

7-1-2018

# 2017 College of Health Sciences Sustainability Report

College of Health Sciences at Boise State University

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# **COLLEGE OF HEALTH SCIENCES** **2017 SUSTAINABILITY REPORT**




**BOISE STATE UNIVERSITY**

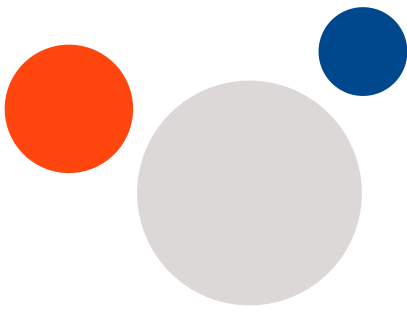


## Table of Contents

Executive Summary .....	1
A Message from the Dean .....	2
Recommendations .....	3
Short Term .....	3
Long Term .....	4
Assurance Process .....	6
Materiality Assessment .....	6
Internal Review .....	6
Acknowledgements .....	7
The Sustainability Reporting Team .....	8
Appendix 1: Our Purpose .....	9
Our Purpose .....	9
We Value .....	9
Appendix 2: Our Organization .....	10
Overview .....	10
Accreditation .....	10
Governance .....	10
Undergraduate Programs .....	11
Graduate Programs .....	13
Centers, Laboratories, and Institutes .....	14
Centers .....	14
Laboratories .....	15
Institutes .....	16
Stakeholders .....	17
COHS Board of Ambassadors .....	17
BroncoFit Advisory Council .....	17
Radiological Sciences Advisory Board .....	17
Respiratory Care Advisory Board .....	17
Appendix 3: Our Impact .....	18
Social Impact .....	18
Student Satisfaction .....	18
Overall Satisfaction by Gender .....	19
Overall Satisfaction by Advisor Type .....	19
Where will COHS students be after graduation? .....	20
What will COHS graduates be doing after graduation? .....	21



COHS Employment Connection to Boise State Degree .....	22
Actual Income During the First Year After Graduation .....	23
Student Usage of Boise State Services .....	24
Student to Faculty Ratio .....	25
Student Retention and Graduation .....	26
Responsible Practices in the Classroom .....	29
Responsible Practices in Faculty Research and Service .....	32
Student Extracurricular Opportunities .....	34
Diversity and Inclusion .....	36
Health and Wellbeing .....	41
Economic Impact .....	43
Student Cost of Attendance .....	43
Student Debt after Graduation .....	45
Charitable Endowments .....	45
Salary and Benefits .....	46
Environmental Impact .....	48
Resource Consumption .....	48
Building Operations and Maintenance .....	49
Waste .....	50
Greenhouse Gas Emissions .....	50
Transportation .....	52
Purchasing .....	53
Cleaning Supplies .....	53



## Executive Summary

This report marks the second annual sustainability report for the College of Health Sciences (COHS) at Boise State University. This report transparently reports on the social, economic, and environmental impacts that we have on our key stakeholders. With combined efforts from the College of Business and Economics (COBE), who will be publishing their fourth report, we hope to role model this leading corporate and organizational practice to inspire our business and academic peers to follow suit. Experiential learning is at the heart of this effort: nine student reporters, ranging from graduate to undergraduate levels at COHS, COBE and the School of Public Service (SPS), researched, collected data, and wrote this report, and 13 students from the Beta Alpha Psi Honors Society conducted the report's review.

To create this report, we leveraged the leading sustainability reporting frameworks from the corporate and business school realms respectively, namely the Global Reporting Initiative, the United Nations Principles for Responsible Management Education, and the Association for the Advancement of Sustainability in Higher Education guidelines. Due to a lack of a comprehensive set of materiality standards for sustainability reporting at the college level, we have used measures from each framework most relevant to our college.

The COHS continues to account for both the positive and negative impacts our college has on its stakeholders. By measuring graduation and retention rates at the COHS, which show an increase in graduation rates for Seniors, as well as an increase in retention rates for Freshman, the college showcases its positive social impact on students. With a low student-to-teacher ratio, averaging one teacher for every 17 students in undergraduate programs and one teacher to every 12 students for graduate programs, the COHS is able to connect with students and provide individualized support to facilitate learning. Our audit of the COHS curriculum demonstrates that the college does an admirable job of instilling social responsibility throughout program core courses. However, progress towards increasing teachings that incorporate environmental and economic responsibility should be a priority.

Economically, the reporting team reveals that COHS and Boise State University provide a quality and affordable option for secondary education. By reporting the average student loan debt for students attending Boise State, reporters discovered that our students graduate with lower debt than students graduating from other Idaho Universities. The sustainability reporting team also addresses the environmental impact COHS has on its stakeholders but because the college is spread out across five buildings, some shared by other colleges, it is difficult to accurately report on our environmental impacts. Thus, figures and consumption rates may be larger than what the college incurs, but we have reported as transparently as possible based on our best estimates.

A comprehensive report on the progress made on last year's short-term and long-term recommendations are included below. Each year, the reporting team records the actions taken to address the recommendations. Recommendations that have been resolved or are determined by key stakeholders to be no longer material will be transparently removed and new recommendations will be made to ensure continuous improvement by the college.

## A Message from the Dean



As I enter my ninth year as the Dean of the College of Health Sciences at Boise State University, I have the honor of witnessing our college embody our core values in the way we teach, research and serve the community. Our passion for knowledge and health is best marked by the innovation and creativity of our efforts. The compassion and care for people that fuel our work and the work of our students, and the respect toward all people that must be continually demonstrated through communication, inclusion, and transparency. We also believe that collaboration and teamwork are essential ingredients in quality teaching and research, and in demonstrating integrity through our professionalism, honesty and excellence.

The publication of our second Sustainability Report, building upon last year's inaugural report, showcases how we at the COHS instill our core values in all aspects of our organization. By collaborating with the COBE, a group of nine students from the COHS, COBE, and SPS have responded to previous recommendations and provided more insight into the operations, impact and goals of the college. As you will read, this is a college with outstanding

students, faculty, staff, and community stakeholders who understand how to leverage health science and education to develop health-minded, informed and passionate health care and community leaders. Through Integrated Service Learning Courses, 673 students provided 26,353 hours of service to our community in 2017. We also exceeded our strategic goal of increasing freshmen student retention by 2% by achieving a 4% increase in retention. Areas for improvement include the need for data to report more comprehensively on responsible practices integration in the curriculum, gender pay equity, and student debt.

