

Meeting the Challenge: A Strategic Plan for Boise State University 2000 — 2005

Introduction

With the publication in 1994 of *Meeting the Challenge: A Strategic Plan for Boise State University*, the university initiated an ongoing cycle of planning, implementation, and evaluation that has guided the institution's progress for the last six years. *Meeting the Challenge* (1994-2000) positioned the university to address the opportunities and challenges that confronted the rapidly growing and maturing institution as it approached the millennium. By the year 2000, however, it was evident that most of the objectives outlined in the plan had been accomplished, either wholly or substantially, and that a thorough review and updating of the plan was warranted.

In the Fall of 1999, therefore, President Charles Ruch charged Dr. Daryl Jones, Provost and Vice President for Academic Affairs, to lead the planning effort with the assistance of Vice Presidents Harry "Buster" Neel, Peg Blake, and Bill Ruud. This planning team determined to devote the 1999-2000 academic year to a comprehensive planning process, with a goal of presenting a revised strategic plan to the Idaho Board of Education in September 2000.

The planning team first reviewed a vast array of data compiled since 1994, including the following: 2000-2005 Idaho State Board of Education Statewide Strategic Plan; a variety of Boise State University planning documents (e.g. the Framework Master Plans for both the Boise Campus and the Boise State West Campus in Canyon County, the Enrollment Management Plan, the University Marketing Plan, the Technology Plan, and the Diversity Plan); accreditation reports; marketing surveys; twenty-five internal studies and reports published by the Boise State Office of Institutional Assessment (See "Appendix") and based on internal and external surveys and focus group interviews with Boise State students and faculty and staff; a 1999 Educational Needs Assessment of the Boise State University Service Area; articles and reports on regional and national trends in higher education; and notes from meetings with the executive leadership teams of a number of major Treasure Valley corporations and school districts. The planning team also solicited the assistance of Dr. Doug Lincoln, Professor of Marketing, who analyzed demographic data and local and national trends and who developed an environmental scan with implications and recommendations for Boise State University.

From this wealth of data the planning team developed a preliminary draft of the updated strategic plan. The draft was reviewed and critiqued by the Deans' Council and the university's department chairs and by the leadership councils or steering committees of the Faculty Senate, the Professional Staff Senate, the Association of Classified Employees, and the Associated Students of Boise State University. The draft was revised in light of suggestions from these groups and then disseminated widely among faculty and staff, students, and more than 800 external constituents and supporters of Boise State University, all of whom were also invited to react to the draft plan and to submit suggestions for revisions or additions. A series of open public forums was held in April 2000 to solicit additional comment. Then, during the summer of 2000, the planning team revised the plan in accord with various suggestions received.

The final result is *Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005*, a document ready for presentation to the Idaho Board of Education and for use in guiding the university's growth and development over the next five years.

Executive Summary

The comprehensive planning process conducted during the 1999-2000 academic year confirmed that the fundamental strategic directions announced in Boise State University's 1994 strategic plan and pursued since then remain sound and relevant today. Major departures or changes of direction are not warranted. Hence the updated plan reasserts the four major strategic initiatives that have directed the university's progress since 1994:

- Manage growth while preserving and enhancing access;
- Enhance academic quality and reputation;
- Improve management and administrative functions; and,
- Develop the university's human resources.

Specific objectives identified with each of these four major strategic initiatives have been updated or added to reflect progress achieved, current conditions, and future aspirations. Yet, in contrast to the 1994 strategic plan, which called for ambitious new undertakings such as acquisition of a satellite campus in Canyon County, installation of a new management information system, or creation of a theme-based residential Honors College, the updated strategic plan emphasizes continuity, follow-through, and consolidation of gains – themes of stability and sustainability signaled in the choice of the title *Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005*, which sustains the familiar title of the 1994 strategic plan while updating the focus.

Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005 affords a road map for the continued development of Boise State University through the year 2005. Based on a thorough analysis of Boise State University's history and current profile, its vision of its future, its values and core beliefs, its strengths and challenges, and its position in a rapidly changing social and political environment, the strategic plan identifies four major strategic initiatives and more than 150 specific objectives – some major, some relatively minor – that should direct the institution's activities in the immediate future. From the many specific objectives listed, at least a dozen themes emerge.

In summary, Boise State University should continue to:

- Pursue its "distributed campus" strategy, disseminating programs and services geographically, technologically, and chronologically;
- Construct or expand capital facilities to accommodate growth, both on the Boise Campus and the Boise State West Campus;

- Manage enrollment growth at approximately 2% annually, with student recruitment focused on the preferred student profiles identified in the university's Enrollment Management Plan;
- Integrate technology into academic instruction and research, student services, and business operations;
- Emphasize enhancement of teaching and learning, with special focus on opportunities for applied learning in real world settings;
- Enhance the general education (core curriculum) experience, with special focus on improved student success and increased retention of students, and review all curricula to facilitate articulation and to eliminate unnecessary obstacles to timely academic progress;
- Add new academic and professional-technical programs in accord with public demand and available resources;
- Increase support for graduate education and research;
- Increase fund raising efforts to support scholarships, capital facilities, and academic enrichment programs;
- Improve communication within the campus community and with external constituents, with emphasis on coordinated and effective marketing;
- Enhance management and administrative functions, with emphasis on improved customer responsiveness, efficiency, and accountability;
- Enhance the quality of the "Boise State experience" by recruiting and retaining excellent faculty and staff and by promoting increased cultural diversity and an enriched sense of community.

These themes constitute a five-year agenda for Boise State's ongoing cycle of annual planning, implementation, and evaluation. Each year, broad-based planning meetings will be held to report results, evaluate progress, and establish priorities for the subsequent year. Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005 will function as a living document, subject to amendment or refinement if conditions warrant, but nonetheless setting a clear direction for the university's continuing development in the years to come.

History and Profile of Boise State

Founded as a junior college in 1932 under the sponsorship of the Episcopal Church, Boise State University began with a strong tradition of academic quality and service based in the liberal arts, which continues to guide it today. The 1940s witnessed significant growth in the institution's campus, including construction of an auditorium, student union, and administration building. The institution earned regional accreditation by the Northwest Association of Schools and Colleges in 1941 and the football team gained a national reputation under Lyle Smith's leadership. During the 1950s, Boise Junior College experienced considerable program growth in its vocational area and began its nursing program.

The school was granted four-year status in 1965, reached the 5,000 student enrollment mark two years later, and entered the state system of higher education in 1969 as Boise State College. A new student union, library, and Chaffee and Driscoll residence halls were constructed during this period.

The college achieved university status and was renamed Boise State University in 1974. During the 1970s, master's degree programs were initiated in education and business. During this same decade, Boise State joined the Big Sky Conference and the NCAA and dramatically increased intercollegiate athletic activities for women. The Science-Nursing, Business, and Education buildings, along with several applied technology buildings, student housing facilities, and the current Bronco Stadium, were added in the 1970s. Enrollment passed the 10,000 mark in 1979.

Boise State's growth continued in the 1980s, when the Morrison Center and Pavilion were built, expanding the university's ability to serve the community.

The 1990s was another decade of change. Enrollment surpassed the 15,000 mark in 1993, making Boise State Idaho's largest university. Dr. Charles Ruch became Boise State's fifth president in January 1993. The university's first doctorate degrees were approved — an Ed.D. in curriculum and instruction in 1992 and a Ph.D. in geophysics in 1999. Baccalaureate programs in civil, mechanical and electrical engineering were added in 1996 and a master's degree in engineering began in fall 2000. The Honors Program was elevated to the Honors College and business degree programs began in Twin Falls. Boise State moved to Division I-A football as a member of the Big West Conference. The Albertsons Library, Student Union and Canyon County Center were expanded and renovated. Two new engineering buildings, an addition to Bronco Stadium, a children's center and a multipurpose classroom building also were added. In fall 1999, Boise State became the first Idaho university to top the 16,000 mark, enrolling 16,209 students.

Today, Boise State meets the needs of the region through a "distributed campus" that provides courses at a variety of locations using a variety of technologies. The university serves more than 30,000 people each year through its non-credit workshops, short courses and other training programs. Boise State has one of the largest internship programs in the Northwest, providing "real world" experience in business, government and a variety of community organizations. Each year Boise State opens its doors to more than 800,000 people who attend concerts, athletic events, lectures and other entertainment and cultural events.

The university employs the equivalent of approximately 665 full-time faculty members (549 are full-time) and more than 950 individuals in support positions. Degrees are offered in more than 150 programs, including 35 master's programs and two doctoral programs. The university has more than 60 buildings on its main campus and a center in Canyon County.

The university currently has a variety of initiatives under way. A new campus — Boise State West — is being developed in Canyon County. Boise State's first parking structure opened in the fall of 2000 and construction has begun on a new student recreation center. The university will become a member of the Western Athletic Conference in 2001. As Boise State approaches its 75th anniversary in 2007, the university is well-positioned as a vibrant metropolitan university that is flexible and progressive in providing services to the citizens of the region.

Mission and Role of Boise State University

Adopted by Idaho Board of Education, October, 1998

1. Type of Institution

Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

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.

2. Programs and Services*

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

Graduate:

Offers a variety of masters and select doctoral degrees consistent with state needs

Certificates/Diplomas:

Offers a wide range of certificates and diplomas

Research:

Conducts coordinated and externally funded research studies

Continuing Education:

Provides a variety of life-long learning opportunities

Technical and Workforce Training:

Offers a wide range of vocational, technical and outreach programs

Distance Learning:

Uses a variety of delivery methods to meet the needs of diverse constituencies

3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Boise State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

A Vision for Boise State University

The primary goal of Boise State University is to continue building a high quality public university responsive to the needs of Idaho citizens and accessible to all who are qualified to benefit from its programs and services.

Boise State's strategic plan reflects the desire to enhance, grow, and expand efforts to anticipate and serve the changing needs of our state. Execution of this plan with knowledge that resources to fund and support our endeavors are limited is a challenge that this strategic plan recognizes and addresses.

With effective implementation of its planning initiatives, Boise State University will be:

- one of the finest undergraduate education programs in the Northwest United States*;
- a purposeful community of learners, in which all students, faculty, and staff actively seek and participate in activities which strengthen learning and personal growth;
- an institution diverse in its students, faculty, and staff and in its programs, services and ideas;
- a center for educational experiences that prepare students for leadership and service in the global community;
- a model metropolitan university whose energies and goals are intertwined with those of the greater Boise area and Southwest Idaho for the benefit of all in Idaho and beyond;
- a center for research, scholarship, and public service activities valued by Idahoans for their contribution to the economy and the quality of life in Idaho, the region, and the nation;
- a center for undergraduate and graduate learning through research, with nationally recognized research programs in selected areas;
- a leader in applied and experiential education;
- a major resource for delivery of services to a broad geographical region;
- an institution known for selective, rigorous graduate programs in key areas of university strength; n a leader in the use of technology to deliver and enhance learning.

