual animal medicine instruction. Production animal medicine stresses recordkeeping and interpretation, investigational skills, animal well-being, and stress reduction for beef cattle, dairy cattle, and small ruminants (primarily sheep and goats).

Caine Center faculty members provide summer internship opportunities for the AVS Department undergraduate program, especially designed for the pre-veterinary students.  A 6-week summer dairy/beef veterinary experiential learning program – Northwest Bovine Veterinary Experience Program (NW-BVEP) – was started three years ago for a limited number of first- and second-year WSU/CVM veterinary students.  One WI Program faculty member stationed at Moscow serves as an advisor for pre-veterinary students, teaches an undergraduate veterinary science course, and teaches in the second- and third-year instructional programs at the WSU College of Veterinary Medicine.

The Caine Center and AVS faculty also make use of the Caine Center facilities to offer continuing education programs for veterinarians and livestock producers, and the faculty themselves are involved in statewide producer educational programs.

Research:

Nationally- and internationally- acclaimed research conducted at the Caine Center includes that done on cryptosporidiosis, anaplasmosis, neonatal calf diseases, fluid therapy, reproductive diseases of cattle and sheep, genetic control of ovine foot rot, EID (electronic identification) of beef cattle, Johne's disease in cattle, sheep and goats, and scrapie in sheep.  A long-standing collaboration with the Idaho Department of Fish & Game on wildlife/domestic disease interaction has resulted in elucidation of the Pasteurellaceae group of organisms causing death in bighorn sheep.  The faculty has secured significant outside funding to conduct their research, and they have published numerous scientific papers.  The research is dedicated primarily to that relevant to regional disease problems.

Service/Outreach/Extension:

Caine Center faculty members also have responsibility for outreach activities, although none of them have official Extension appointments.  Their regular activities of daily/regular interaction and consultation with livestock producers, commodity groups, veterinarians, UI Extension specialists, and others on a variety of topics including production medicine, disease control or prevention, and reproductive problems are all service-oriented.  Several faculty members contribute material on a regular basis to lay publications and industry newsletters, and many have been active in their state and national professional associations.

Comprehensive diagnostic services, disease investigations, and clinical studies – provided on a fee-for-service basis, and in conjunction with the veterinary teaching program – have significantly benefited many producers through the control of a number of economically devastating diseases.

**Teaching and Learning**

**Goal 1.  Quality.**

**Objective:  Continue to provide and improve a quality, highly-rated and effective teaching program with an innovative and practical approach to clinical problem-solving**.

Strategies:

- Seek out new teaching opportunities utilizing large food- animal production facilities that allow students actual hands-on experience not available in a formal educational facility, i.e. calving, lambing, kidding, milk sampling, surgery, etc.

- Utilize expertise of specialists in AVS and other departments to further expose students to basic specialized learning experiences.

- Incorporate local veterinary practitioners and agency specialists as part of the interdisciplinary instructional team.

- Expand partnerships with industry, state and local government agencies, and private foundations to encourage the funding of unique learning opportunities such as internships, preceptorships and residencies.


Performance Measures:

- Number of students in senior blocks

- Student evaluations

- Number of hours spent by students on producers' properties gaining hands-on experience

- Number of guest lecturers per block

- Contact hours with outside veterinarians

Benchmark:

- Having students for at least 80% of the scheduled blocks

- Having at least 35% of the WSU/CVM Senior Class rotate through the Caine Center

- Each student averaging at least 12 hours of direct hands-on experience on clients farms per 2-week block

- At least one guest lecturer per 2-week block

- An average of 4 hours of contact time per student with practicing veterinarians per 2-week block

## Scholarly and Creative Activity

**Goal 1.  Quality.**

**Objective:  To provide the atmosphere, environment, encouragement, and time for faculty members to cultivate and nurture their scholarly and creative abilities.**

Strategies:

- Ensure that each faculty member has adequate time to pursue their research interests.

- Mentor new faculty and make sure they progress in an organized fashion towards reaching tenure and maximize their contribution to the Caine Program and the University of Idaho.

- Continue to nurture interaction between the AVS Dept/Moscow faculty, the Caine Center, and the WSU Veterinary School to promote collaboration on research projects, particularly for the newer faculty.

- Encourage faculty to seek out and apply for grants and contracts from all sources including federal and state government agencies, industry, private organizations and foundations.

Performance Measures:

- Time faculty members have to do research

- Amount of external funding

- Published papers in peer-reviewed journals and abstracts that meet CALS performance goals for each faculty member

Benchmark:

- Each faculty should dedicate at least 40 hours per month to research.

- Each faculty member should submit the required number of grants based on their research appointment and expectations.

- Each faculty member should meet expectations or better on their annual review (2 papers/year based on 100% research appointment).


**Outreach and Service** –

**Goal 1.  Quality**

**Objective:  Endeavor to expand diagnostic laboratory and field services for the veterinarians and livestock producers in Idaho and the region.**

Strategies for Objective:

- Encourage the participation of faculty and staff in Extension activities whenever possible, and as funding allows.

- Encourage the participation of all faculty members in field disease investigations.

- Continue to monitor quality control in all laboratories.  Pursue any questions or complaints concerning results until the situation is resolved.

- Encourage continuing education of laboratory staff in their given specialty.

- Partner with other University departments or units and state agencies to enhance service, improve quality, and expand diagnostic testing for zoonotic and communicable diseases of importance to Idaho and the Northwest region. Specifically, advocate for the hiring of a Veterinary Pathologist to be shared with the Idaho Department of Agriculture Animal Health Laboratory.

- Continuously update clinical and laboratory instrumentation as budgets allow, thereby enhancing diagnostic laboratory testing procedures and services for veterinarians and livestock producers in the region.

- Implement and keep updated a fee-for-service structure that provides adequate budgetary support for additional laboratory personnel – over and above those supported by the State – and is based on costs of diagnostics, other available funding, and industry needs.

- Maintain support personnel adequate to ensure that increased volume of activity can be efficiently serviced.

Performance Measures:

- Field investigations conducted; number of animals/herds served.

- Laboratory diagnostic and live animal case accessions.

- Number of laboratory personnel that participate in continuing education.

- Number of hours of continuing education accumulated by laboratory personnel.

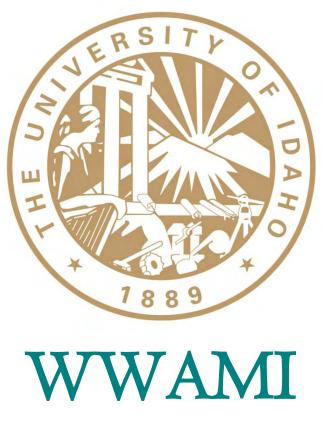- New techniques or equipment incorporated into laboratories protocols.

Benchmarks:

- Each faculty member to give at least one Extension producer presentation or demonstration (oral or written) per year.

- Each faculty member should conduct at least 6 field investigations per year.

- Laboratories diagnostic accessions should increase each year by at least 3%, in normal economic times.

- Live animal case accessions should remain steady, or increase in normal economic times.

- Adequate laboratory diagnostic caseload to support 3.0 FTE's, in normal economic times.

**External Factors:**

1) Caseload – live animal cases and diagnostic cases, sufficient for instructional goals and objectives and to support in-house laboratories are variable; subject to need and economic demand.

2) Loss of essential personnel. Due to budget reductions (hold-backs, rescissions, and furloughs); it is difficult to hire and retain sufficient, qualified individuals to keep up with demands of the program. Positions have been restructured and funding sources modified to the extent possible. There is also very limited means to recognize and reward outstanding performance.

3) Veterinary Pathology. This position has been vacant since the retirement of the second of our two veterinary pathologists in 2006. This specialty is in high demand in veterinary medicine. We are outsourcing for minimal diagnostic services, but are unable to incorporate this extremely important specialty in the veterinary teaching program at this time.