This remains a time of vast change across the health-care landscape, as we seek to mitigate risks to all stakeholders and identify new opportunities to improve the world through economic, social, and environmental impacts. This report is one way that we hold ourselves accountable for our actions and how we demonstrate our leadership in higher education and in health care.

Thank you for taking the time to read our report. To learn more about the College of Health Sciences, please visit <https://hs.boisestate.edu/>

I also welcome your feedback directly at [TimDunnagan@boisestate.edu](mailto:TimDunnagan@boisestate.edu).

A handwritten signature in black ink, appearing to read 'Tim Dunnagan'. The signature is fluid and cursive, with a large initial 'T' and 'D'.



## Recommendations

### Short Term

#### Social Impact

- In addition to the Sustainability Reporting team, create a COHS Student Advisory Council with representation from all departments within the college to discuss importance and gain input on materiality for future reports.
  - **Progress:** Strides towards creating a COHS Student Advisory Council have begun to take shape. During the summer of 2018, the COHS leadership team and the Sustainability Report Lead will work together to form the council. The Student Advisory Council will assist in providing a student perspective and guide material issues. With the help of the students participating in the sustainability reporting badge, both the advisory council and the student reporters will strategize and create a plan of implementation for recommendations that stem from past and future sustainability reports. This recommendation has been addressed and information on the roles and responsibilities of the Student Advisory Council will be included in next year's report .
- Allow students and faculty to select a non-binary gender option in surveys conducted by both COHS and Boise State University.
  - **Progress:** This summer, the university will be addressing this recommendation by adding the option for applicants to report gender identity more fully in the student admission application. Boise State Admissions is partnering with the Gender Equity Center on campus to craft the wording and approach that allows for actionable information once an applicant joins our community.
- Work with BroncoFit and University Health Services to track the percentage of students, faculty, and staff served in order to increase campus outreach and understand the campus communities not currently utilizing available services. This aspiration aligns with Health Services' goal of being the healthiest learning environment in America.
  - **Progress:** Both BroncoFit and Health Services track how many individuals utilize their services. BroncoFit tracks how many students or staff use their services but does not track based on which college the individual is affiliated with. Recently, they have implemented a new software called OrgSync that will better track utilization as well as retention rates, both of which will be reported on in the 2018 sustainability report. Health Services tracks utilization based on patient type. Students represent the largest patient demographic seen by Health Services. You can read more about this recommendation on page 41. This recommendation has been addressed and utilization rates will continue to be reported on in future reports.

#### Economic Impact

- Measure recruitment and retention on students based on race, ethnicity, gender, sexual orientation, gender expression or identity, socio-economic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs and political beliefs, as well as international students and first generation students.
  - **Progress:** Beginning this year, information regarding first generation students is presented in the report. First generation college students form a large proportion of the student population in COHS. This information can be found on page 40. Retention data for first generation students will be provided in next year's report. Gathering recruitment and retention efforts based on the other categories listed will require collaboration with university leadership and Institutional Research to begin collecting data based on the remaining demographic factors. We will continue to track progress on this recommendation in the next report.



## Environmental Impact

- Create an educational campaign to promote sustainable purchasing options for office supplies and reduce paper consumption within the college. We have already begun to gather resources and will be tackling this goal in Fall 2017.
  - **Progress:** This recommendation has been addressed by information regarding “eco-friendly” purchases and “conscientious printing” being distributed to faculty and staff in charge of buying office supplies with hopes that a new policy can be implemented concerning “green spending”. Additional aspects of the educational campaign included hanging posters on various bulletin boards to inform students and faculty about vampire power and campus sustainability.

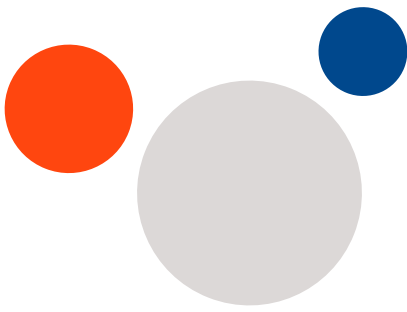
## Long Term

### Social Impact

- Establish a COHS Inclusive Excellence Strategy through partnership with COBE and guidance from the Boise State Commission on Diversity and Inclusion.
  - **Progress:** COHS is collaborating with COBE to learn from its efforts to create an inclusive excellence strategy. Future reports will include details on substantive progress. In the meantime, efforts to increase the inclusivity of the university can be found on page 36.
- Track employee satisfaction.
  - **Progress:** COHS will collaborate with Human Resources to implement this recommendation in the coming year. Recently, discussions have begun to integrate a culture assessment into the department’s strategic plan that is currently under development for implementation beginning in 2018 or 2019. The sustainability reporting team will continue to report a status update in future reports.

### Economic Impact

- Improve graduation and retention rates within COHS
  - **Progress:** The reporting team has continued to track and report graduation and retention rates and the college has made steps for improvement. Freshmen student retention has increased by 4% from the previous year, while the Freshmen who are no longer enrolled at Boise State dropped by 2%. For Seniors graduating, the rate of graduation increased by 3% from the previous year. To read more about the positive trends in graduation and retention go to page 26. In future reports, the addition of tracking graduation and retention rates for first generation students will be included.
- Track and make efforts to reduce COHS student debt by working with Financial Aid Department and understanding what efforts are underway and how we can reduce debt in the future.
  - **Progress:** This year, the reporting team compared the medium Federal debt for students after graduation at Boise State to other local Idaho Universities. Students graduating from Boise State graduate with less debt compared to students graduating from other Idaho Universities. More information regarding student debt can be found on page 45. This recommendation will be marked as addressed and removed from the recommendations section in future reports.



## Environmental Impact

- Collaborate with Transportation Services and Institutional Research to gather metrics on COHS student, faculty, and staff transportation methods.
  - **Progress:** Based on consultations with Transportation Services, we anticipate having results from a survey of students, faculty and staff that will provide data on transportation methods in next year's report. Learn more about efforts to promote sustainable commuting on page 52.
- Devise a plan in coordination with Office of Information Technology to track printing and paper usage and introduce a paper purchasing policy to include paper with recycled content.
  - **Progress:** Conversations with the Office of Information Technology concerning paper purchasing began this year. Due to the COHS occupying five buildings on campus, with some buildings sharing occupancy with other colleges, a challenge is presented in accurately tracking COHS printing behaviors. This recommendation will be removed in future reports until accurate methodology for tracking COHS printing is discovered.