*As measured by student performance (e.g. pass rates on licensing or certification exams, graduate school or job placement rates, employer satisfaction surveys, etc.), student/faculty recognition and awards, specialized accreditation and external reviews, etc.

Values and Core Beliefs

Participants at strategic planning meetings held in 1993 identified common values and beliefs about education and the university community. These values and core beliefs remain current today. The strategic plan is founded on these values and beliefs about education and the university, about students, and about university employees.

About education and the university:

- That learning never ceases and higher education is but one element of an individual's lifelong learning;
- That excellence in education occurs when high standards or expectations are set and high quality efforts are made to achieve those standards;
- That the education of its citizens is essential to the nation and the state and that access to education is necessary for a productive society in which citizens help to define and solve the challenges faced by humankind;
- That education helps facilitate the attainment of self-actualization and thus personal growth;
- That responsibility for learning is jointly shared among Boise State faculty, staff, and students;
- That all should be prepared to assume responsibility for personal wellness and for participation in civic, social, and environmental awareness activities of the communities in which they work and live.

About students:

- That all have learning potential which has not been fully developed;
- That each person is unique and brings a desired diversity to the institution which in turn enhances the learning experience of all;
- That all offer valuable insight and input into the learning process;
- That all are important partners in our university's future before, during, and after their attendance at Boise State;
- That all should be prepared to contribute to the well-being of the communities in which they work and live.

About university employees:

- That all employees of Boise State, regardless of position, title, or responsibilities, play an important part in fulfilling the university's mission and role;
- That all employees, regardless of current level of performance, have potential to improve;
- That diversity of our human resource base is desired and beneficial to the whole learning community;

- That the university can and must participate actively in the events that affect the immediate Boise community and the state to enhance the quality of life for all citizens.

Boise State's Strengths and Challenges

In the past five years, Boise State has grown in understanding its community, its employees, and its students. This greater understanding has occurred in part through gathering information at an increasing number of meetings and focus groups, especially within the community. In addition, in the past five years, Boise State has conducted or participated in two statewide surveys that asked about perceptions of the university, several regional needs assessments and perception surveys, a survey of all faculty and staff as part of an institutional self-study, and numerous studies of Boise State students that resulted in twenty-five formal reports. An analysis of Boise State's strengths and challenges, therefore, rests on a solid base of information that has been gathered over time.

Strengths:

Community Perceptions

Boise State University values the relationship that has been established with the surrounding community. Leaders in business and government have become active partners in fostering excellence and developing new programs and initiatives. Knowing that these cooperative relationships are critical to the future, Boise State officials have met periodically with the executive leadership teams of the Treasure Valley's leading corporations and businesses in order to gather perceptions of the university's strengths and challenges and to assess the institution's responsiveness to community needs. In addition, Boise State commissioned a statewide attitudes and perceptions survey in 1997 and included several items in a statewide omnibus survey conducted in January 2000. Further, the university conducted a two-county community survey in 1997 and a ten-county service area educational needs assessment in 1999. Among the findings from these various sources:

- Boise State has a reputation around the state for providing a high quality education as well as an education that is more relevant to the real world than other Idaho universities (FutureTech, Inc., 1997; Greg Smith and Associates, January 2000).
- Boise State's location in the state's capital and largest metropolitan area is considered an outstanding asset, given the multitude of community-based learning opportunities available in the Treasure Valley (FutureTech, Inc., 1997).
- Community recognition and support for Boise State's undergraduate programs are strong (RR 97-07) and recognition and support for graduate programs are growing (Boise State University Educational Service Area Needs Assessment, 1999). The university's professional/technical programs also garner significant appreciation and support (RR 97-07).
- Boise State is perceived to be more responsive to community needs in general and to business and industry needs in particular than other Idaho universities (Executive Focus Groups, 1999).

Faculty and Staff Perceptions

Though less formal data are available from faculty and staff than from either the community or students, it appears evident that faculty and staff are proud of their university and its dynamic growth and progress. External reviewers who have visited the campus have consistently remarked upon the high quality of the program offerings and the dedication of the faculty. They have also commented upon the cordial working relationships that they typically found. These findings were echoed in a 1998 self-study survey of faculty and staff which found the following:

- Over two-thirds of employees agree that the university is making progress in enhancing the academic quality and reputation of its programs. Only 10% disagree.
- Strong agreement exists among faculty and staff on the importance of attending to issues of quality such as retention and outcomes assessment.
- Most (70%) employees are satisfied to be working at Boise State. Only 14% expressed dissatisfaction, with most dissatisfaction relating to low salaries.
- Other institutional strengths frequently cited by faculty and staff, and confirmed by external reviewers, include the following:
 - A comprehensive array of strong undergraduate programs and a developing portfolio of high quality graduate programs.
 - A national or international reputation in such fields as raptor biology, geosciences, public affairs, business, and education, and a rapidly developing program in engineering.
 - A reasonable cost for attending the university.
 - Location in a growing metropolitan area with proximity and access to government, business, and cultural organizations and leaders, and with a multitude of opportunities for applied learning experiences for students.
 - Significant experience in serving non-traditional students, a population group expected to increase in higher education.
 - Established leadership in diversity grants to support education, including the College Assistance Migrant Program and the High School Equivalency Program, which serve the migrant and seasonal farmworker population.
 - A relatively new physical plant including the Morrison Center, the Pavilion, the Albertsons Library, the Multipurpose Classroom Building, the Engineering and Technology Building, the Micron Engineering Center and the Harry W. Morrison Civil Engineering Building, and other improvements currently in progress, including a multi-level parking deck and the student recreation center.
 - Extensive outreach programs in business and technology.
 - Excellent non-academic programs, activities, and events for the community (cultural, recreational, informational, sports, entertainment, etc.)
 - A "can do" attitude and strong work ethic among employees, who have worked hard to serve increasing numbers of students despite the institution's history of being underfunded.

Student Perceptions/Characteristics

The nature of the student body at Boise State presents both strengths and challenges to the university. The student body is largely a commuter population, with two-thirds of the students in the 20-40 age group and many with jobs and families that must be juggled along with school work. Research has shown, however, that in general older students do better at the university and are more likely to graduate than are traditional 18 to 22-year-old students (RR 99-04, RR 2000-01). With so many competing priorities in their lives, however, older students find it difficult to immerse themselves in the ongoing life of the university. At Boise State, research studies have shown that:

- Despite the university's increasing size and commuter population, most students have made connections with others at Boise State. About 80% of graduates report that Boise State's environment was warm and friendly (RR 95-01). Over 90% of new freshmen report that they had at least one conversation with a faculty member during their first semester. Over 75% worked with other students outside of class on a project and over 60% met as a member of a study group during their first semester (RR 97-01).
- Boise State graduates are well prepared for jobs. They are employed quickly and use the skills that they have learned at the university. A substantial number have completed internships prior to graduating and are very satisfied with their internship experience (RR 95-01, RR 95-02, RR 98-01). Those students in programs with required licensure examinations exhibit pass rates that typically far exceed the national average.
- Boise State graduates especially value communication and problem-solving skills. About 75-80% of graduates believe that Boise State had a major or moderate impact on their skills development in these areas (RR 96-01, RR 98-01).
- Students generally are very pleased with the quality of instruction that they receive at Boise State (RR 97-06, RR 98-01, RR 99-02). They indicate that they have made as much progress in developing their academic skills as students at other four-year public colleges who have completed much more course work (RR 99-01).

Challenges:

The same studies of Boise State that identify strengths also identify challenges. Every organization has areas which provide challenges to the fulfillment of its mission and goals. The following perceptions are indicators of potential problem areas which are addressed in the strategic plan:

Community Perceptions

- Many community members remain unfamiliar with Boise State University and its programs (FutureTech, Inc., 1997; Greg Smith and Associates, January 2000).
- Some members of the community believe that Boise State's attention to its community college function dilutes the perception of institutional quality (RR 97-07).
- While interest in Boise State offerings is strong in the ten counties in the university's immediate service area, course delivery to more rural areas will be difficult since less than half of those interested currently have Internet access either at home or at work (Boise State University Educational Service Area Needs Assessment, 1999).

- Community leaders cite needs for expanded professional/technical programs, graduate programs, professional development and training, cooperative research, and strengthened pre-service and in-service education for teachers (Executive Focus Groups, 1999).
- Community members often object to the shortage of parking on the Boise campus.

Faculty and Staff Perceptions

- Low salaries are a continuing source of concern, adversely affecting morale and inhibiting recruitment and retention of qualified faculty and staff, especially in highly competitive fields (Self-Study Survey, 1998).
- As growth continues, faculty and staff express growing concern about a shortage of space and facilities, including both general classroom and office space and more specialized space for instructional and research activities (Self-Study Survey, 1998).
- Only 45% of employees agree that sufficient technical support is available if needed to support use of technology, while 33% disagree (Self-Study Survey, 1998).
- Almost 80% agree that better communication is needed among all groups at all levels within the university community (Self-Study Survey, 1998).
- Faculty perceive that college is a time of general intellectual development (e.g. the general education core), in contradiction to students who see college as concrete preparation for a career (RR 97-07). This contradiction is not a matter of right or wrong but rather an indicator that students will remain somewhat dissatisfied with their educational experience as long as what faculty teach imperfectly matches what students desire and that a balance must be struck between the theoretical and the practical.

Student Perceptions/Characteristics

- Student demand for courses and programs exceeds available offerings, as continuing growth stretches limited resources. About 25% of graduates indicate that they had to postpone graduation because of non-availability of courses (RR96-01), and 25% of students at the Canyon County Center report dissatisfaction with the availability of courses (Boise State University Educational Service Area Needs Assessment, 1999).
- Students are seeking more flexibility in course offerings. That so many of Boise State's students are balancing the demands of work, home, and school may conflict with the way that the university has traditionally scheduled its classes and thus result in higher drop-out rates and lower graduation rates. Boise State students, when compared to students at other colleges, are more likely to indicate that they left school because of job conflicts (47% vs. 31%) and scheduling problems (37% vs. 18%) (RR 97-03).
- Many Boise State students enroll discontinuously, significantly reducing their chances for graduation and extending the time to graduation if they do graduate (RR 99-04, RR 2000-01).
- Boise State students are less likely than students at other four-year public colleges to participate in college clubs or organizations or to attend college sponsored events. They are more likely to work off-campus and to have family responsibilities (RR 99-01). Graduates indicate that the hardest things they had to do were not academic or administrative but rather were personal issues such as managing their time and finding the finances to continue (RR 96-03).