# WWAMI

## 2012-2016 Strategic Plan

**WWAMI is Idaho's regional medical education program**, under the leadership and institutional mission of the **University of Idaho**, in partnership with the **University of Washington School of Medicine** (UWSOM). Idaho medical students spend the first year of their medical education on the campus of the **University of Idaho** in Moscow, study medicine on the campus of UWSOM in Seattle during their second year, and complete their third and fourth year clinical training at **regional medical sites in Boise, across Idaho,** or throughout the **WWAMI** (Washington, Wyoming, Alaska, Montana, Idaho) region.

As the **medical education contract program for the State of Idaho** with the University of Washington, the **UI-WWAMI Medical Program** supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

1

UWSOM and its partner WWAMI Medical Program in Idaho are dedicated to improving the general health and wellbeing of the public.  In pursuit of our goals, we are committed to **excellence in biomedical education, research, and health care**.  The UWSOM and WWAMI are also dedicated to ethical conduct in all of our activities.  As the **pre-eminent academic medical center in our region** and as a national leader in biomedical research, UWSOM places special emphasis on educating and training physicians, scientists, and allied health professionals **dedicated to two distinct missions:**

- **Meeting the health care and workforce needs of our region**, especially by recognizing the importance of **primary care** and providing service to **underserved populations;**
- **Advancing knowledge** and assuming leadership in the **biomedical sciences and in academic medicine.**

We acknowledge a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho,** who have joined in a unique regional partnership.  UWSOM and WWAMI are **committed to building and sustaining a diverse academic community** of faculty, staff, fellows, residents, and students and **to assuring that access to education and training** is open to learners from all segments of society, acknowledging a **particular responsibility to the diverse populations within our region**.

### Vision for Medical Student Education

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

### UWSOM – Idaho WWAMI Medical Student Education Mission Statement

Our mission is to improve the health and wellbeing of people and communities throughout the WWAMI region, the nation, and the world through educating, training, and mentoring our students to be excellent physicians.

2

## Goals for Medical Student Education

In support of our mission to educate physicians, our goals for medical student training are to:

1. Challenge students and faculty to achieve excellence;

2. Maintain a learner-centered curriculum that focuses on patient-centered care and that is innovative and responsive to changes in medical practice and healthcare needs;

3. Provide students with a strong foundation in science and medicine that prepares them for diverse roles and careers;

4. Advance patient care and improve health through discovery and application of new knowledge;

5. Teach, model, and promote:

    a. the highest standards of professionalism, honor, and integrity, treating others with empathy, compassion, and respect;

    b. a team approach to the practice of medicine, including individual responsibility and accountability, with respect for the contributions of all health professions and medical specialties;

    c. the skills necessary to provide quality care in a culturally sensitive and linguistically appropriate manner;

6. Encourage students to maintain and model a balanced and healthy lifestyle;

7. Foster dedication to service, including caring for the underserved;

8. Engage students in healthcare delivery, public health, and research to strengthen their understanding of healthcare disparities and regional and global health issues; and

9. Provide leadership in medical education, research, and health policy for the benefit of those we serve regionally, nationally, and globally.

## Alignment with the Idaho State Board of Education's Strategic Plan
## 2012-2016

**Goal I: A WELL EDUCATED CITIZENRY** –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

> **Objective A: Access -** Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

3

- *Performance measure*: the number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.

- *Benchmark*: National ratio of state applicants to medical school per state-supported seats.

**Objective B: Transition to Workforce -** Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

- *Performance measure*: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

- *Benchmark*: target rate – national average or better.

**GOAL 2: CRITICAL THINKING AND INNOVATION -** WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students and future physicians who contribute to the health and wellbeing of people and communities.

**Objective A: Critical Thinking, Innovation and Creativity –** Generate research and development of new ideas into solutions that benefit health and society.

- *Performance Measure*: WWAMI faculty funding from competitive Federally funded grants.

- *Benchmark*: $3M annually, through FY14.

**Objective B: Innovation and Creativity –** Educate medical students who will contribute creative and innovative ideas to enhance health and society.

- *Performance Measures*: Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)

- *Benchmark*: 100%

**Objective C: Quality Instruction –** Provide excellent medical education in biomedical sciences and clinical skills.

- *Performance measure*: pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken medical training.

- *Benchmark*: U.S. medical student pass rates, Steps 1 & 2.

4

**GOAL 3: Effective and Efficient Delivery Systems –** Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

**Objective A:** Increase medical student early interest in rural and primary care practice in Idaho.

- *Performance measure*: the number of WWAMI rural summer training placements in Idaho each year.

- *Benchmark*: 20 rural training placements following first year of medical education.

**Objective B:** Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- *Performance measure*: the number of WWAMI medical students completing clerkships in Idaho each year.

- *Benchmark*: 20 clerkship students each year.

**Objective C:** Support and maintain interest in primary care medicine for medical career choice.

- *Performance measure*: Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.

- *Benchmark*: 50% of Idaho WWAMI graduating class choosing primary care residency training, in keeping with WWAMI mission.

**Objective D:** Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

- *Performance measure*: Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

- *Benchmark*: target ratio – 60%

**Objective E:** Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

- *Performance measure*: Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.

- *Benchmark*: 50%

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**Key External Factors** (beyond the control of the Idaho WWAMI Medical Program):

**Funding:** the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

5

**Medical Education Partnerships:** as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

**Population Changes in Idaho:** with a growing population and an aging physician workforce, the needs for doctors and medical education for Idaho's students only increases.  Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

6

# LEADING IDAHO:
## Strategic Plan 2011 - 2015

University *of* Idaho

# INTRODUCTION

The University of Idaho is the first choice for student success and statewide leadership. We are the premier land-grant research university and the flagship institution in our state. We lead in teaching and engaged student learning in our undergraduate, graduate and professional programs. We excel at interdisciplinary research, service to businesses and communities, and in advancing diversity, citizenship, and global outreach. Through our growing residential and networked university and strong alumni connections, we develop leaders who will guide Idaho to global economic success, create a sustainable American West, and address our nation's most challenging problems.

As Idaho's land-grant institution, our students, faculty and staff are engaged in a vast network of powerful partnerships through statewide campuses, laboratories, research and extension centers, outreach programs, and a base of loyal alumni worldwide. These resources provide connections to individuals, businesses and communities to help improve the quality of life of all Idaho citizens and secure the economic progress of the world.

We are committed to a student-centered, engaged learning environment. Our unique

geography, intimate setting, residential campus, and dedicated faculty provide aspiring leaders with the skills and abilities to challenge themselves and learn by doing.

Our leadership position in research and creative activity presents opportunities to interact and innovate with world-class faculty. Our students gain firsthand experience addressing global challenges, and bring contemporary knowledge and experience into their careers and lives.

Students, faculty and staff at the University of Idaho are dedicated to advancing a purposeful and just community that respects individuality

while providing access and inclusion for all cultures in order to create a climate that is civil and respectful. Innovative, productive collaborations that foster community and build morale are encouraged.

Over the past five years, the university community has implemented a strategic plan to further the vision and mission of the university. This 2011-15 Strategic Plan fulfills the promise of a 21$^{st}$ century land-grant institution to lead and inspire Idaho, the nation, and the world. To achieve this, all units will develop strategic actions that advance the overall strategic direction, vision and values of the institution.

## PRINCIPLES AND VALUES

- Learn, create, and innovate
- Preserve and transmit knowledge
- Act with integrity
- Treat others with respect
- Celebrate excellence
- Change lives
- Welcome and include everyone
- Take responsibility for the future

## VISION

We will be a leader among land-grant and flagship institutions in the 21st century by promoting an entrepreneurial spirit; embracing the contributions of multiple cultures, identities, and perspectives; and bringing together the talents and enthusiasm of faculty, staff and students. We will be widely recognized as a creative university that is both environmentally and fiscally sustainable and is an engaged partner in addressing the changing needs of our stakeholders in Idaho, the nation and the world.