## Assurance Process

### Materiality Assessment

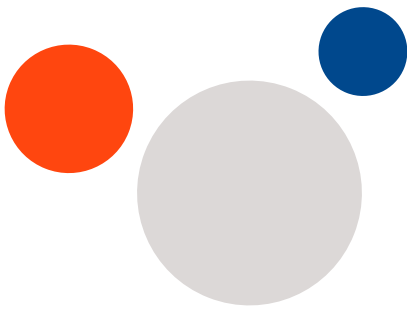
#### What are Material Issues?

Material issues, according to the Global Reporting Initiative, are those that “have a direct or indirect impact on an organization's ability to create, preserve or erode economic, environmental and social value for itself, its stakeholders and society at large.” The transparency that comes with reporting material issues increases an organization's accountability for their impacts. This in turn builds trust, allowing for the sharing of values and building a more connected society.

#### How did COHS Assess Materiality?

The COHS leveraged a comprehensive list of material issues based off three leading sustainability frameworks from both corporate and business school realms. The frameworks include the Global Reporting Initiative, the UN Principles for Responsible Management Education, and the Association for the Advancement of Sustainability in Higher Education. In addition to the frameworks, a list of material issues derived from a previously administered materiality assessment involving last years student reporters and an established list of reporting topics provided by our partners in COBE. To create the COHS second annual sustainability report, the student reporters used the comprehensive list of reporting topics used in the previous year, expanding the list to include the 2016 recommendations.

In future years, to ensure that the COHS is transparently reporting Social, Environmental and Economic impacts that are relevant to our primary stakeholders, an annual or biannual materiality assessment should be conducted. Representation of all key stakeholders; students, faculty and staff should be included in the materiality assessment and amendments made to the reporting topic list based on results of the assessment. This process will guarantee the report contains topics of most interest and value to the college's primary stakeholders.



## Internal Review

To the Stakeholders of the College of Health Sciences,

We have reviewed the College of Health Sciences (COHS hereafter) 2017 Sustainability Report (the Report hereafter). The COHS Sustainability Reporting Team is entirely responsible for the information reported herein. Our responsibility is to express a conclusion on the Report based on our review.

Our review was conducted in accordance with attestation standards generally accepted in the United States of America. Those standards require that we plan and perform the review to obtain limited assurance about whether any material modifications should be made to the Report in order for it to be in accordance with the Global Reporting Initiative (GRI) Sustainability Reporting Standards.

A review consists primarily of applying analytical procedures to the reported data and making inquiries of the sustainability reporting team. A review is substantially less in scope than an examination, the objective of which is to obtain reasonable assurance about whether the Report is in accordance with the GRI Sustainability Reporting Standards, in all material respects, in order to express an opinion. Accordingly, we do not express such an opinion.

We believe that our review provides a reasonable basis for our conclusion. Based on our review, we are not aware of any material modifications that should be made to the Report, in order for it to be in accordance with GRI Sustainability Reporting Standards.

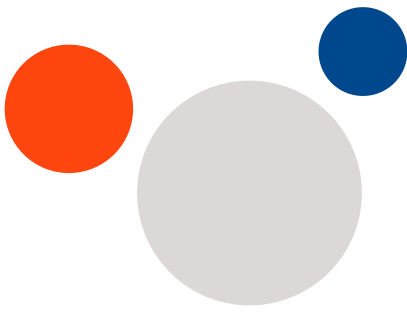
Corey Leikauf, Lead Coordinator, COHS Student Sustainability Report Review Team

Boise, Idaho

June 26<sup>th</sup>, 2018

## Independent Review Team

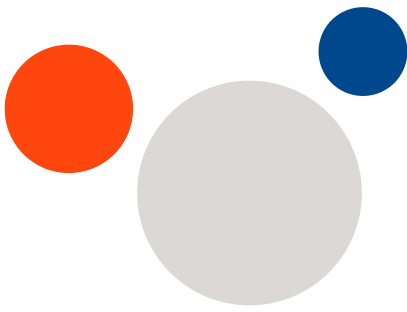
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- Jonathan Chu
- Kimberlee Kelly
- Matt Twiss
- Patrick Musgrove



## Acknowledgements

The Sustainability Reporting Team is thankful to the many partners, collaborators and subject matter experts that gave their time and knowledge to this project. This includes:

- Thomas Turco, Lecturer, Department of Community and Environmental Health and Faculty Advisor for the report
- John Bernardo, Executive in Residence and Faculty Advisor for the report
- Angeli Weller, Responsible Business Initiative Director and Faculty Advisory for the report
- The College of Health Sciences Dean's Office, including, Dean Tim Dunnagan, Associate Dean Joelle Powers, Jon Larkin, Robert Sundquist, Leslie Black, Alexis Rowland, and Danya Lusk.
- And our additional subject matter experts: Julia Beard, Christine Boyles, Barry Burbank, Laura Chiuppi, Dave Fotsch, Lutana Haan, Ann Hubbert, Michelle Ihmels, Jayne Josephsen, Leslie Kendrick, Dave Knipping, Trisha Stevens Lamb, Shelley Lucas, Randy Magen, CJ Martin, Rhonda Reagan, Alexis Rowland, Lillian Smith, Kelly Talbert, Sarah Toevs, Nick Warcholak, Allison Wilde, Francine Winkle, Lori Watsen



## The Sustainability Reporting Team

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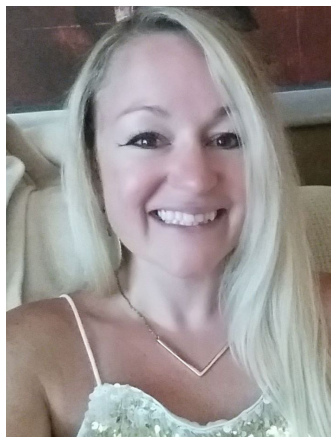
Kylee Hammons  
*MBA Candidate*

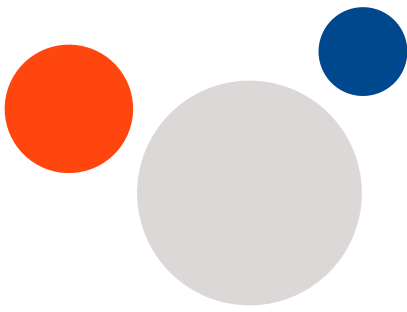
### Student Reporters

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Emily Walker  
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## Appendix 1: Our Purpose

### Our Purpose

Our mission is to unify people and align resources in an integrated education model and an environment of collaborative community problem solving where progressive research and teaching engage and empower people to optimize resources and advance life-long health.