- Advising needs further attention. About 30% of students taking courses on the Boise campus indicate that they do not have an advisor (though all have been assigned one) and that the current system is not adequately meeting their needs (RR 98-04). In addition, students would like to have more career advice (RR 96-03, RR 98-01, RR 98-04) and more accurate advice from their advisors (RR 96-03, RR 98-01, RR 98-04, RR 2000-02). Accessibility of advisors appears to be an issue as well (RR 2000-02).
- About half of Boise State graduates have transferred to the university. Some graduates were frustrated by losing credits in transfer and by discovering what courses were still needed for graduation (RR 96-03). Of thirty-nine items listed on a national survey, Boise State students were most dissatisfied with the handling of the transfer of course credits, a rating which is much lower than that for other four-year public colleges (RR 99-02).
- Core courses provide a critical place to intervene with new students and to increase their possibilities of success, since only 2% of new freshman do not enroll in any core course during their first semester (RR 97-01). Many students do not understand or appreciate the rationale for general education or the underlying philosophy and goals of the core curriculum. Grades in core courses are low in comparison to other courses, with as many as 40% of students earning a D, F, or W in some core courses. Some students enrolled in core courses do not read at the level required by core course textbooks (RR 99-03).
- More students need to be successful their first semester. Currently, about 65% of new freshmen end their first semester with GPAs of 2.0 or better. Over 90% of this group return for the spring semester compared to only 66% of those who earn GPAs below 2.0 (RR 97-01). First semester GPA is best predicted by the admissions index and the number of conversations with faculty (RR 97-05). Students who talk to faculty more, however, are typically those who are performing better. Those who most need to talk to faculty often feel that they cannot approach them (RR 97-06).
- The instructional practices most preferred by at-risk students are also the ones least likely to be found in classrooms. Important practices least seen in classes include teaching study techniques, creating interest in reading assignments, giving sample test questions prior to the test, providing study guides, and punctuating lectures with other activities (RR 98-03).
- Graduates advise that stronger links to jobs and the "real world" would improve the quality of education offered (RR 96-03). A common complaint of graduates has been that curriculum and technology are outdated and that courses need to connect more to the "real world" (RR 98-01). Some graduates have suggested using more adjunct faculty because of their connections to the real world (RR 96-03).
- Students are frustrated with the financial aid system (RR 97-04, RR 99-02); problems have been temporarily exacerbated by difficulties associated with implementation of the new integrated management information system.
- Students continue to complain about the shortage of parking on the Boise campus.

Carrying Capacity Issues

Boise State University's capacity to serve the growing needs of its service area is restricted by current and projected resources. Three main categories of resources determine the university's capacity to serve: 1) physical space, including classrooms, specialized learning areas (e.g. laboratories), offices, support facilities (e.g. advising and registration areas, library, etc.), as well as storage and maintenance areas; 2) human

resources, including faculty and support staff; and 3) financial, including operating expense and capital equipment funds. The projected need for additional resources is outlined below.

Physical Space

With the opening of two new engineering buildings in January 2000, Boise State currently possesses a total of 1,072,471 net assignable square feet (NASF) directly utilized for the general educational mission of the university. In addition, the institution possesses 427,844 NASF of auxiliary space (e.g. Pavilion, areas of the Morrison Center, Student Union Building) and 352,043 NASF in student housing.

With its current student body of 11,330 full-time equivalent (FTE) students (16,209 headcount), the university possesses just under 95 NASF per FTE student, as compared to a national average for mature universities of 100 NASF per FTE student. By this measure Boise State is currently 60,500 NASF deficient in educational space.

Assuming a controlled 2% annual growth rate in student enrollment to a total of 18,250 headcount or 12,775 FTE by Fall 2005, achieving the national average of 100 NASF per FTE student will require Boise State to secure an additional 205,000 NASF to pursue its educational mission.

Additional space will also be required for parking, recreation and sports programming, expansion of auxiliary enterprises, and student housing.

Human Resources

During the 1999-2000 budget year, Boise State University was able to fund 640 full-time equivalent (FTE) support staff positions and 523 full-time faculty positions to support its educational mission (auxiliary enterprise positions are excluded). These figures represent the total number of human resource positions available to serve a total student body of 16,209, which represents the equivalent of 11,330 full-time students. Thus, the following FTE student to FTE employee position ratios are found:

1999-2000 FTE Student to FTE Employee Position Ratios

Support Staff: 17.7

Full-time Faculty: 21.7

If Boise State's student body grows to a headcount of 18,250 (12,775 FTE) projected by the year 2005, and assuming that the same ratio of total headcount to FTE students pertains (approximately 70%), the following number of additional support staff and full-time faculty will be required to maintain the current staffing ratios displayed above:

Projected 2005-2006 FTE Position Needs

Additional Support Staff: 81

Additional Full-time Faculty: 64

Financial Support

The 1999-2000 budget for Boise State University included \$12.5 million for Operating Expenses and \$4.76 million for Capital Outlay. These amounts equate to approximately \$1,103 in OE funds and \$420 in CO funds per full-time equivalent student. Assuming that the university wishes at least to maintain this modest level of support for a projected student body of 18,250 (12,775 FTE), annual funding for these two budget items will need to increase by \$1,590,825 in OE funds and by \$605,500 in CO funds by the year 2005.

Analysis

Even managed growth at a modest rate of 2% annually will require a significant augmentation of resources for Boise State University. Space is an immediate and critical issue, with the current shortage of 60,500 NASF projected to grow to 205,000 NASF by Fall 2005. New capital facilities, including a multipurpose building on the West Campus, a multipurpose classroom and laboratory building on the Boise Campus, and a Business Building on the Boise Campus, are envisioned in this strategic plan as the minimum response necessary to address the imminent space crisis. Boise Campus, are envisioned in this strategic plan as the minimum response necessary to address the imminent space crisis. Additional facilities on the Boise Campus, such as a Student Services Building, Phase II of the Extended Studies facility, a Fine Arts Building, a Health Sciences Building, and an Engineering Research facility, will also be needed in the foreseeable future to address the critical shortage of space for classrooms, offices, and research laboratories to support the university's core academic functions. Addressing this space crisis will require major allocations from the state's Permanent Building Fund as well as enhanced support from the private sector. Without such support, limited space will become a de facto enrollment cap, denying access to educational opportunity in the state's most populous region.

Needs for additional staffing and funding for operating expenses and equipment must come from increased state appropriations and annual student fee increases. Substantial support from the private sector, particularly for endowed chairs and endowed professorships as well as scholarships, will be essential in meeting increased staffing needs while keeping the costs of education reasonably affordable for students.

To address the pressures of growth, Boise State must increase its carrying capacity by aggressively pursuing increased funding from all available resources. As the state's largest educational provider, and as Southwest Idaho's only comprehensive public university and community college, Boise State must grow as the region grows.

Boise State's External Environment

Four major external forces influence how the university should plan for its future: economic, demographic, competitive, and political. Each exists on a global, national, statewide, and local geographic basis and generates the future opportunities and challenges for Boise State University. Each force has implications for Boise State University.

Economic Forces

The U.S. economy remains the strongest among all nations of the world. Its current world leadership in high technology sectors has provided an unprecedented level of wealth for many Americans. The demand for U.S. goods and services has driven national unemployment levels to under 5%. While many economists expect the economy to grow at a slower rate in the future, there are few reasons not to expect overall American wealth to continue to rise and for unemployment levels to remain relatively low. Idaho's December 1999 unemployment percent was 4.4 with an astonishing 2.8% for Ada County and 3.2% for the larger Boise Metropolitan Statistical Area.

The overall state GDP of \$9.23 billion (1999) is expected to grow at approximately 5% per year through 2003. Generally speaking, higher levels of economic growth are expected to occur (as they have in most recent years) in the Southwestern and Panhandle regions of Idaho.

The per capita income for Ada County residents (currently at \$31,070 in 1998 dollars) is projected to rise annually by 5.2% through the year 2010, ending at \$51,790 at that time. Canyon County residents will see a more modest increase (3.8%), ending at \$26,830 in 2010.

Total statewide employment is expected to rise 27.5% between 1996 and 2006. While many sectors of the economy will see increases that mirror this percent, some large employment sectors are notably above (Construction 35.6%, Services 32.3%, and Trade 31.3%) or below (Government 15.3% and Manufacturing 16.5%) this average.

Implications for Boise State.

Positive economic forces imply both opportunities and challenges for Boise State. On the positive side, local corporations should continue to prosper as the economy grows. Such organizations offer partnership opportunities not unlike those of the past. Opportunities will be available to help support Boise State's strategic plan in both monetary and non-monetary ways. Labor shortages, and thus low unemployment rates, will help to ensure reasonable placement opportunities for graduates as well as work opportunities for current students. While such work opportunities will help students meet their increasing costs of attending Boise State, they will also continue to present challenges for the university as it must become even more flexible in the timing and delivery methods of its educational offerings. If it is not already so, time will become the most precious commodity of our students. University services and systems must be continually improved and changed to meet the needs of these time-pressured students and their employers.

Increasing business sector growth and overall competitiveness will fuel the need for employees to continually add to, change, or improve their work-related skills and abilities. While heavily focused upon the traditional college degree market, Boise State must aggressively plan, organize, and deliver what is frequently labeled continuing education programs. The aging population and increasing number of retired Idahoans will also fuel the need for this "life-long learning". These individuals will seek education for its intrinsic (not work-related) value and an overall desire to improve their lives. Boise State should consider these educational needs. On the positive side, these individuals will not face the same time pressures as those in the workforce and may be more flexible in terms of how and when they interact with the university.

The tight labor market also means that Boise State will face increasing competition in hiring and retaining many of its employees. Rapidly increasing private sector wage rates will negatively impact the university's ability to get and keep the human resources it needs to deliver its services. State support for improved salaries and enhanced compensation packages will be critical, as will other creative approaches, such as new benefit packages or flexible employment hours. A consideration of outsourcing some employee services also may be appropriate in the future.