# Goal 1:
## Teaching and Learning
**Enable student success in a rapidly changing world through transformed teaching and learning.**

**Context:** Our graduates live, work, compete, and prosper in a constantly changing environment. Consequently, curricula, co-curricular activities, pedagogy and assessment must be quickly adaptable as the environment changes, and learning experiences must help students develop the ability to identify and address complex problems or opportunities. Current disciplinary and interdisciplinary strengths will drive these changes.

**Objective A:** Build adaptable, integrative curricula and pedagogies.

**Strategies:**

1. Streamline policies and practices to enable creative program revision and course scheduling.

2. Implement general education requirements that emphasize integrative learning throughout the undergraduate experience.

3. Use external and internal assessments to keep teaching and learning vital.

4. Build curricula to support timely degree completion.

5. Expand opportunities for professional education.

6. Apply emerging technologies to increase access and respond to the needs of local and global learners.

7. Develop increased learning opportunities for underserved or underrepresented communities.

8. Employ active learning pedagogies to enhance student learning where appropriate.

**Objective B:** Develop integrative learning activities that span students' entire university experience.

**Strategies:**

1. Increase educational experiences within the living and learning environments.

2. Engage alumni and stakeholders as partners in student mentoring.

3. Increase student participation in co-curricular activities.

4. Integrate curricular and co-curricular activities.

5. Increase opportunities for student interaction and interdisciplinary collaboration.

## Goal 2:
## Scholarly and Creative Activity

**Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.**

**Context:** Our quality of life today and in the future depends on the merit of our scholarship and creative endeavors. Many of the most pressing issues facing society cut across disciplines and require solutions that do the same. At the University of Idaho, we are committed to helping address society's pressing issues by continuing to support strong disciplinary and interdisciplinary activities that emphasize quality, innovation, critical thinking and collaboration. We intend to improve the quality of life of all Idaho citizens and secure the economic progress of our world.

**Objective A:** Strengthen all scholarly and creative activities consistent with the University's strategic missions and signature areas.

**Strategies:**

1. Engage accomplished scholars to provide mentoring and leadership for key research and creative initiatives.

2. Increase the number of endowed faculty positions and postdoctoral, graduate, and undergraduate fellowships.

3. Support faculty, student, and staff entrepreneurial activity to develop new areas of excellence.

4. Implement university-wide mechanisms to provide attractive start-up packages for faculty and reward systems that recruit and retain world class faculty and staff.

5. Leverage the skills of non-tenure track faculty to promote research growth.

6. Increase the application of and public access to the results of scholarly and creative activities.

**Objective B:** Enable faculty, student and staff engagement in interdisciplinary scholarship and creative activity.

**Strategies:**

1. Expand opportunities for ongoing interactions among faculty, students and staff to identify areas of common interest.

2. Increase support for graduate and undergraduate interdisciplinary research and creative activity.

3. Develop clear criteria for evaluating engaged scholarship.

4. Increase the national and international visibility of the University's contributions to interdisciplinary activities.

5. Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.

6. Facilitate the submission of large, interdisciplinary proposals to obtain funding and sustain successful projects.

# Goal 3:
## Outreach and Engagement
**Meet society's critical needs by engaging in mutually beneficial partnerships.**

**Context:** As the state's land-grant institution, the University of Idaho is uniquely positioned to expand its impact in Idaho and beyond. We seek to achieve that end through engagement – working across disciplines; integrating teaching, research and outreach; and partnering with constituents for the mutually beneficial exchange of knowledge and resources.

**Objective A:** Develop processes, systems and rewards that foster faculty, staff, and student outreach and engagement.

**Strategies:**

1. Increase the internal visibility of our outreach and engagement activities to further interaction and develop synergies across the University.

2. Develop clear criteria for evaluating outreach and engagement.

3. Recognize and reward engagement with communities, businesses, non-profits, and agencies.

4. Develop an infrastructure and streamline administrative processes to coordinate outreach and engagement efforts.

5. Communicate best practices for development and implementation of outreach and engagement projects.

**Objective B:** Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

**Strategies:**

1. Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.

2. Increase student participation in defining and delivering experiential learning opportunities.

3. Increase the external visibility of our outreach and engagement activities.

4. Coordinate plans to increase external funding for outreach and engagement.

# Goal 4:
## Community and Culture

**Be a purposeful, ethical, vibrant and open community.**

**Context:** Our community is characterized by openness, trust and respect. We value all members for their unique contributions, innovation and individuality. Our community and culture must adapt to change, seek multiple perspectives and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.

**Objective A:** Be a community committed to access and inclusion.

**Strategies:**

1. Recruit and retain a diverse student body.

2. Recruit and retain a diverse faculty and staff.

3. Expand opportunities for cultural competency training.

4. Build extended community partnerships to enhance an environment that values diversity.

**Objective B:** Be a community committed to civility and respect.

**Strategies:**

1. Promote civil and respectful dialogue and debate both in and out of the classroom.

2. Increase systematic, consistent and productive responses to behaviors that are destructive to the community.

3. Promote a sense of concern for and accountability to others.

**Objective C:** Be a community committed to productivity, sustainability, and innovation.

**Strategies:**

1. Reward individuals and units that aim high, work across boundaries and capitalize on strengths to advance the overall strategic direction, vision and values of the institution.

2. Develop and promote activities to increase collaboration with unconventional partners.

3. Energize the community and foster commitment to university-wide endeavors by communicating our successes.

4. Create efficiencies through innovative collaboration, shared goals and common experiences.

5. Invigorate the community by promoting an attitude of leadership in excellence.

6. Steward our financial assets, infrastructure and human resources to optimize performance.

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## The First Choice for Student Success and Statewide Leadership

We are committed to:

- Student-Centered, Engaged Learning Environment

- Globally Competitive Research and Learning Opportunities

- A Connected Community

## University *of* Idaho

www.uidaho.edu

# BOISE ◆ STATE
## U N I V E R S I T Y

### STRATEGIC PLAN

### 2012-2016

**BOISE STATE UNIVERSITY**
**STRATEGIC PLAN 2011-15**

**Boise State University's Environment and Role**

The Boise metropolitan area, with its population of more than 650,000, is a regional center for business and government. It is the capital of Idaho and is hundreds of miles from the next bigger metropolitan area. Although there are other institutions in the area, Boise State University is the only "full-service," comprehensive state university in the region, and therefore shoulders the responsibility for the bulk of post-secondary education, research support for the area, and service to the community.

Boise State University is typical of state universities in that it was given a very broad role and mission by its governing board, the Idaho State Board of Education. Although the statement of role and mission provides guidance as to areas to be emphasized, it gives Boise State remarkably broad latitude in determining the ways in which we will achieve that role and mission.

**Role and mission as per the Idaho State Board of Education**

In October 1998, the Idaho State Board of Education adopted the present role and mission statements for each of Idaho's four institutions of higher education. Boise State University's is as follows:

> *"Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.*

> *As provided by the State Board of Education, Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum."*

**Boise State University's Vision: To Become a *Metropolitan Research University of Distinction***

Boise State University's vision is to become a metropolitan research university of distinction. Our emergence as a metropolitan research university is an inevitable and unstoppable result of the interaction of two factors: our role in our state system of education and the environment in which we are located. To do so *with distinction* will depend on the effectiveness with which we have translated our vision into our strategic plan, *Charting the Course*, and our success in implementing that plan.

**Creation of 2006 Strategic Plan: *Charting the Course***

The university first collectively defined and operationalized the vision of Boise State as a metropolitan research university of distinction. As a result of this process, the vision was defined in terms of four "destinations": Academic Excellence, Public Engagement, Vibrant Culture, and Exceptional Research. Next, the university identified five key areas in which we need to focus our efforts if we are to be successful in attaining our vision: resources, infrastructure, people,

connections, and culture.  Finally, a set of 10 goals was derived to guide our progress in those five areas.  The result was Boise State University's strategic plan, ***Charting the Course***.