Our vision is bold: to be the leader in educating professionals who advance life-long health in global communities

### Our Goals

*Teaching:* The undergraduate and graduate college of choice for preparing health practitioners, leaders, and researchers who discover and apply innovative solutions to promote health and quality of life.

*Research:* Leaders and partners in creating and disseminating collaborative, meaningful research and scholarship that promotes health and quality of life.

*Service:* Developing dynamic partnerships that enrich and enhance research, teaching and learning, advocacy, and outreach.

*Infrastructure:* To create effective work flow and structures that enable the COHS to enhance teaching and scholarship outputs that contribute to life-long health.

## Appendix 2: Our Organization

### Overview

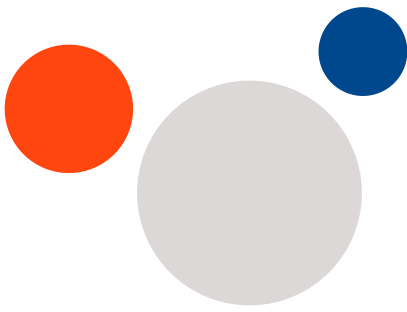
Located in Boise, Idaho's captivating capital city, the COHS at Boise State University offers undergraduate and graduate programs to 4,262 undergraduate students and 560 graduate students. Boise State University's faculty and staff are guided by one simple but powerful conviction: our students are the future leaders, thinkers and innovators of the American West, and that future begins in the classrooms of our campus.<sup>1</sup>

The following sections offer more information about the college, including degree programs and information about COHS's primary stakeholders, including faculty, staff, and students.

### Accreditation

Boise State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). In addition, the COHS contains many professional programs, all individually accredited, that include but are not limited to:

- American Health Information Management Association, Commission on Accreditation of Allied Health Education Pro-



grams

- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation for Respiratory Care
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Social Work Education
- Joint Review Committee on Education in Radiologic Technology
- Commission on Collegiate Nursing Education
- National Environmental Health Science & Protection Accreditation Council (EHAC)

## Governance

Known as the College of Health Sciences' leadership team, our college is lead by Dr. Tim Dunnagan, Dean, Dr. Joelle Powers, Associate Dean, Dr. Dale Stephenson, Director-School of Allied Health Sciences, Dr. Ann Hubbert, Director-School of Nursing, Dr. Randy Magen, Director-School of Social Work, Jon Larkin, Director of Development, Tara Brooks, Director of Business Operations, Julia Beard, Director of Clinical Operations, Dr. Vincent Serio, Director of Medical Services and Dr. Matt Niece, Director of Counseling Services.

The leadership team seeks feedback from faculty and staff from extended leadership teams and/or advisory boards including, but not limited to, the College of Health Sciences' Board of Ambassadors, Blue Sky Institute, BroncoFit, and the Physicians Task Force. Additionally, three schools are imbedded into COHS: School of Allied Health Sciences, School of Nursing, and School of Social Work. All either have or are in the process of creating their own advisory boards.

## Undergraduate Programs

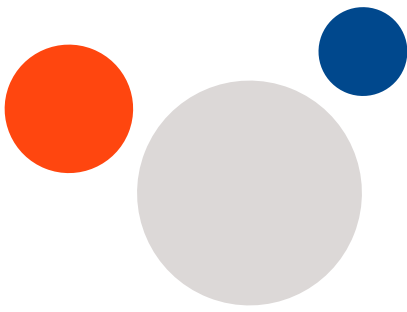
Within the COHS, there are undergraduate programs available within the following schools: Allied Health Sciences, Nursing, and Social Work. The School of Allied Health Sciences also advises students on pre-professional studies.

Each school has a director dedicated to leading the progress and viability of the programs within their school. Boise State University offers a variety of degree courses to meet the needs of the growing health care field and public health profession, from administrative roles to medical practitioners. Below is a list of these programs.

### School of Allied Health Sciences

Department of Community and Environmental Health

- Bachelor of Science in Health Science Studies
  - General Health Emphasis
  - Health Informatics and Information Management Emphasis



- Science Emphasis
- Bachelor of Science in Public Health
  - Environmental and Occupational Health Emphasis
  - Health Education and Promotion Emphasis
- Minor in Gerontology

#### Pre-Professional Program

##### Degree Programs

- Pre-Dental Studies
- Pre-Medical Studies
- Pre-Veterinary Medicine

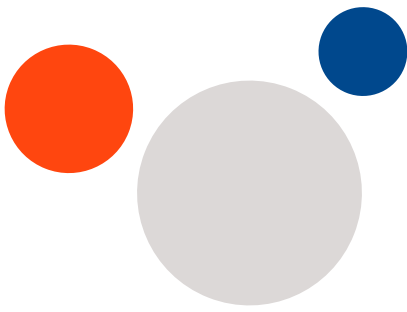
##### Non-Degree Programs

- Pre-Chiropractic
- Pre-Dental Hygiene
- Pre-Dietetics
- Pre-Medical Laboratory Science
- Pre-Occupational Therapy
- Pre-Optometry
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Physician Assistant
- Pre-Speech Language Pathology

##### Department of Kinesiology

- Bachelor of Science in Kinesiology
  - Biomechanics Emphasis
  - Exercise Science Emphasis
  - Pre-Allied Health Emphasis
  - Pre-Athletic Training Emphasis
- Bachelor of Science in K-12 Physical Education

##### Department of Radiologic Sciences



- Bachelor of Science in Imaging Sciences **ONLINE**
- Bachelor of Science in Radiologic Sciences
  - Computed Tomography Emphasis
  - Diagnostic Medical Sonography Emphasis
  - Diagnostic Radiology Emphasis
  - Magnetic Resonance Imaging Emphasis
- Certificate in Computed Tomography
- Certificate in Diagnostic Medical Sonography
- Certificate in Magnetic Resonance Imaging

#### Department of Respiratory Care

- Bachelor of Science in Respiratory Care
- Respiratory Care Degree Completion Program **ONLINE**

#### School of Nursing

- Bachelor of Science in Nursing
- RN-BS Completion Track **ONLINE**

#### School of Social Work

- Bachelor of Arts in Social Work
- Minor in Addiction Studies
- Certificate in Refugee Services

## Graduate Programs

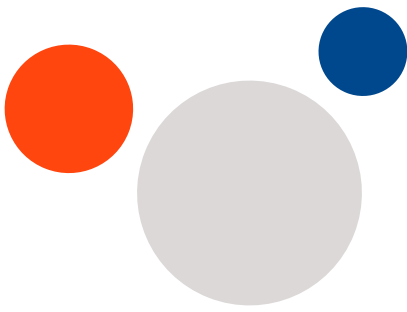
Within the COHS the following schools offer graduate programs: Allied Health Sciences, Nursing, and Social Work. Below is a list of these programs. Boise State offers a variety of degree courses to meet the needs of the growing health care field from administrative roles to medical practitioners.