Demographic Forces

Idaho's population is expected to grow from 1.347 million in 2000 to 1.557 million in 2010 and 1.739 million in 2025. This represents a 29% increase. Of special import to Boise State is the fact that Ada County is projected to explode from nearly 290,000 to 466,000 residents over this 25-year period. Neighboring Canyon County is expected to grow from approximately 130,000 to 182,000 in the same time period. Together, the combined Ada and Canyon County populations will move from 31.2% to 37.3% of Idaho's total population. Thus, nearly four out of every ten Idahoans will live within the immediate impact area of Boise State by the year 2025. Approximately two out of every three students currently enrolled at Boise State are from these two counties. Additionally, population growth in the other eight counties of Boise State's assigned service area in Southwest Idaho, as well as the continuing growth of the neighboring Magic Valley, will exert additional demands on Boise State programs and services.

While Idaho's population is mostly white (96.6% in 2000), the non-white percentage of the population (predominately Hispanic) will grow to 4.5% of the population by 2025. All residents in the 10-19 and 20-29 year age bracket now total 412,702 but will grow to 437,233 (5.6% increase) by 2005. While those in these brackets will continue to grow in number through 2025, the total percent of the Idaho population they represent will decrease from 30.6% to 25%. As with the U.S. in general, Idaho's population will "gray."

As the population grows, so will the number of high school students and the number of Idaho high school graduates going on to college. As Ada and Canyon counties grow faster than other parts of the state, so will their number of graduates seeking college entrance. As shown in the past, a relatively high proportion (e.g., seven out of ten in the Boise Independent School District) are expected to attend college in Idaho and most of those (six out of ten) will likely enroll at Boise State. The other major school district near Boise State, Meridian, is forecasting an average annual growth of two percent in its high school student body. We can expect traditional high school to Boise State enrollments to increase as the convenience and relatively low cost (made possible by living "at home") of attending Boise State is complemented by the very attractive opportunities for employment in the area. Again, some form of employment may be necessary as more and more of the costs of education are expected to be borne by the student.

The number of transfer students and graduate students attending Boise State is also expected to increase, largely due to the increase of the Idaho population overall and Boise State's growing reputation beyond the Treasure Valley and the state. Cooperative programs and articulation agreements with the state's other universities, college, and community colleges, as well as Boise State programs offered in Twin Falls at the College of Southern Idaho, will contribute to an increase in the number of transfer students. The imminent transition of Ricks College to a four-year institution, BYU-Idaho, will have some limiting influence on undergraduate enrollments at Boise State but will likely contribute to an increase in graduate level enrollments. Overall, graduate enrollment at Boise State will increase significantly as a function of population growth and public demand for graduate education as well as Boise State's expanding portfolio of graduate programs, its increasing involvement in research, and its growing regional and national reputation.

Student enrollment at Boise State grew from 11,747 students in fall 1988 to 16,216 in 1999, for an average annual increase of 3%, though enrollment management has slowed this growth to 2% annually since 1995. Enrollments are projected to continue to grow at the rate of 2% per year under current Boise State systems of operation and strategic initiatives aimed at "maintaining access and improving quality."

Implications for Boise State.

The most relevant implication for Boise State is the need to increase its capacity and ability to serve a local and statewide market that is growing in both sheer size and diversity. Diversity deals not only with ethnic diversity but the diverse educational needs of a population with complex personal and work-related needs. In particular, given that approximately 80% of Boise State's traditional students and nearly 100% of its non-traditional students are from the Treasure Valley area, explosive growth in this area of the state will strain Boise State's resource base. Students not able to be served by the university have two choices — go without education or training or seek alternative solutions elsewhere. Going without needed education will only decrease their ability to obtain and maintain satisfying employment experiences. Employers unable to keep their employees "current" will become less competitive in their markets, lose business shares, and may eventually be less able to contribute to Idaho's tax base. Seeking alternative solutions elsewhere, either by leaving Idaho, attending private institutions, or subscribing to distance education programs delivered by educational providers other than Boise State, is not a viable solution for many Southwest Idaho residents, many of whom are "placebound" due to jobs or family or cannot afford the typically higher cost of private institutions or distance education programs.

It is also likely that the overall demand for graduate level education will dramatically increase in the next decade. This demand will be due not only to the sheer growth in Treasure Valley population but also to the growing business and public sector need for more highly educated employees. A two- or four-year degree is increasingly not enough to excel in a chosen profession. Many residents will be "recycling" their careers and seeking advanced degrees in fields outside of their undergraduate degrees. It is likely that many of these individuals will seek to maintain employment while pursuing their second or third degrees. This demand will present a challenge for Boise State as it will need to alter its delivery methods as well as consider more time-compressed courses, allowing students to take more frequent but shorter work absences to complete their requirements. The challenge will be to eliminate artificial barriers and to deliver high quality education in less time and with less inconvenience.

One of the major side effects of the Treasure Valley's explosive growth is the impact upon the area's transportation capacity and efficiency. Congested roads, waiting times, construction delays, etc. will be a fact of life for years to come. Boise State should carefully consider the implications of this transportation issue as it builds its physical plant and decides where and how to offer its educational services. The strategic initiative of a distributed campus — electronic and nonelectronic — appears to warrant continued attention. It is also true that educational needs (especially life-long learning) may no longer follow the historical, agriculture-

based calendar with full university services only available nine months a year. It may be time for the university to design mechanisms that will enable students to have their needs met any month, day, or time of day that they wish.

Competitive Forces

In 1997 management guru Peter Drucker wrote that by the year 2027 big university campuses would be relics. His belief was based upon the fact that the cost of higher education had risen as fast as the cost of health care and that such price escalation was unacceptable to the public at large. If commensurate changes in educational quality and type of services did not occur, customers would find substitutes. While we are only three years into Drucker's forecast, the competition for higher education's customer dollars has been on the rise. Many corporations are finding that forming and using their own educational service (e.g., McDonald's University) may in fact be an attractive option. It is believed that American businesses today spend more on non-university based training than the amount budgeted by all of America's business schools put together. The successful rise of private sector vendors such as the University of Phoenix, DeVry Institute, and ITT Tech is testament that something is happening that has value in the eyes of educational customers. And, the wave of on-line offerings is just beginning to be realized. Most experts agree that on-line educational offerings and students will increase exponentially as individual access to the Internet expands with increased bandwidth, low cost, and easy to use "e-appliances."

Implications for Boise State.

First and foremost, Boise State must be more understanding of its competition and carefully decide where and how it will deploy its resources. It must ask itself why its customers might consider such substitutes and what Boise State can currently do better, the same, or worse. Second, it must consider limiting educational offerings according to the available resource base. Third, it needs to think of creative mechanisms for meeting the needs of its constituents. Such options may include forming partnerships or alliances with competition where the relative strengths of each partner can be translated into the most effective and efficient education (learning) for the student — employee or employer funded. Fourth, Boise State must continue to fulfill (and promote) its non-instructional role of service and research to the state and local area. Many of Boise State's current and future competitors do not carry mission statements calling for these roles to be played. Therefore, they will not typically carry the relatively higher cost structures necessary for completion of these service and research roles. It will behoove Boise State to continually remind its constituents and students that comparing/contrasting Boise State's teaching operations with those of the competition may not be always realistic or appropriate.

Political Forces

Public concern over the balance between teaching and research in America's institutions of higher education has given way to concerns over how American families can afford a college education for their children. The overall rising cost of higher education has driven many students toward state- supported institutions vs. private institutions. Nationwide there has been a 16% drop in per-student appropriations over the last ten years. A number of states have started tuition savings plans for their residents. The federal government has established tax breaks (e.g., tax credits, Hope Scholarships, Educational IRAs, etc.) for some college expenses, students, and parents.

The Idaho situation is not unlike that of the nation. Decreasing funds are being allocated on a per student basis and therefore students (i.e., users) are being increasingly asked to foot the bill for their education. In 1980 Idaho student fees represented 7% of the total costs of their education while in 2000 this share has risen to 20.5%. Actual annual fees for resident students in Idaho nearly doubled between 1989 and 1999 (\$1,067 vs. \$2,123). While the State of Idaho is generally considered "pro education," it is continually challenged with dividing a General Fund pie that is not growing in size as fast as its users' needs. Higher education continues to "compete" with other state agencies whose needs appear to the state Legislature to be more pressing. Between 1990 and 2000 the following increases in general fund allocations occurred for three main users: Corrections (up 212%), Health and Welfare (up 168%), and Higher Education (up 75%). There is no reason to believe that these proportional increases in overall legislative funding will not continue as they have over the past decade. Population growth and aging will continue to drive the need for more and more corrections facilities and staff as well as health and welfare support.

While the above discussion covers national and statewide climatic issues, some attention must be given to more local issues. Boise State enjoys a positive relationship with the Legislature and particularly with its local political representatives in both Ada and Canyon counties, as evidenced by the support given for Boise State's efforts to build a "west campus" in Canyon County. Nonetheless, Boise State has not received from the state an adequate level of funding for capital facilities to accommodate managed growth. In the decade from FY1990 to FY1999, Boise State received from the state's Permanent Building Fund a total of \$37,676.1 million, as compared to \$43,349.3 million allocated to Idaho State University and \$65,790.6 million allocated to the University of Idaho. Of the total of \$89,575.8 million of Permanent Building Fund dollars allocated to the State's universities for new capital facilities exclusively (as opposed to repair and renovation), Boise State received 26.01% (\$23,295.3 million), as compared to 32.76% (\$28,450.4 million) received by Idaho State University and 42.23% (\$37,830.1 million) received by the University of Idaho. Capital facilities allocations to Boise State University have not been proportional to enrollment growth or to overall growth in Southwest Idaho.

The state Legislature can be considered conservative and unwilling or unable to raise taxes to the level needed to support all state agency needs. It is therefore unlikely that Idaho higher education institutions can count on significant increases in their appropriations in the immediate to mid-term future. Current building requests by Idaho's institutions far exceed the current capabilities of the state's Permanent Building Fund. The backlog of higher education projects exceeds \$100 million while the fund contained only \$32 million for FY2001.

Implications for Boise State.

To address critical needs, the university must aggressively pursue additional funding from all potential sources. First, while significant (upward) changes in state appropriated funding may not be forthcoming immediately, Boise State must continue to justify its current allocation to ensure that it receives its fair share of the pie. While legislators or the State Board of Education may be reluctant or unable to increase appropriated funds significantly, both still need to feel confident that past funds were wisely used. So, a focus on acting responsibly and providing cost/benefit information should continue to be a major strategic objective for Boise State.