**Creation of next Strategic Plan**

Our new provost will arrive in summer 2011, and will be charged with leading a strategic planning effort.  Groundwork is already being laid: (i) we are identifying the fundamental questions that must be answered during the planning process, (ii) we are developing our response to Standard 1 of the new NWCCU standards, which essentially depicts our *current state* in terms of our mission, core themes, and objectives, and will therefore provide an excellent foundation for the strategic planning effort that will describe our plans to attain our *future state*.  We are also cognizant of the fact that our new strategic planning effort must align with the recently created SBOE strategic plan.

**Impact of New NWCCU Accreditation Standards on Performance Measures, etc.**

The Northwest Commission on Colleges and Universities (NWCCU) is Boise State University's regional accrediting agency.  The NWCCU recently adopted a new set of standards as well as a new schedule and process for the accreditation process.  The following is an overview of those standards, paraphrased from NWCCU documents:

- Standard One requires a clear statement of institutional mission, articulation of mission fulfillment, identification of core themes within that mission, and delineation of core theme objectives, each with assessable indicators of achievement.

- Standard Two requires an evaluation of major institutional functions, resources, and infrastructure.

- Standard Three evaluates planning for the institution as a whole as well as planning to achieve the objectives of its core themes.

- Standard Four assesses achievement of core theme objectives and achievement of goals or outcomes. It also evaluates the institution's use of assessment results for improvement.

- Standard Five evaluates fulfillment of institutional mission.

The work that we do to fulfill the new accreditation standards will, to the greatest extent possible, (i) be integrated with our new strategic planning effort, (ii) be cognizant of the SBOE strategic plan, and (iii) be coordinated with efforts such as the present document.

Our report for Standard 1 is due to the NWCCU on September 1, 2011.  Our report for Standard 2 is due to the NWCCU in fall of 2013, and will be accompanied by a review team visit.  Our report for Standards 3 and 4 is due to the NWCCU in fall of 2015.  Our report for Standard 5 is due to the NWCCU in fall of 2017, and will be accompanied by a review team visit.

**Key External Factors**

A wide variety of factors affect Boise State University's ability to implement our strategic plan.  Here we present two factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

- Lack of funding of Enrollment Workload Adjustment.  Although a mechanism exists to help Boise State University accommodate the enrollment increases we are experiencing (19.5%

increase in fall, end-of-term enrollment from Fall 2006 to Fall 2010), that mechanism is not implemented regularly. As a result, substantial differences in appropriated funding per student remain. In 2010, Boise State University's state funding per *weighted* student FTE is only 67% of the funding at the institution with the highest funding rate (2010 figures: UI -- $3,593, LCSC -- $3,213, ISU -- $2,592, BSU -- $2,422). Note that this discrepancy has grown over the years because of Boise State University's much higher enrollment growth: in 2006, Boise State University's state funding per weighted student FTE was 81% of the funding at the institution with the highest funding rate (2006 figures: UI -- $3,707, LCSC -- $3,548, ISU -- $3,046, BSU -- $3,037).

- Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, risk and insurance, and purchasing. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. 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 University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. And as a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction.

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**Boise State University's Destinations, Goals, Strategies, Performance Measures, and Performance Targets**

Please note the following:

1. All goals, strategies, performance measures, and performance measures that are listed below should be considered as placeholders.  As was described above, Boise State University is undertaking two major planning initiatives over the next year: We will develop a new strategic plan and we will develop our response to NWCCU Standard 1.  As part of both processes we will be developing goals, objectives, performance measures, and performance targets, all of which are likely to differ significantly from those listed below.

2. The performance targets listed are for FY2013.  In the following, we use the terms "performance target" and "benchmark" as follows: A "benchmark" is a reference point against which performance may be measured, for example, the "average measure at peer institutions."  A "performance target" often makes use of a benchmark, and is the target level for performance, for example, "10% higher than the average at peer institutions."

**Destinations:**

Note that all 10 goals (below) contribute to each of the destinations and that various strategies (listed below under goals) contribute to each goal.

**Destination: Academic Excellence**

Performance Measures and Performance targets:

- Student Perception of Academic Challenge as measured by the National Survey for Student Engagement (NSSE).  Performance target: Rating equal to that at peer institutions
- Student Perceptions of Active and Enriching Learning Environments as measured by the NSSE.  Performance target: Rating equal to that at peer institutions
- Students participating in courses with a Service Learning component.  Performance targets: (i) 6,000 students participating per year, (ii) participation exceeds to that at peer institutions
- Specific Accomplishments

**Destination: Public Engagement**

Performance Measures and Performance targets:

- Students Participating in Community-Based Projects for Courses (NSSE).  Performance target: Comparable to peers
- Funding for Public Service Activities.  Performance target: minimum $6 million running average
- Specific Accomplishments

**Destination: Vibrant Culture**

Performance Measures and Performance targets:

- Racial diversity of the student body.  Performance target: 14% non-white student population
- Student rating of supportive campus environment (NSSE). Performance target: Comparable to that at peer institutions
- Interactions with students of different beliefs and ethnicity (NSSE). Performance target: Comparable to that at peer institutions
- Specific Accomplishments

### Destination: Exceptional Research

Performance Measures and Performance targets:

- Externally funded research expenditures.  Performance target: $15 million
- Sponsored project proposals and awards.  Performance target: Awards of $45 million
- Doctoral graduates.  Performance target:  Sufficient to gain next higher Carnegie rating (i.e., 20 per year)
- Intellectual Property Disclosures.  Performance target: 12 per year.
- Number of publications and number of citations of Boise State publications.  Performance target: 10% increase in publications, 20% increase in citations.
- Specific Accomplishments

### Goals and Strategies.

Note that strategies may contribute to multiple goals

### Goal I.  Develop network and outreach opportunities with the community

Strategies:

- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching
- Promote and reward research in and with the community
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design
- Promote collaboration and sharing of information between campus and the community

Performance Measures and Performance targets:

- Sponsored project funding from state, local, and private sources.  Performance target: Total sponsored project funding of $45 million
- Students participating in applied experiences (NSSE).  Performance target: Rating comparable to that at peer institutions
- Impact of the Idaho Small Business Development Center.  Performance target: The yearly sales growth ISBDC clients remains at least 3 times higher than that of the average for all Idaho small businesses.
- Formal contractual collaborations with businesses.  Performance target: 14 collaborations.
- Specific Accomplishments

### Goal II.  Respond to the educational needs of the region

Strategies:

- Align educational offerings with economic development needs and incorporate employers' input into curriculum design
- Offer flexible course delivery options

Performance Measures and Performance targets:

- Dual enrollment credits generated and students enrolled.  Performance target: 10,000 credits generated and 2,200 students enrolled per year
- Degrees & Certificates Awarded.  Performance target: 5% increase from previous year
- Credit hours generated and graduates per citizen in service area. Performance target: Does not decrease from previous year
- Percent of student financial aid met.  Performance target: 68% for undergraduates

- # of enrollees in and graduates from our Bachelor of General Studies program (designed for returning students). Performance target: 250 enrolled and 40 graduates per year.
- # of STEM graduates. Performance target: 350 per year.
- # of credits taken via distance education delivery methods. Performance target: 45,000 credits per year.
- # of students in 2+2 programs in collaboration with College of Western Idaho. Performance target: under development
- Specific Accomplishments

**Goal III.  Provide development opportunities for faculty to integrate research and teaching**
Strategies:
- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching
- Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching
- Promote and reward research in and with the community
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design
- Facilitate faculty collaborations across departments and colleges
- Promote collaboration and sharing of information between campus and the community.
- Secure funds for sponsored research activity.