#### School of Allied Health Sciences

##### Department of Community and Environmental Health

- Master of Health Science, Health Policy
- Master of Health Science, Health Promotion
- Master of Health Science, Health Service Leadership
- Graduate Certificate in Health Service Leadership

##### Department of Kinesiology



- Master of Athletic Leadership
- Master of Kinesiology in Behavioral Studies
- Master of Kinesiology in Biophysical Studies
- Master of Kinesiology in Socio-historical Studies
- Master of Science in Kinesiology Behavioral Studies
- Master of Science in Kinesiology Biophysical Studies
- Master of Science in Kinesiology Socio-historical Studies

### **School of Nursing**

- Doctor of Nursing Practice
- Master of Nursing, Adult-Gerontology Nurse Practitioner, Acute Care Option
- Master of Nursing, Adult-Gerontology Nurse Practitioner, Primary Care Option
- Graduate Certificate in Adult-Gerontology Nurse Practitioner, Acute Care
- Graduate Certificate in Adult-Gerontology Nurse Practitioner, Primary Care
- Graduate Certificate in Healthcare Simulation

### **School of Social Work**

- Master of Social Work
- Master of Social Work, Advanced Standing

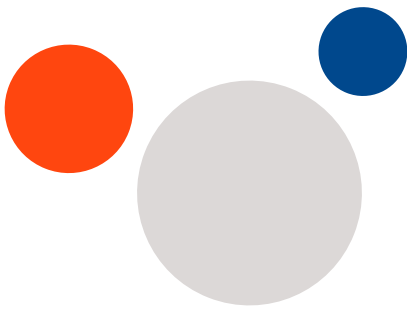
## **Centers, Laboratories, and Institutes**

The COHS hosts many enthusiastic researchers and staff members, many of whom have a space to share their specialty and continue developing research to unearth their passions. The many centers and labs hosted by the COHS provide a tangible experience into varying professions and environments specific to each center's focus. Some notable centers are described below and additional centers are listed here.

### **Centers**

#### **Center for Excellence for Environmental Health and Safety**

The Center for Excellence for Environmental Health and Safety's mission is to promote and enhance environmental health and occupational safety in Idaho through technical assistance, consultation, and outreach. Goals include providing consultation to enhance the development and careers of environmental health and safety professionals; educate local communities, planners, government agencies and businesses on issues related to environmental and occupational health and safety; disseminate information and provide leadership related to environmental and occupational safety; serve as academic center dedicated to



providing practical information to protect public health, safety and the environment; and lastly, enhance environmental health and safety through grass-roots, citizen-focused education.

Learn more at: <https://hs.boisestate.edu/ceehs/>

## Center for the Study of Aging

The College of Health Sciences and the School of Public Service are cosponsors for the Center for the Study of Aging (CSA). The CSA focuses on: 1) facilitating faculty and student interdisciplinary research in areas related to aging, 2) providing educational materials and programs on topics of interest to scholars, agencies serving the aging, and the general public, and 3) networking with state community agencies to promote health service delivery to rural and urban locales in Idaho.<sup>2</sup>

Learn more at: <https://hs.boisestate.edu/csa/>

## Additional COHS Centers:

Center for Physical Activity and Sport  
Center for Regional Alcohol and Drug Awareness Resource  
Center for Health Policy  
Center for Orthopaedic and Biomechanics Research  
The Idaho Occupational Safety & Health Consultation Program

## Laboratories

### Curl Agricultural Health Lab

The mission of the Curl Agricultural Health Lab is to improve the health and safety of agricultural workers and their communities and to aid consumers in making informed decisions about what they eat and what they feed their families.

Learn more at: <https://hs.boisestate.edu/agriculturalhealth/>

### Exposure Science Lab

The principle theme of the Exposure Science Lab is to utilize current technologies to monitor and assess exposure to airborne contaminants and apply innovative control strategies to safeguard human health. Recent collaborations include partnerships with exposure scientists at the University of Washington and Montana Tech and electrical engineers in Boise State's Department of Electrical Engineering.

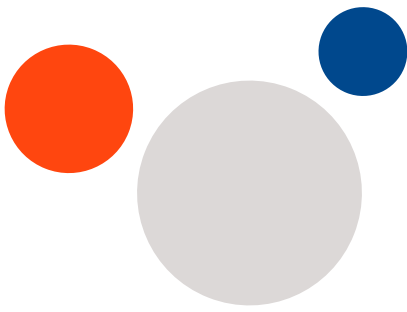
Learn more at: <https://hs.boisestate.edu/exposurescience/>

### Human Performance Lab

The Human Performance Lab is designated to teach, conduct research, and provide service to faculty, staff, students, and in-

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<sup>2</sup> <https://registrar.boisestate.edu/undergraduate/files/2011/08/2017-2018-Undergraduate-Catalog.pdf>



dividuals in the community. The lab is used to explore the factors and limits of human performance, evaluate human performance, educate students and practitioners of human performance, and enhance human performance.

Learn more at: <https://hs.boisestate.edu/kinesiology/the-human-performance-lab/>

## College of Health Sciences Simulation Center

The Simulation Center is a state-of-the-art facility that gives people the opportunity to participate in designed learning activities in a safe, controlled environment. In addition to the Simulation Center suite, people have access to a 12-bed practice lab and a student center for study and group work. The lab is primarily used by Nursing and Respiratory Therapy students to gain hands-on experience.