Second, Boise State and its supporters must be aggressive in informing the State Board of Education, the Legislature, and the Governor about the critical need to enhance Boise State's appropriated funding for operations and capital facilities in accord with current and projected growth in the State's most populous region. Higher education, and Boise State in particular, are essential to continuing growth and economic

vitality in the Treasure Valley and thus to the state at large. Government entities and the general public must be alerted to the extreme demands that growth exerts on Boise State and to the economic, societal, and human consequences of failure to fund the institution at a level commensurate with the expanded role and population it is expected to serve.

Most importantly, Boise State must work hard to find and secure non-appropriated funds if it is to fulfill its mission and accomplish its strategic objectives. The other sources of funds it will need to focus upon include federal appropriations and grants, private sector contracts (research, training, etc.), corporate and private foundations/donations, and user fees (i.e., students and patrons of other university events). A well conceived and defined strategic plan will aid these attempts. However, as the university increasingly relies upon its students to pay for more of their actual education costs, it can expect some skepticism and increased levels of accountability to those students. Their expectations in terms of educational outcomes (e.g., job placement), services (e.g., the registration process), and choices (e.g., get the classes they want when they want them) will dramatically increase as they begin to feel more like a traditional customer of the university. Simply put, students will carry or transfer their traditional marketplace customer expectations to their Boise State relationship. No longer will they use their high school or other institutions of higher education for comparisons. Rather, they will use their Home Depot, Southwest Airlines, Wal-Mart, and E*TRADE experiences as benchmarks to gauge the university's performance.

The Nature of the Higher Education Market

In general, higher education in America is viewed positively for several reasons. Overall, it is viewed as a major driver of the U.S. economy. Many believe that the research, creative thinking, and experimentation in colleges and universities are the reasons for the nation's world economic leadership. In fact, most of the creation and explosion of the Internet is attributed to such occurrences (e.g., the University of Illinois is where the basic form of a Web browser was developed). Additionally, the success of U.S. agribusiness is often attributed to the research of America's land grant institutions.

More directly, it is a proven fact that college educated citizens will earn higher incomes from the work setting than their non-college counterparts. A fall 1999 study by the Bureau of Labor Statistics reports that the annual median income for year-round, full-time workers of age 25 and over with bachelor's degrees is \$40,100 vs. \$26,000 for those with just a high school diploma. This figure rises to \$50,000 for those with a master's degree and \$71,700 for those with a professional degree (e.g., MD, LLD). And, the more highly educated one is, the less likely one is to be unemployed.

On a social level, more highly educated individuals are less likely to make decisions that work to their detriment. Today's world of increasingly complex economic and non-economic settings requires individuals to consider a myriad of information types and sources in order to make the best decision. Just making decisions about health care options today requires education levels far beyond what was required ten years ago.

Higher education settings also provide opportunities to explore and appreciate human diversity. As the U.S. population becomes more diverse (in many ways), the ability of our population to progress as a society will heavily depend upon its citizens working together to solve common problems be they economic, social,

medical, etc. The role of higher education is not merely teaching content of courses so one can take a certain job. Higher education is also concerned with a broad spectrum of quality of life issues.

There are four major forces affecting higher education today (Ward). They include: 1) the communications revolution, 2) a shift in the intellectual division of labor, 3) shifts in the funding streams, and 4) demographic shifts and accessibility.

The Communications Revolution. It is estimated that approximately 14 million Internet users in North America are under the age of eighteen. This number is projected to grow to 37 million by 2005. About 70% of American college students own a personal computer, with almost all using the Web to some extent (admittedly, not all for academic reasons). Members of this "net generation" think of themselves more as producers than users of information. They are not content just to assimilate information passively — they are used to and seek interaction — just as they did with their Mario Bros. Nintendo game years ago. These students are fiercely independent and may in fact be hostile to any form of centralization or regimentation that stifles their flexibility. When these younger students combine forces with older students seeking vocational upgrades or simply enjoying learning for its own sake, the learning and playing marketplace will explode. The digital world will make this possible.

Intellectual Division of Labor. Faculty and student collaboration with others across the oceans of the world is increasingly commonplace today. Yet departments and faculty on many campuses are isolated from each other because of traditional academic structures and incentive/reward systems. Most faculty, however, will admit that the solutions to the problems and challenges of our world require an interdisciplinary approach. The complexity of relationships is only explained by understanding and measuring cause and effect across traditional academic boundaries. For example, the recent rise in the U.S. stock market value and Internet stocks cannot be explained by traditional economic or finance theory — the role of psychology must also be considered.

Shifts in Funding Streams. As already noted in the political climate section of this plan, higher education faces decreasing public funding for its activities. What has not been discussed or considered are some of the practical, legal, and ethical issues surrounding the seeking and acceptance of non-public funds. Many private funds may come with explicit or implicit "strings attached" that may put the college or university in a position it finds undesirable. As campuses become commercialized, will they be able to effectively offer an unbiased education?

Demographic Shifts. It is well documented that America is a country of many diverse populations — in traditional demographics as well as in thought or lifestyle. Universities pride themselves on faculty, staff, and student diversity. Many employers that turn to universities for new employees and/or for training existing employees realize the value of diversity. For these reasons, higher education must continue to play its key role in fostering American diversity. As higher education costs are increasingly placed upon the student, there is a strong possibility that certain types of students or segments will be underrepresented in America's colleges and universities. This would be a giant step backwards for the nation.

Implications for Boise State.

First, the university must embrace the notion of a digital, highly connected society. It must continue to formulate and execute ways of taking advantage of the benefits of information technology as applied to how

and what students learn. This will mean a heavy investment in hardware, software, and perhaps most importantly human capital. Significant increases in information technology budgets will be necessary. Strategic partners and technology sharing may offer creative solutions to this resource need. However, Boise State and its students will be wise to recognize effective learning situations that are not solely or heavily dependent upon such technology. For example, internships and applied learning projects (e.g., in the field) are opportunities to learn. In fact, Boise State's location creates a strategic advantage over many of its other competitors, as it is able to place students and faculty in learning environments with private and public sector organizations and leaders. Face to face meetings and interpersonal communications while in physical proximity with each other are still a major way of life in our world and should be part of one's educational experience. Finally, Boise State must keep in mind that information technology is not always a replacement for traditional educational settings but often a strong complement. Thus, many future courses may ideally contain both an on-campus and off-campus learning component. The notion that three credits can be earned only by having specific number of classroom contact hours should be questioned and changed where appropriate.

Second, Boise State should identify and eliminate barriers to interdisciplinary service, teaching, and research. The traditional college and department structures and reporting systems should be questioned. Examples of successful interdisciplinary programs on campus should be made more visible and celebrated. More research grants and release time should be targeted to collaborative vs. academic silo efforts.

Third, as already stated, Boise State must increase its efforts to identify and seek non-General Fund resources. It should also consider establishing formal policies regarding the uses and conditions that come with other revenue sources. Most importantly, the need to measure carefully the benefits of the university's expenditures becomes all the more important.

Fourth, the university should work collaboratively with Treasure Valley K-12 institutions to help ensure that a diverse student body ends up on its campus. This may also require strong initiatives to increase student aid or scholarships for students from households with relatively lower income.

What do Students Expect from their College/University?

Considerable research takes place each year with both graduating high school students and those already enrolled at a university or college. The 1999 National Student Satisfaction Report by Noel-Levitz indicated what students are looking for in their college experience and the relative importance of these factors to their overall satisfaction. It also provided an overall report card — measuring how satisfied American college students were with their particular institution. While the latter cannot be generalized to the Boise State setting, it is possible to consider the former measures about what students expect from their college or university.

The four most important factors expected by students, in rank order, are: 1) instructional effectiveness and (tie) 2) academic advising; 3) safety and security; and, 4) registration effectiveness. The least important (of 12 factors assessed) was campus life (although it still received a relatively high importance score). Follow-up questions revealed considerable student dissatisfaction with "run around" when seeking information on campus, not being able to register for classes they need with few conflicts, and not getting financial aid announcements in time for planning purposes.

Implications for Boise State.

As stated above, Boise State should rely more heavily upon its own research conducted with its own students vs. relying upon national statistics in order to assess student satisfaction. Still, it is reasonable to assume that many student expectations are generalizable across the U.S. Hence, the strategic issues facing Boise State include efforts to measure and improve teaching (learning) efficacy. Current efforts to assess outcomes should be strongly supported. The current movement to improve advising should continue to get priority. While Boise is considered by many to be a relatively safe city, the university should be aggressive in promoting campus safety. Lastly, continued efforts must be made to minimize the student inconvenience associated with the university. New systems or approaches should be used to adopt business world models for minimizing customer dissatisfaction. This is an area where electronic media can perhaps be deployed to augment human resources, which are expensive, often times not current regarding changes that affect the student, or not available when needed. The university should continue to invest strategically in its management information system and related technologies to enhance its business operations and services to students.

The Plan

Manage Growth While Preserving and Enhancing Access

The Distributed Campus

Disseminate Programs and Services

- Continue to implement the university's "distributed campus" strategy by disseminating educational programs and services geographically (on campus, at satellite locations, at home, and in the workplace), technologically (Internet, compressed video, cable TV, and radio), and chronologically (traditional semesters and summer, evenings and weekends, anytime via the Internet)
- Expand public access to educational programs through collaboration and cooperation with other institutions
- Encourage statewide efforts to improve academic and administrative coordination of multi-institutional programming delivered through distance education options and through regional higher education centers; cooperate with sister institutions in construction/lease of a Higher Education Center on the College of Southern Idaho campus in Twin Falls.
- Develop clusters of related professional-technical education programs into "Centers of Distinction" through strategic partnerships between the Selland College of Applied Technology, other Boise State academic colleges, and other entities, such as the public schools and business and industry, in order to expand access to professional-technical education and to promote successful employment and economic development
- Expand course offerings, programs, and student services available at the Canyon County Center and the West Campus
- Publicize and promote the availability of associate degree programs and other offerings available at the Canyon County Center and through a combination of technological and on-site/live delivery.