Performance Measures and Performance targets:
- Number of students participating in research projects with faculty (NSSE). Performance target: Rating comparable to that at peer institutions
- Number of student participants in Undergraduate Research Conference.  Performance target: 550 student participants
- Number of graduate assistantships.  Performance target: 300 from all funding sources
- Specific Accomplishments

**Goal IV.  Promote diverse communities that foster faculty, staff, and student interaction**
Strategies:
- Create active learning opportunities in-class and out-of-class
- Build residential communities for students, faculty and staff
- Facilitate faculty collaborations across departments and colleges
- Schedule, promote, and facilitate involvement in cultural and intellectual events
- Develop and promote programs to internationalize campus
- Implement the campus master plan

Performance Measures and Performance targets:
- Number of students & faculty in study abroad programs. Performance target: 10% increase from previous year
- Student perception of of encouragement of interactions among those with different beliefs and ethnicities. NSSE rating. Performance target: Rating comparable to that at peer institutions
- Student perception of quality of student and faculty interactions (NSSE). Performance target: Rating comparable to that at peer institutions
- Number of students in on-campus residential halls.  Performance target: Increase from previous year
- Specific Accomplishments

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## Goal V.  Recruit and retain an academically prepared and diverse student body
Strategies:
- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching.
- Expand student recruitment efforts
- Create additional opportunities for student financial assistance
- Create active learning opportunities in-class and out-of-class
- Offer flexible course delivery options
- Build residential communities for students, faculty and staff
- Schedule, promote, and facilitate involvement in cultural and intellectual events
- Develop and promote programs to internationalize campus
- Promote to the State the value of investing in higher education
- Secure funds for sponsored research activity
- Implement the campus master plan

Performance Measures and Performance targets:
- Freshman Retention Rate (first time full time).  Performance target: 72%
- 6-year grad rate (first time full time).  Performance target: 28%
- Incoming student HS GPA and class standing.  Performance target: 3.35 GPA
- Incoming student ethnic diversity.  Performance target: 17%
- Incoming freshmen in top quartile of HS class.  Performance target: 37%
- Scholarship Dollars per Student FTE.  Performance target: $1,950
- # of credits at graduation.  Performance target: reduced from prior year.
- Specific Accomplishments

## Goal VI.  Recruit and retain faculty and staff to support the vision
Strategies:
- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching
- Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching
- Promote and reward research in and with the community
- Facilitate faculty collaborations across departments and colleges
- Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university
- Schedule, promote, and facilitate involvement in cultural and intellectual events
- Develop and promote programs to internationalize campus
- Promote to the State the value of investing in higher education
- Secure funds for sponsored research activity
- Build and sustain a comprehensive advancement/fundraising program.
- Implement the campus master plan

Performance Measures and Performance targets:
- Faculty salaries as a percent of national average (AAUP).  Performance target: comparable to peers
- Professional staff salaries as a percent of national average (CUPA).  Performance target: comparable to peers

- Number of tenured/tenure-track faculty members.  Performance target: 1% increase per year
- Number of full-time lecturers.  Performance target: 1% increase per year
- Student FTE per budgeted faculty FTE.  Performance target: comparable to peer institutions
- Specific Accomplishments

## Goal VII.  Provide student-centered services
Strategies:
- Create active learning opportunities in-class and out-of-class
- Offer flexible course delivery options
- Build residential communities for students, faculty and staff
- Schedule, promote, and facilitate involvement in cultural and intellectual events

Performance Measures and Performance targets:
- Number of students receiving academic services: tutoring and advising.  Performance target: 5% increase from previous year
- Student rating of academic advising (NSSE). Rating comparable to that at peer institutions
- Student rating of academic support (NSSE).  Performance target: Rating comparable to that at peer institutions
- Student rating of administrative personnel and offices (NSSE).  Performance target: Rating comparable to that at peer institutions
- Specific Accomplishments

## Goal VIII.  Create an organization that is responsive to change
Strategies:
- Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching

Performance Measures and Performance targets:
- Number of organizational development workshops held by Training and Development.  Performance target: Under development
- % of university policies revised.  Performance target: 10% revised per year
- Specific Accomplishments

## Goal IX.  Build and maintain facilities to support programs and create an attractive and accessible environment
Strategies:
- Build residential communities for students, faculty, and staff
- Secure funds for sponsored research activity
- Build and sustain a comprehensive advancement/fundraising program
- Implement the campus master plan.

Performance Measures and Performance targets:
- Square feet of classroom, instructional labs, research labs, residential, and study space per student.  Performance target: Comparable to peer data
- Square feet of research and office space per faculty member.   Performance target: Comparable to peer data from Society for College and University Planning
- Carbon footprint.  Performance target: Decrease from previous year; better rating than peers.
- Number of students in on-campus residential halls.  Performance target: Increase from previous year
- Specific Accomplishments

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**Goal X. Obtain fiscal resources necessary to support the vision**
Strategies:

- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching
- Create additional opportunities for student financial assistance
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design
- Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university
- Secure funds for sponsored research activity
- Build and sustain a comprehensive advancement/fundraising program

Performance Measures and Performance targets:

- Contributions to the Boise State Foundation. Performance target: $175 million by the end of the comprehensive campaign.
- Sponsored project income. Performance target: $45 million
- Specific Accomplishments

Boise State University
Strategic Plan 2011-15

# Charting the Course

## A Strategic Vision for Boise State University

**DESTINATION**

**Academic Excellence**

Academic Excellence denotes high quality student focused programs that integrate theory and practice, engage students in community based learning, and are informed by meaningful assessment

**Public Engagement**

Public Engagement links the University's academic mission with its community partners to address issues of mutual benefit

**Vibrant Culture**

A Vibrant Culture embraces and fosters innovation, responsiveness, inclusiveness, accessibility, diversity, and effective stewardship

**Exceptional Research**

Exceptional Research is defined by progressive scholarship and creative activity, and graduate programs that have groundbreaking applications locally, regionally, and globally

## METROPOLITAN RESEARCH UNIVERSITY OF DISTINCTION

**MILESTONES**

Recognized for integrating research with teaching and learning in high quality programs

Recognized for faculty and students who excel in research

Recognized for partnerships that contribute to regional growth and development

Recognized as a center for cultural and intellectual exchange that enriches the community

**GOALS**

Develop network and outreach opportunities with the community

Respond to the educational needs of the region

Provide development opportunities for faculty to integrate research and teaching

Promote diverse communities that foster faculty, staff, and student interaction

**CULTURE**

**CONNECTIONS**

Provide student-centered services

Build and maintain facilities to support programs and create an attractive and accessible environment

Recruit and retain an academically-prepared and diverse student body

Create an organization that is responsive to change

**INFRASTRUCTURE**

Recruit and retain faculty and staff to support the vision

Obtain fiscal resources necessary to support the vision

**PEOPLE**

**RESOURCES**

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Boise State University
Strategic Plan 2011-15

## Boise State University Strategy Matrix

These guiding strategies reflect routes by which Boise State University will achieve its goals.

**METROPOLITAN RESEARCH UNIVERSITY OF DISTINCTION**

### GOALS

| STRATEGIES | (1) Develop network and outreach opportunities with the community | (2) Respond to the educational needs of the region | (3) Provide development opportunities for faculty to integrate research and teaching | (4) Build and maintain facilities to support programs and create an attractive and accessible environment | (5) Promote diverse communities that foster faculty, staff, and student interaction | (6) Recruit and retain an academically-prepared and diverse student body | (7) Recruit and retain faculty and staff to support the vision | (8) Provide student-centered services | (9) Create an organization that is responsive to change | (10) Obtain fiscal resources necessary to support the vision |
|---|---|---|---|---|---|---|---|---|---|---|
| (a) Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching | ● | | ● | | | ● | ● | | | ● |
| (b) Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching | | | ● | | | | ● | | ● | |
| (c) Promote and reward research in and with the community | ● | | ● | ● | | | ● | | | |
| (d) Expand student recruitment efforts | | | | | | ● | | | | |
| (e) Create additional opportunities for student financial assistance | | | | | | ● | ● | | | ● |
| (f) Create active learning opportunities in-class and out-of-class | | | | | ● | ● | | ● | | |
| (g) Align educational offerings with economic development needs and incorporate employers' input into curriculum design | ● | ● | ● | | | | | | | ● |
| (h) Offer flexible course delivery options | | ● | | | | ● | | | | |
| (i) Build residential communities for students, faculty, and staff | | | | ● | ● | | | ● | | |
| (j) Facilitate faculty collaborations across departments and colleges | | | ● | | ● | | ● | | | |
| (k) Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university | | | | | | | ● | ● | | ● |
| (l) Schedule, promote, and facilitate involvement in cultural and intellectual events | | | | | ● | ● | | | | |
| (m) Promote collaboration and sharing of information between campus and the community | ● | | ● | | | | | | | |
| (n) Develop and promote programs to internationalize the campus | | | | | ● | ● | | | | |
| (o) Promote to the State the value of investing in higher education | | | | | | ● | ● | | | |
| (p) Secure funds for sponsored research activity | | | ● | ● | | ● | ● | | | ● |
| (q) Build and sustain a comprehensive advancement/fundraising program | | | | ● | | | ● | | | ● |
| (r) Implement the campus master plan | | | | ● | ● | ● | ● | | | |