Learn more at: <https://hs.boisestate.edu/simulation/>

## Institutes

### Blue Sky Institute

In fall 2016, the Idaho State Board of Education approved Boise State University's proposal for the Blue Sky Institute (BSI), co-sponsored by College of Business and Economics and the College of Health Sciences. BSI is a university level institute with a mission to create cross disciplinary and cross sector partnerships that seek to positively impact the community's most entrenched social challenges and catalyze the ecosystems surrounding them.

In spring 2018, COHS and the COBE elevated the Responsible Business Initiative (RBI) to reside within BSI at the university level. Launched by COBE, RBI has historically been focused on diversity and inclusion, measurement and reporting, purpose and impact, and health and well-being. RBI's mission has been to catalyze leaders to aspire to solve the world's wicked problems. Because of the strong recognition of RBI's external work within the business community, it will retain the 'RBI' branding and double down on its commitment through the new Diversity and Inclusion (D&I) pillar of BSI, which also includes campus and community D&I efforts.

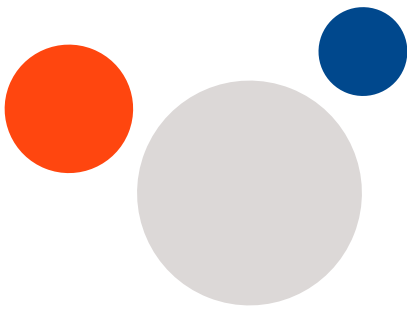
Through this evolution, BSI will be hiring a new Executive in Residence for the university to lead Boise State's diversity and inclusion initiatives. This leader will be tasked to design and implement transformative D&I strategies within colleges and relevant departments through RBI and serve as a resource to campus leaders for fostering a culture and community rooted in inclusive excellence.

This position will be supported by RBI's new Executive Council consisting of local and national D&I leaders.

### Institute for the Study of Addiction

The COHS, coupled with the College of Education, cosponsor the Institute for the Study of Addiction. This multidisciplinary center utilizes faculty from a variety of disciplines to conduct research and service activities that investigate the complex nature of addictions. The center incorporates the Idaho Regional Alcohol and Drug Awareness Resource Center (RADAR) under its umbrella so local, state, and regional agencies can obtain drug/alcohol/tobacco information. The center is unique to institutions of higher education in Idaho.

Learn more at: <https://education.boisestate.edu/instituteforthestudyofaddiction/>



## Stakeholders

**Primary:** COHS students, administration and leadership team, faculty, staff

**Secondary:** Alumni, healthcare industry leaders, donors, vendors, prospective students, potential employees, Boise State, employers, advocates, community, research institutions, public health sector, media

**Tertiary:** State Board of Education, Idaho Legislature, Governor, Board of Ambassadors Advisory Council, Blue Sky Institute

### COHS Board of Ambassadors

The Board of Ambassadors' mission is to communicate to the COHS Dean regarding strategic issues and to advocate and assess resources for the benefit of the college. The board is made up of community and organization leaders who share their knowledge and experience with the Dean and learn about opportunities and challenges the college faces. The ambassadors promote the college, its vision, programs, and people to the outside community and connect leaders and students to companies, non-profits, hospitals, alumni, friends and government officials in ways that enhance people, programs and places.<sup>3</sup>

### BroncoFit Advisory Council

BroncoFit is a campus-wide initiative to encourage students, faculty and staff to engage in all aspects of health and wellbeing. The advisory council's purpose is to discuss and strategize the initiative and guide in planning. The council believes strongly in BroncoFit and believes it can do great things for the campus and the community-at-large.

### Radiological Sciences Advisory Board

The purpose of the Radiological Sciences Advisory Board is to discuss specific program outcomes. The members of the board discuss current projections of employment to help determine program capacity, as well as provide feedback and recognition of areas for new opportunity, potential for building new programs, and assist in creating the curriculum to help Boise State graduates be more competitive and ready for employment post-graduation.<sup>4</sup>

### Respiratory Care Advisory Board

To abide by the conditions of their accreditation program, the Respiratory Care Advisory Board is composed of University administration, faculty, and community partners in the hospital system. The board meets annually to obtain input on potential curriculum changes, program updates, approval of mission statement, and feedback on how the program is meeting the needs of the community.<sup>5</sup>

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<sup>3</sup> <https://hs.boisestate.edu/about/advisory/>

<sup>4</sup> Leslie Kendrick, Department Chair of Radiologic Sciences, (2017, March 30). [Phone Interview]

<sup>5</sup> Lutana Haan, Department Chair of Respiratory Care (2017, April 4) [Phone Interview]

## Appendix 3: Our Impact

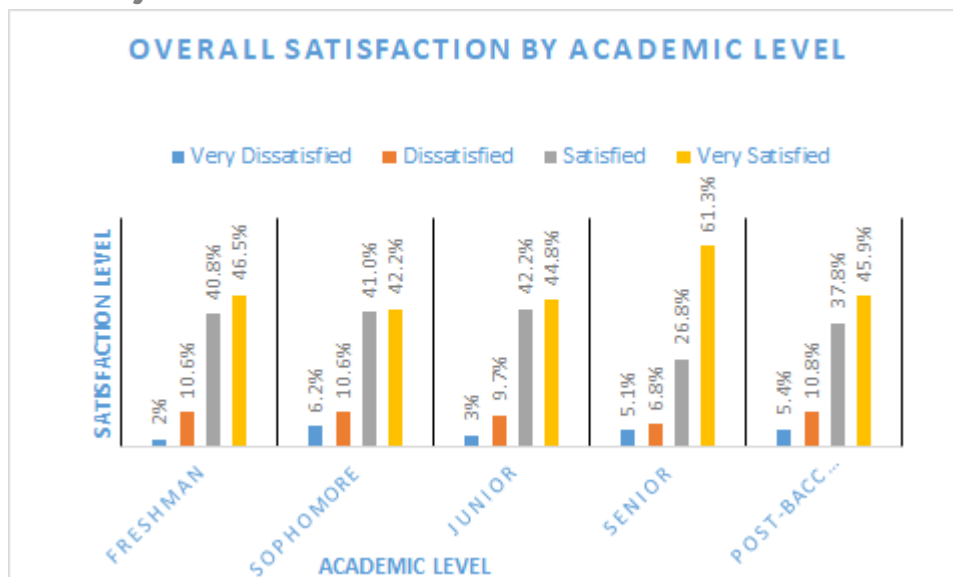
### Social Impact

#### Student Satisfaction

Boise State's Institutional Research gathers information from students to assess the satisfaction rates among various material aspects to address any issues, and create future plans to lay the foundation for graduate success. 508 undergraduates and graduate students responded to the survey in the 2016-2017 year. The following charts show the summary of their responses.<sup>6</sup>