- Enhance access to university offerings through improved and expanded distance education opportunities, including coordinating scheduling and planning of offerings, conducting systematic needs assessment and market analysis, targeting specific disciplines for distance delivery, utilizing shared resources from other institutions, and developing distance education support services and orientation for students
- Develop options to earn selected degrees primarily at night or on weekends or through distance education options

Facilities

Expand Facilities to Accommodate Growth

- Continue to develop the Boise Campus and West Campus according to the University Framework Master Plan
- Seek federal, state, and private sector funding to construct and/or remodel major capital facilities on the Boise Campus, West Campus, and other sites, according to the priorities and potential funding sources listed on page 25:
- Establish a plan and ongoing budget commitment for property acquisition, landscape improvements, and other site amenities
- Conduct a campus-wide space audit and centralize room scheduling
- Explore the viability of providing additional housing facilities for students on the Boise Campus, allowing for potential additional thematic living-learning communities, academic emphasis housing, etc.
- Create a Student Services Center and multiple self-service centers across the Boise Campus to simplify and improve access to direct student services
- Identify and develop facilities to house the student newspaper, the Multi-Ethnic Center, and the Women's Center
- Increase efforts to make the Boise State University campus(es) environmentally friendly and qualify the Boise Campus for designation as an "urban arboretum"
- Expand and/or remodel service support facilities, including the Student Union retail dining area and lounge and multipurpose space for registration advising, summer conferences, student activities, and university events
- Refine plans for repair and maintenance of auxiliary facilities

Technology

Accommodate New Technologies

- Seek additional funding necessary to establish and enhance the physical infrastructure (electrical power, wiring, duct banks, HVAC, etc.) necessary to accommodate 21st Century technology

- Update and implement the classroom technology plan in order to accommodate and enhance the integration of technology into instruction
- Provide selected sites as "learning commons" (e.g. Albertsons Library, Student Union, Canyon County Center) with easy access to computer networks in order to facilitate student use of computer resources for study outside the classroom
- Establish additional general purpose computer laboratories for students, as growth and need dictate
- Provide additional support for distance education, such as additional servers, continuous software upgrades, and technical support
- Improve and expand Web services

Student Recruitment

Manage Enrollment Growth

- Target overall enrollment growth at approximately 2% annually in order to ensure that available resources will be adequate to maintain high quality programs and services
- Focus institutional student recruitment efforts on preferred student profiles identified in the Enrollment Management Plan, including academically talented students, minority students, non-resident students, international students, transfer students, and full-time degree-seeking graduate students
- Sustain the university's commitment to the community college mission and increase the number of postsecondary technical students recruited and graduated by the Seland College of Applied Technology and other colleges
- Explore clarification or consolidation of the roles of the Enrollment Management Committee, the Matriculation Committee, and the Retention Committee

Student Services

Enhance Responsiveness and Service to Students

- Emphasize a "one-stop shopping" approach in delivery of student services and enhance Web services
- Enhance academic and administrative operations to ensure that all students, including commuter students, enjoy reasonable access to institutional programs, basic services and support, on-campus employment, and other opportunities necessary to encourage a sense of belonging and connectedness to the intellectual and social life of the university
- Develop a plan for delivery of integrated information, programs, and services at the West Campus and other sites, including assessment of staff and training needs
- Enhance student services support for distance education students
- Increase the number of students employed on campus

- Explore options for expanding student health care services and beneficiaries and wellness programs
- Study the feasibility and advisability of the development of a drop-in, part-time child care program for the infant through elementary school-aged children of Boise State students
- Enhance women students' opportunities to participate in intercollegiate athletic programs through addition of one or two women's sports, such as softball, swimming, or skiing

Program and Event Access

Enhance Attractions and Services for Campus Visitors

- Add parking structures and additional surface lots to provide additional parking
- Develop common scheduling criteria and coordination through appropriate technology for event parking, Select-a-Seat on-sale dates, and events in the Pavilion, Student Union, Bronco Stadium, Bronco Gym, Morrison Center, Hemingway Center, and Special Events Center
- Enhance Select-a-Seat operations through Internet ticketing sales and through better coordinated box office and phone room operations
- Improve methods to coordinate a university-wide master calendar and to distribute the calendar widely both inside and outside the university community through a variety of routes and technologies
- Develop a coordinated approach to summer conference planning
- Develop and refine the university signage program to provide parking and wayfinding information to visitors
- Implement affiliation with the Western Athletic Conference in 2001
- Seek additional opportunities to host major regional and national athletic events

Enhance Academic Quality and Reputation

Teaching and Learning

Reaffirm the Commitment to Teaching and Learning

- Develop a systematic, institutional approach to the continuous improvement of teaching and to rewarding and celebrating outstanding teaching
- Enhance the role of the Simplot Micron Instructional Technology Center, through grant writing and entrepreneurial activity, as a resource to support excellence and innovation in teaching
- Strengthen university-wide efforts to improve retention and graduation rates

- Conduct a systematic review of major program graduation requirements at Boise State in comparison to other major public institutions in the region and reduce any excessive requirements or unnecessary obstacles to timely graduation
- Expand assessment activities to gain further insight on learning in the major
- Enhance articulation between applied technology courses and programs and academic courses and programs in order to eliminate redundancy and artificial barriers
- Increase emphasis on writing throughout the curriculum by such means as "Writing Across the Curriculum" institutes and workshops, writing-intensive university core courses, "writing in the discipline" courses, and capstone writing experiences
- Increase opportunities for applied learning by expanding and strengthening the Service Learning Program
- Increase opportunities for applied learning by establishing a university-wide Undergraduate Research Opportunities Program to encourage undergraduate students to conduct independent research or to assist in faculty research and scholarship
- Enhance global awareness through increased recruitment of international students and faculty, internationalization of the curriculum, student and faculty exchange programs, international internships, and participation in international research and development projects
- Enhance cultural awareness through integration of multicultural perspectives into and across the curriculum
- Develop a coordinated university effort to encourage and increase interdisciplinary learning and research
- Develop a coordinated university effort to encourage and increase the number and quality of classes taught via distance education or technology
- Develop a plan and systematic process for encouraging and mentoring undergraduates for participation in prestigious post-graduate fellowships (e.g. Rhodes, Marshall, Truman, Fulbright, Mitchell, etc.)

General Education

Strengthen General Education

- Develop ongoing assessment activities to ensure that the general education core curriculum is achieving expected learning outcomes, consistent with the "Philosophy of the Core" (as found in the Boise State Catalog) and with the institution's "Values and Core Beliefs"
- Publicize the rationale for university general education core requirements more effectively to students and faculty
- Utilize the general education core curriculum to address issues of student success; establish links between the core curriculum and co-curricular programs and activities in order to promote a greater sense of community on campus

- Establish links between the general education core curriculum and various applied learning options, such as internships, service learning, or undergraduate research
- Enhance the general education experience for students and faculty by instituting forums that promote cross-disciplinary and interdisciplinary communication and collaboration among faculty who teach the core curriculum

New and Expanded Programs

Add or Expand Selected Programs

- Initiate new certificate and undergraduate and graduate programs in areas consistent with the institutional role and mission, public demand, and available resources, including doctoral programs in Public Administration and Electrical and Computer Engineering
- Pursue systematic, university-wide enhancement of teacher preparation programs, with emphasis on high standards, additional pre-service and in-service experiences, identified outcomes, and strengthened partnerships with the public schools
- Expand selected health sciences programs, such as nursing, in accord with community need and support
- Enhance program quality and public access to programs through cooperative efforts and joint programming with other institutions
- Encourage increased participation in regional and national projects and programs, such as Campus Compact, the Inland Northwest Research Alliance, etc.
- Respond to the professional development and training needs of local business and industry through consultation and expanded programming in non-credit courses, workshops, and customized training

Graduate Education and Research

Develop a Culture of Graduate Education

- Enhance graduate education by recruiting a greater percentage of full-time, degree-seeking graduate students; increasing the number of graduate assistantships; expanding access to upper-division and graduate level courses; developing facilities and financing to support research-based degree programs; and creating a campus-wide organization that can speak on behalf of graduate students
- Seek funding to provide summer support for graduate assistants
- Establish a pool of travel funds to support graduate students presenting research at professional meetings and conferences
- Establish a competitive Graduate Scholars Fellowship Program, with nationally competitive stipends and fee waivers, to attract highly talented full-time graduate students
- Establish a Vice President for Research position to develop and oversee a comprehensive research strategy; to strengthen research support programs for faculty; to develop additional research policies

and procedures; to enhance extramural funding for research; and to promote research, scholarship, and creative activity

- Add additional college-based research centers as opportunity and resources permit
- Pursue active involvement in the Inland Northwest Research Alliance
- Satisfy Carnegie Commission on Higher Education criteria for classification as a Doctoral/Research University II by producing a total of ten or more doctoral graduates per year across three or more doctoral programs, or twenty or more doctorates per year overall

Academic Support

Enhance Students' Academic Experience and Success

- Reemphasize the university's commitment to high quality academic and career advising and institutionalize this commitment through the faculty/staff reward structure (e.g. promotion and tenure, salary adjustments, honors and awards)
- Encourage recognition of outstanding faculty through nomination for prestigious faculty awards, such as Fulbright Professorships, the Carnegie Foundation for the Advancement of Teaching's "Idaho Professor of the Year Award," etc.
- Institute a requirement that all full-time students declare a major after completion of a specified number of credits, and link declaration of a major to mandatory advisement by a faculty member within the discipline
- Analyze student performance to determine whether modifications of general university admission requirements are warranted
- Expand and enhance student orientation programs and extend orientation services to other sites via traditional or alternative formats
- Review coordination and effectiveness of English Language Learning (ELL) programs and improve testing and placement procedures for non-native or limited English proficiency (LEP) speakers of English, both international students and non-international students
- Expand the Intensive English Language Program, improve the transfer evaluation process for international students, and enhance international students' integration into campus life
- Increase the levels of student and faculty participation in first-year success courses and the Cluster Program, and make enrollment in such courses a condition for admission for "at risk" students identified through the Admissions Index; explore the option of including in first-year courses some components on wellness, service learning, making appropriate choices, etc.
- Facilitate articulation of transfer credits into university general education core requirements and develop a university-wide model for articulation of transfer credits into major program requirements; reduce dependence on academic adjustment forms
- Promote the university's community college function as an institution where students can complete one or two years in anticipation of transfer to another more expensive or less accessible institution; provide appropriate advisement and information and track student progress before and after transfer

- Improve the academic experience for student athletes by upgrading the CHAMPS Life Skills Program and providing summer school scholarship assistance

Technology

Use Technology to Enhance Learning

- Provide better student access to e-mail to ensure that all students have and use e-mail accounts
- Make course syllabi and other course materials available on-line and implement electronic grade books and grade submission in order to assist faculty with course management and reporting requirements
- Increase use of multimedia resources in instruction
- Provide technology-based independent learning options for selected high demand courses, remedial and tutoring programs, and open-entry/open-exit courses
- Implement a degree audit system, available upon admission and upon demand thereafter
- Increase availability of library/information resources for off-campus students and faculty
- Enhance distance education options through systematic needs assessment and market analysis, improved coordination/scheduling, appropriate standardization, faculty development, and evaluation
- Provide a high-speed link between the university network and Internet 2 in order to support instruction and research