Strategies support multiple goals; ● illustrate examples          Numbers and letters do not signify priority ranking

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# Idaho State University Strategic Plan

# Mapping Our Future:
# Leading in Opportunity and Innovation

# 20011-2015 Executive Summary

# Idaho State University
# 2011-2015
# Strategic Plan

## Vision

Idaho State University strives to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

## Mission

As a public research university, with high research activity (RU-H), ISU serves a diverse population through its undergraduate, graduate, and professional programs; research and creativity activity; and public service endeavors, offered throughout the State and Intermountain region. The University is assigned by the State Board of Education specific responsibility in delivering programs in the health professions within the state, and in response, has formulated its academic plans and generated academic programs with primary emphasis in the health professions and the related biological and physical sciences. The University has strong programs in business, education and teacher preparation, engineering, and technical training; and in the liberal arts and sciences, which provide the core general education curriculum. ISU is committed to maintaining strong programs in the arts, humanities, and sciences as independent, multifaceted fields of inquiry and as the foundation for other academic disciplines. The University offers high quality graduate programs in the Colleges of Arts and Letters, Business, Education, and Science and Engineering; and within the Division of Health Sciences, which also offers post-graduate residency training programs in family medicine, dentistry, and pharmacy. In addition, the College of Technology provides students high quality professional-technical training in response to the workforce needs of private industry and public entities. ISU's Early College Program provides current high school students the opportunity to begin their college-level course work prior to graduating.

### STRATEGIC PLAN GOALS AND OBJECTIVES

GOAL ONE: *Achieve academic excellence in undergraduate, graduate, professional, and technical education. (SBOE Strategic Plan: Goal 1, Objectives A-D)*

OBJECTIVE 1.1: Enhance program excellence through an effective student mix and the maintenance of a strong and balanced student enrollment.

> **Performance Measure 1:** Percent of newly admitted full-time, undergraduate students requiring remedial education.

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**Benchmark:** Decrease by three percent per year for the next three years.

*(Benchmark established based on historical institutional data and future recruiting and enrollment projections.)*

**Performance Measure 2:** Total enrollment (headcount, credit hours, credit hours per FTE, and FTE) of professional-technical, undergraduate and graduate students.

**Benchmark:** Total enrollment will remain level over the next three years.

*(Benchmark established based on historical institutional data, future recruiting and enrollment projections, and anticipated continuing reductions in appropriation budgets.)*

**OBJECTIVE 1.2:** Recruit and retain high quality faculty, to ensure maintenance of effective teaching, productive scholarship, and institutional and public service.

**Performance Measure 1:** Number of successful faculty recruitments as a percent of searches implemented. A successful search is defined as the ability to hire one of the top three candidates.

**Benchmark:** Percent of successful searches at 75 percent or higher each year.

*(Benchmark established based on historical institutional data, and effect of lower faculty salaries compared to peer institutions.)*

**Performance Measure 2:** Faculty turnover numbers (e.g., voluntary departures, retirements, and terminations).

**Benchmark:** No significant increase in voluntary departures compared to average for previous three years.

*(Benchmark established based on historical institutional data.)*

**OBJECTIVE 1.3**: Maintain library services to support effective academic programming and research support for students and faculty.

**Performance Measure:** Level of fiscal and organizational resources allocated for provision of library services.

**Benchmark:** Library budget as a percent of ISU's overall appropriated budget will remain level over the next three years.

*(Benchmark established based on historical institutional data and anticipated continuing reductions in appropriated budgets.)*

**OBJECTIVE 1.4:** Maintain instructional facilities that support program effectiveness.

**Performance Measure:** Level of fiscal and organizational resources allocated to maintain and/or improve existing instructional facilities.

**Benchmark:** Necessary maintenance and/or improvements to instructional facilities are completed in a timely manner each year.

*(Benchmark established based on internal process for prioritizing required maintenance and enhancement of instructional facilities.)*

GOAL TWO:  *Increase the University's research profile to strengthen our institutional curricula and ability to meet societal needs through the creation of new knowledge. (SBOE Strategic Plan: Goal 2, Objectives A-B)*

OBJECTIVE 2.1:  Increase the creative/scholarly/research productivity of ISU faculty and students.
> **Performance Measure:**  Numbers of externally funded grants, awards, and contracts received each year.
> **Benchmark:**  Total external funding awarded will increase by five percent per year for the next three years.
> *(Benchmark established based on historical institutional data and the anticipated effect of the reclassification of ISU as a Research High institution.)*

OBJECTIVE 2.2:  Develop strategic public and private partnerships focused on advancing the institutional mission, programming needs, and the needs of public and private entities in the State.
> **Performance Measure:**  Number of current public and private partnerships in effect.
> **Benchmark:**  Number of current partnerships in place will increase by five percent over the next three years.
> *(Benchmark established based on historical institutional data and anticipated increase in research productivity.)*

OBJECTIVE 2.3:  Maintain research facilities and infrastructure to enhance scholarly productivity.
> **Performance Measure:**  Level of fiscal and organizational resources allocated to maintain and/or enhance existing research facilities and support.
> **Benchmark:**  Percent of appropriated budget allocated to support research endeavors and facilities will remain level over the next two years.
> *(Benchmark established based on historical institutional data and anticipated continuing reductions in appropriation budgets.)*

GOAL THREE:  *Advance health sciences research and health professions education throughout the state to increase the quality of patient care, the number of practicing health care professionals, and to promote clinical and translational research. (SBOE Strategic Plan: Goal 1, Objectives A-D; Goal 2, Objectives A, B; Goal 3, Objectives A-C)*

OBJECTIVE 3.1:  Increase the number students admitted to ISU's health professions programs, where capacity exists, to meet the healthcare workforce needs of Idaho.
> **Performance Measure:**  Number of seats available in the undergraduate, graduate, and postgraduate health programs at ISU, where capacity exists (i.e., based on assessment of projected manpower needs, funding to increase number of clinical faculty, available clinical training sites, and size of the applicant pools).
> **Benchmark:**  Number of seats available in select health programs will increase where capacity exists.
> *(Benchmark established based on historical institutional data, specialized accreditation requirements, and State manpower data).*

**OBJECTIVE 3.2:** Develop strategic public and private partnerships with health care organizations, facilities, and professional and provider organizations within the State and intermountain region.

> **Performance Measure:** Number of current public and private health-related partnerships in effect.
>
> **Benchmark:** Number of health-related partnerships to increase by five percent over the next three years.
>
> *(Benchmark established based on historical institutional data and anticipated increase in number of graduates in select health professions, and research productivity in the health sciences.)*

**OBJECTIVE 3.3:** Increase scholarly and research productivity of faculty in the health professions.

> **Performance Measure:** Number of externally funded clinical, applied, basic and translational research grants and contracts in the health professions.
>
> **Benchmark:** Increase number of externally funded grants and contracts by ten percent over the next three years.
>
> *(Benchmark based on historical institutional data and anticipated increased faculty scholarly productivity in the newly formed Division of Health Sciences.)*

**OBJECTIVE 3.4:** Expand postgraduate residency training programs throughout the state to meet increasing patient care and training needs.