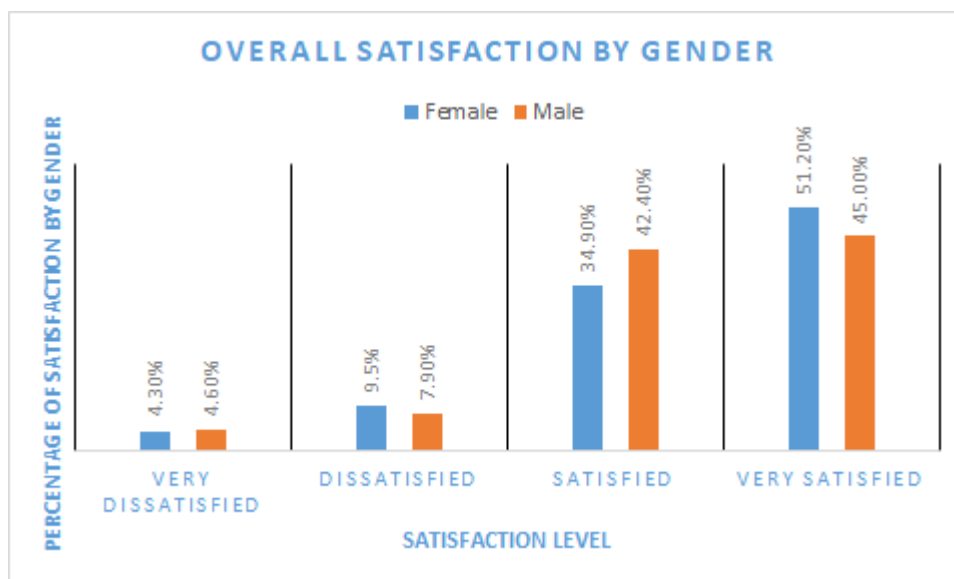
Overall, the majority of students in all academic levels from COHS are satisfied with the college.

#### Overall Satisfaction by Academic Level

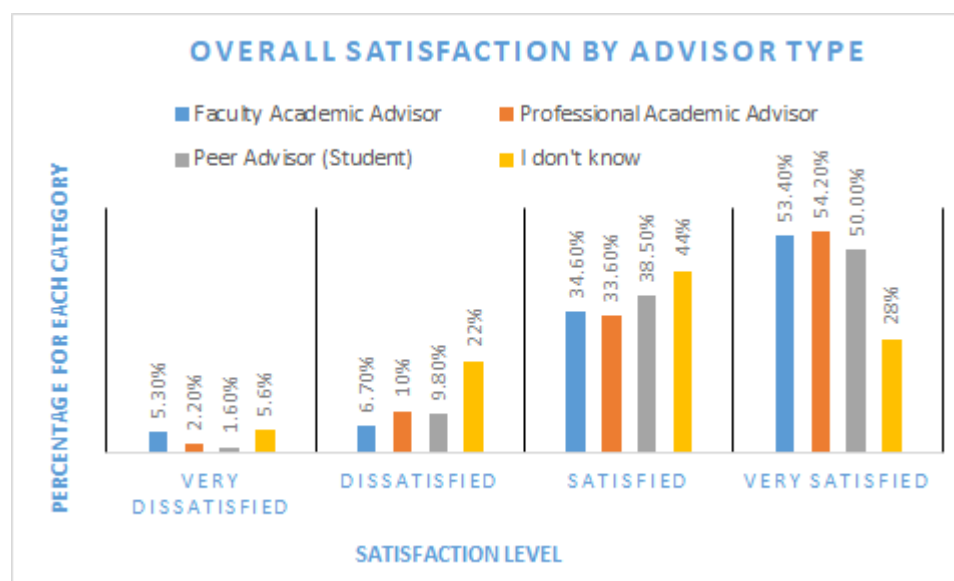


<sup>6</sup> <https://public.tableau.com/profile/boise.state.institutional.research#//vizhome/GraduatingStudentSurvey2015-2017NEW/Introduction>