Development and Enrichment Programs

Seek Funding to Achieve Excellence

- Increase the Boise State University Endowment and Stable Value Fund to \$90,000,000 or more (at 8% annual increase in new gifts)
- Enhance the Annual Fund and include other programs in addition to Phonathon
- Increase the scholarship endowment to \$50,000,000 or more (at 4% annual increase in new gifts)
- Seek a major endowment and other funding to support growth and development of the Honors College, including expanded facilities, scholarships, summer support, and enrichment activities
- Establish several endowed chairs/professorships to support a truly exceptional faculty
- Seek funding to establish a competitive Graduate Scholars Fellowship Program with nationally competitive stipends and fee waivers, to attract highly talented, full-time graduate students
- Identify a long-term major sponsor for the Gene Harris Jazz Festival and increase the Gene Harris Endowment

- Establish a Distinguished Lecturer Series to enrich cultural programming available to students, faculty, and the general public
- Increase the athletic endowment through cash gifts and a targeted planned-giving program
- Increase the annual fund/membership of the Bronco Athletic Association in order to expand the scholarship endowment and address operational needs and to fully fund all grants-in-aid for student athletes
- Expand the Alumni Association's efforts to recruit students, establish scholarship funds and endowments, continue the Distinguished Freshman Award, solicit alumni gifts to academic programs, and directly sponsor programs for potential students (e.g. Hugh O' Brien Youth Foundation, Business Week, Science and Engineering Competition Days, Theatre Arts Festival, etc.) in coordination with other university offices and departments

Communication and External Relations

Improve Communication and Public Perception

- Improve the university's ability to "tell its story" effectively, enabling the public to know and appreciate the quality, breadth, and depth of the university's educational services
- Regularly report to the community on the university's contributions to the region, state, and nation
- Improve the general presence of the university through the use of a common logo, typography, and theme statement and the development of a graphics style guide for use both on and off campus
- Enhance the university's presence on the World Wide Web and use this technology as a communication and marketing tool, both internally and externally
- Initiate a coordinated advertising and public relations campaign based on themes identified in the University Marketing Plan and emphasizing quality, location, convenience, and affordability
- Enhance the university's image across Idaho and the Northwest, while maintaining a primary commitment to the Treasure Valley
- Direct colleges and other units to develop marketing plans consistent with the University Marketing Plan
- Increase the presence of university leaders in the communities they serve in order to enhance friend raising and fund raising
- Increase alumni communication and support through an Alumni Association newsletter and alumni programs both in Idaho and outside of Idaho
- Utilize non-academic events and activities as opportunities to share the academic story of the university

Improve Management and Administrative Functions

General

Demonstrate Accountability

- Monitor and report institutional performance annually using Idaho Board of Education Performance Indicators (see Appendix)
- Identify and track key success indices or indicators to permit university administrators to monitor factors deemed critical to the health and success of the institution
- Clarify and enhance the function of the Office of Institutional Research in order to improve access to reliable and usable data
- Explore the desirability of centralizing all facilities management (Physical Plant, Student Housing, Bronco Stadium, Pavilion, etc.) under one office
- Enhance the function of the Internal Audit Department to include Advisory Services
- Develop an extended campus security program and examine the feasibility of establishing a campus police department
- Develop and implement a periodic program review process for all administrative units

Information Technology/Systems and Business Operations

Use Technology to Enhance Business Operations

- Allocate a significant, ongoing budget for maintenance, repair, and periodic replacement of instructional and administrative technology
- Complete the implementation of PeopleSoft software to achieve operational efficiencies in the areas of Finance, Student Affairs, Human Resources, and Advancement; to include Web-based student self-service capabilities; and to provide timely access to data for informed decision making
- Complete electronic networking of the entire campus, including student residential areas, to facilitate instruction, research, administration, and communication
- Implement data warehousing capabilities for the storage and retrieval of all mission-critical university data
- Design, implement, and maintain a campus Intranet (university accessible Web site) resource for secured campus-wide information
- Evaluate and acquire a standards-based university-wide document management system capable of accommodating document imaging, electronic forms, electronic signature, document creation, routing, and storage
- Enhance the effectiveness of academic and administrative computing by establishing and enforcing reasonable university-wide standards and architectures
- Enhance computerized room scheduling to improve space utilization and efficiency
- Publicize and effectively maintain a university master calendar

Student Services

Make Student Services Efficient and Convenient

- Achieve better customer responsiveness, increased management information, and greater efficiencies through utilization of the PeopleSoft information system and successful development and coordination of other technological solutions
- Successfully achieve increased functionality through identifying, prioritizing, and implementing PeopleSoft phase II modifications, refinements, and enhancements
- Expand student services, making them more accessible, timely, and convenient to customers; develop forms of self-service utilizing the Web
- Ensure that all pertinent information regarding academic and student policies is available on the Web
- Study policies and procedures related to incoming transfer students and develop a plan for providing more and better services for this population
- Continue process reengineering to streamline processes and procedures for efficiency and improved service
- Develop and implement a critical incident response plan for situations involving Boise State students on- and off-campus
- Achieve greater coordination of student services at all service-delivery sites and among all units
- Reemphasize the university's commitment to high quality academic and career advising, especially by full-time permanent faculty, and encourage "master planning" of students' four-year academic plans and schedules

Institutional Advancement

Encourage Private Support

- Reengineer key processes and convert data systems to PeopleSoft technologies
- Expand Institutional Advancement staffing and infrastructure to enhance fund raising, ensure accurate and timely data base management, and to improve services and reporting to donors
- Refine and improve methods of internal communication among all involved in institutional advancement
- Use new technologies to establish a comprehensive and integrated prospect research capability and tracking system that incorporates all campus fund raisers
- Increase giving options to donors, including Web access and meaningful giving clubs

Develop the University's Human Resources

Staffing, Compensation, and Benefits

Attract and Retain a High Quality Workforce

- Give continuing priority to salary competitiveness as an essential mechanism for attracting and retaining high quality faculty (permanent and adjunct) and staff
- Promote and support efforts to enhance employee benefits
- Continue to increase the number of permanent, tenure-track faculty to maintain an appropriate balance in relation to the use of adjunct faculty
- Continue to emphasize recruitment and retention of minority faculty and staff
- Increase staffing in critical student service areas to meet increasing demands from a growing student population for effective and efficient services
- Increase staffing depth as necessary to allow service providers to give thoughtful service based on appropriate on-the-job training and skill building workshops
- Identify and address issues which contribute to costly staff turnover in selected areas
- Increase utilization of student staffing
- Encourage employee awareness of health and wellness and provide increased opportunities for participation in health, recreation, and wellness activities on campus

Professional Development

Invest in Employee Development

- Develop university-wide standards and programs for employment, orientation, supervision, evaluation, and continuing professional development of adjunct faculty
- Increase funding for faculty sabbatical leaves and professional travel
- Develop a comprehensive professional development and training plan for all employees, with emphasis on customer service, use of new technologies, diversity, and leadership
- Encourage cross-training and expanded knowledge of services and programs, with emphasis on all users of the student information system

Diversity

Encourage Diversity and Appreciation for Individual and Cultural Differences

- Create a campus environment that supports diversity by promoting mutual respect, acceptance, teamwork, and productivity among people who are diverse in personal identity and background

- Continue to increase the recruitment and retention of underrepresented groups of students, faculty, and professional and classified staff
- Fund a Coordinator of Cultural Diversity position and operating expenses to promote cultural diversity through curricula, research and scholarship, programming, and activities
- Create additional opportunities for educating students and faculty/staff about the needs of people with disabilities
- Create additional opportunities for educating students and faculty/staff about the cultural and ethnic diversity of our campus community, Idaho, and the nation

Sense of Community

Foster and Celebrate Our Connections to One Another

- Establish and support programs and activities that foster understanding and appreciation of the work in various university units and programs
- Develop an enhanced sense of community through periodic events that remember and celebrate the university's heritage, unique traditions, and values
- Enhance the sense of community among students through programs, events, housing innovations, and campus design, aimed at better connecting all students to the university

2000-2005 Idaho State Board of Education Statewide Strategic Plan

Introduction

The framers of Idaho's Constitution (Article IX, Section 1), knowing that "the stability of a republican form of government depending mainly on the intelligence of the people," required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the "general supervision" of the Idaho public education system in the State Board of Education, "the membership, powers and duties of which shall be prescribed by law." In addition, the State Board of Education is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board of Education, hereafter the Board, has also been identified in statute as follows: Trustees of Idaho State University, Trustees of Lewis-Clark State College, Trustees of Boise State University, State Board for Professional-Technical Education and Trustees for the Idaho School for the Deaf and the Blind.

The Idaho public education system, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools

School for the Deaf and the Blind

Idaho State University

University of Idaho

Lewis-Clark State College

Boise State University

College of Southern Idaho*

North Idaho College*

*Also have local boards

Eastern Idaho Technical College

Division of Professional-Technical Education

Idaho Educational Public Broadcasting System

Division of Vocational Rehabilitation

Idaho State Library**

Idaho State Historical Society**

State Department of Education

Office of the State Board of Education

Museum of Natural History

****Also have separate oversight boards appointed by the State Board of Education**

With this plan, the Board strives for a "seamless" educational system without barriers within or between the various organizational components of the system. This can be accomplished by focusing on the following set of common goals and objectives for the education system, which the Board intends to be incorporated into each agency and institution strategic plan. The Board also intends to promote cooperation and teamwork for goal accomplishment while still allowing flexibility for each unique organization in the system to be innovative in carrying out its educational mission. Cooperation and flexibility are critically important in view of the fact that complex and interrelated forces will continue to drive change in our education system.

Vision

The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Education Mission

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states or countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are high quality, accessible, relevant and efficient. To that end, the Board has adopted the following goals and objectives for the education system:

- I.** Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.

- II.** Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.

- III.** Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.

- IV.** Ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.

Goal I: Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.