> **Performance Measure:** Number of ISU postgraduate residency and fellowship programs in medicine, pharmacy, dentistry, and other health professions.
>
> **Benchmark:** Increase number of training sites in State by five percent over the next three years.
>
> *(Benchmark established based on institutional Five-Year Plan and increased health manpower needs in the State.)*

**GOAL FOUR:** *Prepare students to function in a global society. (SBOE Strategic Plan: Goal 1, Objectives A-D; Goal 2, Objectives A, B)*

**OBJECTIVE 4.1:** Enrich learning and research opportunities for both students and faculty through greater development of international programming.

> **Performance Measure:** Numbers of international study and exchange agreements in place.
>
> **Benchmark:** Numbers of agreements in place will increase by five percent over the next three years.
>
> *(Benchmark established based on historical institutional data and increased efforts within the Student Affairs and International Program Offices.)*

**OBJECTIVE 4.2:** Recruit and retain students, faculty, and staff from underrepresented groups to better serve institutional and community needs for integration of multicultural and gender-related perspectives in our range of programming.

> **Performance Measure:** Percent of total students, faculty, and staff from underrepresented groups.
>
> **Benchmark:** Percent of students, faculty, and staff will each increase by three percent over the next three years.

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*(Benchmark established based on historical institutional data, and state demographics.)*

**OBJECTIVE 4.3:** Create instructional, research, residential, and social environments that encourage the social integration of all students, faculty, staff, and the larger community.

> **Performance Measure:** Number of programs and campus events that foster peer involvement, social engagement, and institutional connections early in students' college careers.
>
> **Benchmark:** Number of programs and events will increase by ten percent over the next three years.
>
> *(Benchmark established based on historical institutional data and increased focus on student engagement by the Student Success Center and Office of Student Affairs.)*

GOAL FIVE*: **Focus institutional instructional and research expertise on community and societal needs throughout the state, region, nation, and world.** (SBOE Strategic Plan: Goal 1, Objectives A-D; Goal 3, Objectives A-C)*

**OBJECTIVE 5.1:** Enhance partnerships with other institutions of higher education throughout the state and intermountain region.

> **Performance Measure:** Number of partnerships and collaborative agreements with other institutions of higher education.
>
> **Benchmark:** Number will increase by five percent over the next three years.
>
> *(Benchmark established based on historical institutional data and increasing inter-disciplinary research productivity of faculty.)*

**OBJECTIVE 5.2:** Strengthen partnerships/collaboration with K-12 organizations to enhance students' abilities to enter and ascend ISU's educational ladder of opportunity.

> **Performance Measure:** Number of current partnerships and collaborative agreements in effect with K-12 schools, school districts, and organizations.
>
> **Benchmark:** Number will increase by five percent over the next three years.
>
> *(Benchmark established based on historical institutional data.)*

**OBJECTIVE 5.3:** Enhance existing alumni relations and support, and develop further resources aimed at supporting the University's mission.

> **Performance Measure:** Update and streamline alumni organization data and records processes.
>
> **Benchmark:** Successful implementation of ISU Foundation enterprise resource planning system and related auxiliary systems (Viking/Raiser's Edge) by end of FY2011.
>
> *(Benchmark established based on implementation timeline.)*

GOAL SIX*: **Promote the efficient and effective use of resources.** (SBOE Strategic Plan: Goal 3, Objectives A-C)*

**OBJECTIVE 6.1:** Develop a culture of effective and efficient institutional governance based on organization, communication, accountability, consistency, relationship building, and university-wide prioritization.

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**Performance Measure 1:** Implement a revised faculty governance structure, as directed by the SBOE.
**Benchmark:** Constitution and revised faculty governance structure approved and fully implemented by May 2012.
*(Benchmark established in response to actions of the SBOE related to ISU institutional/faculty governance concerns.)*

**Performance Measure 2:** Engagement of campus constituencies in the development of a revised comprehensive institutional strategic plan in tandem with development of the institution's future accreditation reports (new NWCCU Standards One through Five).
**Benchmark 1:** Completion of report on NWCCU Standard One, Core Themes, due September 15, 2011.
**Benchmark 2**: Completion of a draft revised institutional strategic plan by May 2012.
*(Benchmarks established based on the requirements of the new NWCCU accreditation standards and the alignment with the strategic plan.)*

**OBJECTIVE 6.2:** Develop a clear and concise Manual of Administrative Policies and Procedures (MAPPs) that supports compliance with applicable laws and regulations, promotes operational efficiencies, and reduces institutional risks.

**Performance Measure:** Completion of the online ISU Manual of Administrative Policies and Procedures.
**Benchmark:** Number of administrative policies and procedures developed and included in the Manual will increase by five per year until such time as all anticipated policies have been developed.
*(Benchmark established based on timeline developed by the Office of Finance and Administration.)*

**OBJECTIVE 6.3:** Strengthen fiscal controls, with attention to stakeholder involvement and understanding, to maximize the propriety of and control over financial transactions, as well as ensure that assets are protected and costs are incurred only when necessary.

**Performance Measure:** Number of external audit recommendations.
**Benchmark:** Number of audit recommendations will decrease over the next three years.
*(Benchmark established based on historical institutional data and expectations of senior administrative leadership.)*

**OBJECTIVE 6.4:** Ensure that Information Technology Services supports the university's missions for teaching and learning, research, and administration applications by providing appropriate information and instructional technology and support, built on an effective and reliable information technology infrastructure.

**Performance Measure:** Level of fiscal and organizational resources required to maintain existing information technology services.
**Benchmark:** ITS budget as a percent of ISU's overall appropriated budget will remain level over the next three years.
*(Benchmark established based on historical institutional data and anticipated continuing reduction in appropriated budgets.)*

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## KEY EXTERNAL FACTORS

### (BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

### Funding

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. Three successive years of deep reductions in state appropriated funding have made it increasingly difficult to plan for and implement strategic growth. In addition, Workload Adjustment has not been funded for several years.  Given the reduction in appropriations over the past few years, the University strives to maintain existing levels of resources necessary to support instruction, research, and key services.

### Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute or rule and are not under institutional or SBOE control. Changes to statute and rule desired by the institution are accomplished according to state guidelines. As with SBOE rules, rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.
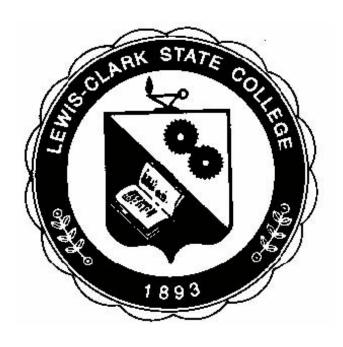
### Federal Government

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels. While the influx of federal stimulus funds provided a certain buffer for FY 2010, the loss of the bulk of stimulus funds for FY 2011 severely mitigated even short term positive impacts that the stimulus funding had.

### Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of monies students and prospective have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. As commodities prices for a range of items from food to fuel continue to experience volatility, we can expect students' economic experiences to continue to affect their ability and willingness over the short term to engage higher education. While the current recessionary trends in the state economy show signs of rebounding in the future, such economic progress has not yet solidified, thus accurate projections for growth remain problematic.

## Regional and National Demographic Trends

As with economic trends, demographic trends throughout the region and nation continue to affect both recruitment into higher education, as well as a range of progress and completion issues. These changing social demographics and the corresponding changes in our student and prospective student demographics will make it increasingly important for ISU to critically examine our range of services and functions and to continue to refine them to better serve the range of constituencies within our institution and larger communities.

# Lewis-Clark State College

# Strategic Plan

Submitted March 22, 2011

# FY2012-2016

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# Lewis-Clark State College

## Strategic Plan FY2012-2016

## VISION STATEMENT

Unique among Idaho's institutions of higher education, LCSC will fulfill the SBOE vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.  LCSC's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans.  Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.  Lewis-Clark students' personalized instruction will be complemented by personal application of knowledge and skills in the real world, as embodied in the College's motto: "*Connecting Learning to Life*." LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development.  LCSC will strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

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# MISSION STATEMENT

LCSC's official role and mission statement (approved by the SBOE in 1998) is provided below:

## 1. <u>Type of Institution</u>

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

## 2. Programs and Services (listed in order of emphasis)
- **Baccalaureate Education:** Offers a wide range of baccalaureate degrees and some qualified professional programs.
- **Associate Education:** Offers a wide range of associate degrees and some qualified professional programs.
- **Certificates/Diplomas:** Offers a wide range of certificates and diplomas.
- **Distance Learning:** Uses a variety of delivery methods to meet the needs of diverse constituencies.
- **Technical and Workforce Training:** Offers a wide range of professional, technical and outreach programs.
- **Continuing Education:** Provides a variety of life-long learning opportunities.
- **Research:** Conducts select coordinated and externally funded research studies.
- **Graduate:** None.

## 3. Constituencies Served: The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

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**Goal I.** A well-educated citizenry: *Lewis-Clark State College will support the Idaho State Board of Education's efforts to provide opportunities for individual advancement.*

**SBOE Objective A:  ACCESS - Support the Idaho State Board of Education's  efforts to improve access for individuals of all ages, abilities, and economic means to Idaho's educational system.**

- **Performance Measure: High school students participating in concurrent enrollment (headcount and FTE)**

  **Benchmark: Annual Enrollment - 1,300**
  **Annual FTE - 170**

- **Performance Measure: Scholarship dollars awarded per student FTE**

  **Benchmark:  Academic - $2,000**
  **Professional-Technical - $1,400**

**SBOE Objective B:  Higher Level of Educational Attainment - Support the Idaho State Board of Education's efforts to increase the postsecondary completion rate.**

- **Performance Measure: The number of degrees and certificates awarded**
  **Benchmark: 8% increase (652) degrees and certificates awarded.**

- **Performance Measure: First-year/ full-time cohort retention rate**

  **Benchmark: 60%**

- **Performance Measure: First-year/ full-time cohort 150% graduation rate**

  **Benchmark:** 28%

**SBOE  Objective C : A dult  Learner R e-Integration  -  Support t he  Idaho  State Board of Education's efforts to improve the processes and increase the options for re-integration of adult learners into the education system.**
- **Performance Measures:**

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- **Percentage o f p eople s erved b y t he C enter f or N ew D irections w ho enter an education or training program**
    Benchmark: 20% (n=22 students)

- **Number of GED certificates awarded**
    Benchmark: 500

**SBOE Objective D: Transition - Support the Idaho State Board of Education's efforts t o i mprove t he ability o f th e e ducational s ystem to meet educational needs and allow students to efficiently and effectively transition into the workforce.**

> **Performance Measures:**
> - **Number of degrees in STEM fields**
>     Benchmark: 70 degrees
>
> - **NCLEX first-time licensing/certification exam pass rates**
>     Benchmark: Meet or exceed 88%
>
> - **Percentage of LCSC graduates employed or continuing their education**
>     Benchmark: 90% of L CSC gr aduates w ill h ave p ositive placement

**Goal 2. Critical thinking and Innovation -** *Lewis-Clark State College will support the Idaho State Board of Education's efforts to provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, and think critically, and are creative.*

**SBOE Objective A: Critical Thinking, Innovation, and Creativity-**
**Support t he Idaho State Board of E ducation's efforts t o i ncrease res earch a nd development of new ideas into solutions that benefit society**
> **Performance Measures:**
> - **Institution funding from competitive grants**
>     Benchmark: $1.9m
> - **ETS Proficiency Profile critical thinking construct**
>     Benchmark: L CSC w ill s core a t t he 75th percentile or b etter of comparison participating institutions ( Carnegie C lassification- Baccalaureate D iverse) on t he ETS Proficiency P rofile cri tical thinking construct.

**SBOE Objective B: Innovation and Creativity - Support the Idaho State Board of E ducation's e fforts to ed ucate s tudents w ho will co ntribute cre ative a nd innovative ideas to enhance society.**

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**Performance Measures:**
- **Number of students participating in internships or undergraduate research**
  **Benchmark: 250**
- **The number of presentations at the LCSC Senior Research Symposium**
  **Benchmark: 155 presentations**

**SBOE Objective C: Quality Instruction- Support the Idaho State Board of Education's efforts to increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.**

**Performance Measure - Classified Staff:**
- **State of Idaho Classified Staff Pay Schedule**

**Benchmark: Classified Staff pay will be 90% of Policy.**

**Performance Measure - Professional Staff (Administrative):**
- **College and University Professional Association for Human Resources (C.U.P.A) - Administrative Salary Survey**

**Benchmark: Compensation for professional staff (Administrative) will be 90% of the average C.U.PA. Administrative Salary Survey median for institutions in the same budget quartile as Lewis-Clark State College**

**Performance Measure- Professional Staff (Mid-level and Professional):**
- **College and University Professional Association for Human Resources (C.U.P.A.) Mid-Level and Professional Salary Survey**

**Benchmark: Compensation for professional staff (mid-level and professional) will be 90% of average C.U.P.A. Mid-Level and Professional Survey median for institutions in the same budget quartile as Lewis-Clark State College.**

**Performance Measure- Instructional Personnel:**
- **Integrated Postsecondary Education Data System ( IPEDS), Human Resources Report**

**Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS.**

**Performance Measure:**

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- Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90%.

**GOAL 3: Effective and Efficient Delivery Systems –** *Lewis-Clark State College will support the Idaho State Board of Education's efforts to ensure educational resources are used efficiently.*

**SBOE Objective A: Cost Effective and Fiscally Prudent – Support the Idaho State Board of Education's efforts to Increase productivity and cost-effectiveness.**

- Average number of credits earned at completion of certificate or degree program. Benchmark: Associates – TBD (SBOE Benchmark) Benchmark: Bachelors - TBD (SBOE Benchmark)

- Institutional reserves comparable to best practice. Benchmark: A minimum target reserve of 5% of operating expenditures.

**SBOE Objective B: Data-driven Decision Making - Support the Idaho State Board of Education's efforts to increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.**

**Performance Measure:**
- LCSC will support the development of a P-20 to workforce longitudinal data system with the ability to access timely and relevant data. Benchmark: Completed by 2015.

**SBOE Objective C: Administrative Efficiencies – Support the Idaho State Board of Education's efforts to create cross-institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.**
- Performance Measure: Number of collaborative projects and amount of cost savings. Benchmark: TBD (SBOE Benchmark)

**Objective D: Increase LCSC's use of distance learning to improve efficient use of resources.**

- Performance Measure: Fall end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses

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**Benchmark: 7,600**

**Key External Factors**
**(Beyond control of Lewis-Clark State College):**

**Funding:**
Historically, Lewis-Clark State College strategic goals and objectives assumed on-going and sometimes significant additional levels of State legislative appropriations provided through the SBOE. The reduced availability of State revenues (for appropriation), gubernatorial, and legislative support for some initiatives has had an impact. Lewis-Clark State College has addressed the funding issues through the institution's planning process and has ensured that core functions of the College have been preserved.

**Legislation/Rules/Policy:**
Beyond funding considerations, many education policies are embedded in State statute, rule, or SBOE policy and not under the control of LCSC.

**Federal Government:**
A great deal of educational funding is provided by the federal government. Funding for higher education is subject to congressional and executive support. The requirements of HEOA (2008) will require additional costs to comply with expanded reporting requirements.

**Economy:**
Historically, weak economic performance indicators have translated into increased student numbers. The decline in the availability of well-paying jobs will lead many potential students to choose education over employment. This will further challenge institutional resources. Additionally, many of those students entering LCSC as a result of poor economic performance will require financial assistance and close advising to sustain their enrollment.
 Successful transition to the workforce is not just a reflection of the quality of educational programs but also a function of the availability of jobs. The prevailing economic climate will adversely impact the percentage of LCSC graduates who find employment.

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