Objectives:

1. Complete development and implementation of statewide exiting standards/assessments for public school students and hold schools accountable for student achievement.
2. Continue full implementation of the teacher quality initiative (Idaho's MOST) to evaluate and improve public school teacher policy to include training, compensation, merit, and employment practices.
3. Evaluate state policy regarding teacher-continuing contracts.
4. Strive for continuous improvements and increased levels of public confidence in the Idaho education system through performance-based (what students know and can do) assessment of education programs.
5. Prepare graduates with a level of skills and knowledge that equips citizens to exercise their rights in a democratic society and allows them to be competitive in a global economy.
6. Maintain institutional and attain/maintain specialized accreditation in areas appropriate to the institutional mission.
7. Provide Idaho students with excellent and innovative instruction from motivated, qualified teachers supported by competent administrators and support staff.
8. Develop a career continuum and compensation system for teachers, faculty and staff that reward knowledge, skill, and productivity and promote recruiting, hiring and retention.
9. Support efforts to hire and retain outstanding education system personnel (teachers, faculty, and staff).
10. Eliminate dangerous conditions in public schools and promote safe, productive learning environments organized for student and teacher success.
11. Support the implementation of a program of state aid to all types of public broadcasting and libraries (public school, academic, and special).

Goal II: Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.

Objectives:

1. Within the framework established in Idaho's Constitution, maintain a close working relationship with the Idaho legislature and preserve "local school board control" of curriculum and school operations.
2. Ensure Idaho's education system operates as a "seamless" system (without barriers between its various elements).
 - Facility mobility among education programs and services.
 - Encourage articulated credit between secondary schools and postsecondary institutions and among postsecondary institutions.
 - Develop universal access to library/archival services (public, school, academic, and special) for all Idahoans.
3. Provide opportunities for all citizens, in all parts of the state, to obtain needed education, training, rehabilitation and information/research services through appropriate delivery modes at convenient locations.
 - Develop a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies.
 - Support an environment conducive to developing, testing, and implementing new technologies by creating incentives, with quantifiable outcomes, for using leading edge software in the educational process.
 - Strive for flexible technology systems that support industry-accepted, open standards and have a high degree of interoperability and compatibility.
 - Support a statewide network of libraries and public broadcasting to provide local access to global information.
 - Embrace cooperative ventures between the agencies and institutions within the education system to offer programs and services in all parts of the state.
4. Foster an education system that creates equal access and accommodates students with different learning styles and those with special needs.
5. Encourage and facilitate inclusion of Idaho's minorities in the education system.
6. Increase the rate of postsecondary school attendance and improve opportunities for high school graduates to continue their education at postsecondary institutions.

- Expand state-supported scholarship and financial aid opportunities.
- Seek improved state appropriations for postsecondary education services to reduce reliance on student fees.

7. Expand outreach, research/demonstration programs, and partnerships (public / private / in state / out-of-state) to meet Idaho's growing educational, environmental, societal, cultural and economic needs.

Goal III: Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.

Objectives:

1. Develop a more realistic approach to education program approval and funding making sure that funds are distributed equitably to meet the needs of all Idahoans.
2. Monitor existing education, training, rehabilitation and information/research programs and services, including program content and delivery, for continued relevance to Idaho's needs, within a global setting.
3. Monitor community and statewide needs for education, training, rehabilitation and information/research programs and services and, as appropriate to role and mission, develop/implement new programs and services to meet the emerging needs of Idaho's communities and economy.
4. Evaluate and continuously refine statewide learning/exiting standards and assessments at each grade level (K-12) to ensure public school students possess the skills and knowledge needed to face the challenges of a changing world.
5. Ensure that state-funded research projects and cooperative partnerships are organized and structured to meet identified needs and/or enhance Idaho's economy or environment.
6. Facilitate the formulation and implementation of public policy in Idaho by a citizenry that stays well informed through access to relevant, accurate data and information.

Goal IV: Ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.

Objectives:

1. Evaluate the education financial base (public schools and postsecondary institutions) to maximize the benefit from all education appropriations and develop accountability measures for use with financial incentives awarded for specific outcomes.
2. Ensure that Idaho high school graduates are prepared to enter and succeed in the postsecondary education system and/or the workplace.
 - Implement learning/exiting standards at each grade level (K-12) that provide for mastery of a common set of needed skills and knowledge.
 - Reduce the need for remedial courses at postsecondary institutions.
 - Reduce the need for employers to provide skill development training to recent high school graduates in subjects that should have been mastered in school.
3. Continue to refine and update institution and agency role and mission statements to provide focus and eliminate unnecessary duplication of programs and services.
4. Foster partnerships and cooperative ventures among the agencies and institutions within the education system.
5. Seek increased levels of state, local, and private sector support for all education programs (elementary, secondary and postsecondary, research, libraries and library networks) and ensure appropriate levels of accountability for all education funds.
6. Provide accountability to the State Legislature and general public by identifying and measuring performance throughout the education system.
7. Direct efforts to reduce the dropout rate and increase retention of high school and college students who are seeking their degrees/certificates.
8. Encourage the allocation of resources to improve instructional facilities and increase operational efficiency through the coordinated use of technology.
9. Review the public school calendar to ensure time for in-depth student learning, teacher professional development, and the optimal use of instructional facilities.
10. Encourage and reward innovative approaches for organizing and delivering education, training, rehabilitation, and information/research services.

11. Support the development of libraries as leaders in the application of appropriate technology to information access.

The performance measures listed below are those approved by the President's Council and adopted by the State Board of Education for statewide use by all public post-secondary institutions. Additional agency/institution unique performance measures are under development.

Performance Measures

1. Head count of first year student applications, admissions, and enrollment (academic and vocational-technical). Use headcount of students applying for, accepted for, and enrolled in the fall term. Include both academic and vocational-technical data. Include both full and part-time students. A first-time student is one who has never enrolled in any college or other postsecondary institution since leaving high school, although he or she may have earned advanced placement credit. Students who enroll for the first time in the summer are included in the fall count. (The definition of the cohort is compatible with those for the federal Graduation Rates Survey (IPEDS-GRS-1) and the NCAA graduation rates reports, although they are based on full-time students only.)

2. Number of credit hours taken by first year academic and applied technology students (resident and non-resident) within one year of high school graduation and returning adults in remedial and/or developmental coursework (mathematics and English) and enrollment in and completion of next college level courses. Use the cohort of new first year students enrolled from measure #1. Include the percentage of those students, academic and vocational-technical, who enrolled in any remedial course, the total number of credits taken in mathematics and English during the first academic year of enrollment (fall and spring semesters), and enrollment in/completion of subsequent college level courses.

3. Retention of new first-time, full-time degree seeking students to the second year or to program completion if the vocational-technical program is less than one year. Use the cohort of new first year students enrolled from measure #1. Use only first-time, full-time students. Include both number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).

4. Graduation rates in 100%, 125% and 150% of catalog program length, as defined through credit hours, of first-time, full-time, first-year students and total credits earned by bachelor's degree-seeking graduates. Use the cohort graduation rates for full-time, bachelor's degree-seeking students and other than bachelor's degree-seeking full-time students from the IPEDS-GRS-1, using data from lines 11, 11a, 12, and 46 of the IPEDS report.

5. Undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use totals from PSR-1.7, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.

6. Pass rates on selected licensing or certification exams as compared to national or state norms where available. Use data as submitted to the Division of Financial Management.

7. One page summary of employer satisfaction surveys for recent graduates and those completing vocational-technical programs. Narrative summary of employer satisfaction surveys, where available, and tabulated data by program. Summary information from vocational-technical program leavers report.

8. Number of students transferring from Idaho educational institutions by institution. Show the number of transfers into your institution from each losing institution.

9. One page summary of outreach and public service programs and executive assessment of outcomes. Include the number of K-12 partnerships and average number of teachers/students per partnership. Use number of non-credit courses and institutes, BERS courses to assist elementary and secondary school teachers, listing of students and teachers served by K-12 partnerships, and department-based programs that assist government, business, and industry.

10. Annual dollar amount expended on externally funded research and other external grants and contracts. Report total amount expended in research and grant categories.

11. Degrees and certificates awarded. Use data from IPEDS Completion Survey (IPEDS-C).

12. One page summary of collaborative efforts with other organizations (public/private) in support of the agency/institution mission.

Boise State University Supplemental Performance Measures

1. Gross educational square footage per FTE student using fall enrollment and facilities data as currently supplied to State Board of Education.

2. Classroom utilization during the week (7:30 a.m. - 10:00 p.m.; weekend use, again using fall enrollment and facilities data).

3. Ratio of headcount enrollment and FTE students to full-time budgeted faculty FTE.

Other BSU Planning Documents

Boise State University Framework Master Plan (Boise Campus & West Campus)

Boise State University Enrollment Management Plan

Boise State University Marketing Plan

Boise State University Cultural and Ethnic Diversity Plan

Making Connections: A Strategic Framework for Technology at Boise State University

BSU Office of Institutional Assessment Research Reports

What Happens to BSU Graduates? A Survey of 1992-93 and 1993-94 95-01 Oct-95

BSU Services and Climate: Reactions from Graduates 96-01 Jan-96

BSU's Impact on Skills Valued by Graduates 96-02 Jan-96

In Their Own Words: BSU Graduates Tell of Best and Hardest and Recommend Change 96-03 Apr-96

A Survey of Current and Potential Graduate Students 96-04 Aug-96

Who's Doing What? A Report on Assessment Activities 96-05 Nov-96

Who Are Our Students and What are Their First Semester Experiences?

A Look at Fall 1995 New Freshmen 97-01 Jan-97

An Evaluation of the Early Impacts of the Cluster Program and First Year

Experience Seminar on New Freshmen 97-02 Mar-97

Why Students Leave BSU 97-03 Apr-97

Lasting First Impressions: A Qualitative Study of Freshman Arrival on Campus 97-04 Aug-97

Freshman Retention at BSU 97-05 Aug-97

It's Academic: A Qualitative Study of Student Classroom Experiences 97-06 Aug-97

Exploring the Community College Function in a Metropolitan University 97-07 Aug-97

The Academic Journey: Insights from 1994-95 and 1995-96 Graduates 98-01 May-98

What Faculty, Students and Alumni Think about the General Education Core 98-02 Feb-98

Instructional Practices: Student Preferences, Teacher Use, and the Gaps Between 98-03 Jun-98

Student Satisfaction with Academic Advising 98-04 Jun-98

Who Stays? Who Leaves? Results from a Qualitative Freshmen Study 98-05 Sep-98

Assessing Readiness for Employment in the Field of Education 98-06 Dec-98

The Contribution of College to Student Growth: A Boise State University

and National Public Colleges Perspective 99-01 Feb-99

Satisfaction with College as Viewed by BSU and other Four Year College Students 99-02 Mar-99

Reading Skill and Reading Needs of New Freshman Students: A Needs Assessment 99-03 Feb-99

Ten Year Enrollment and Graduation Patterns for 1989 99-04 Sep-99

Predicting the Probability of Graduating After Four, Six and Ten Years 2000-01 Feb-00

An Evaluation of Advising Programs 2000-02 Mar-00