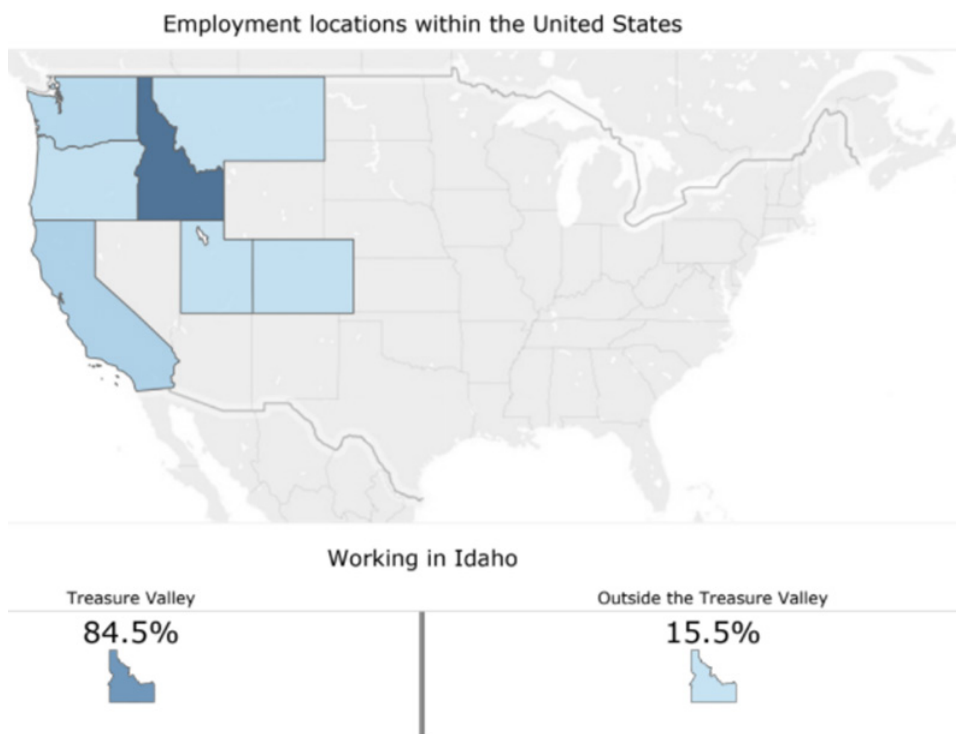
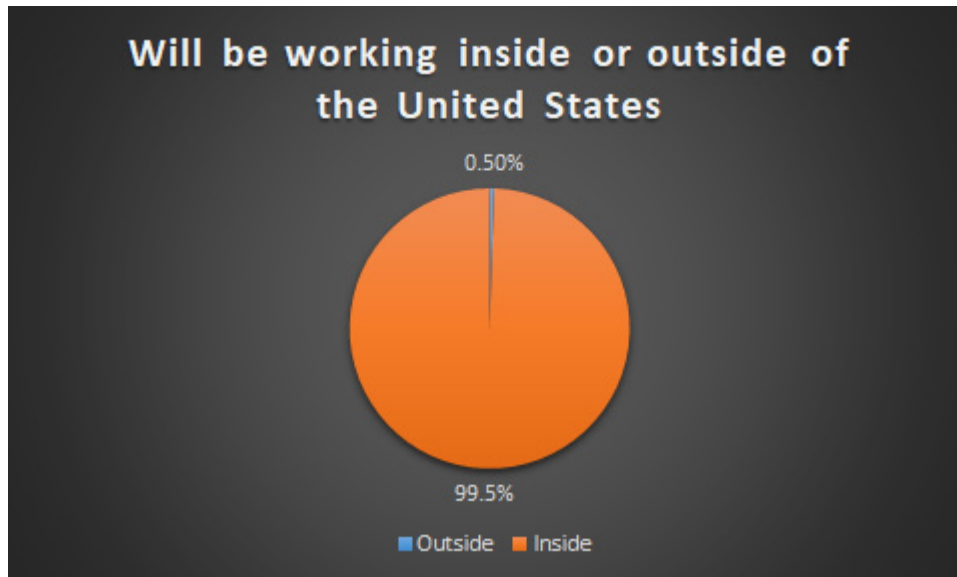
## Overall Satisfaction by Gender



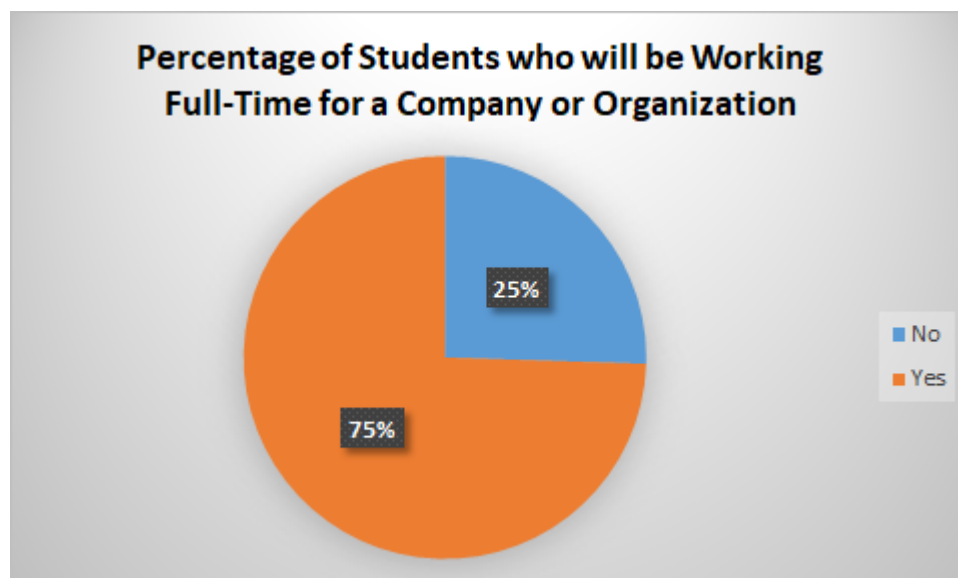
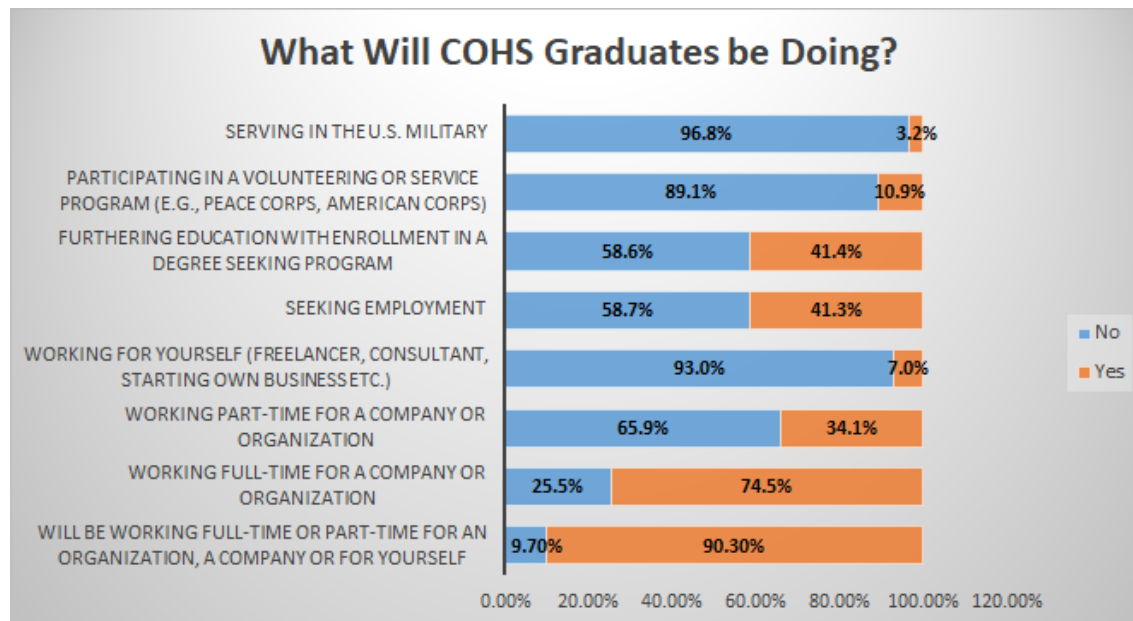
## Overall Satisfaction by Advisor Type



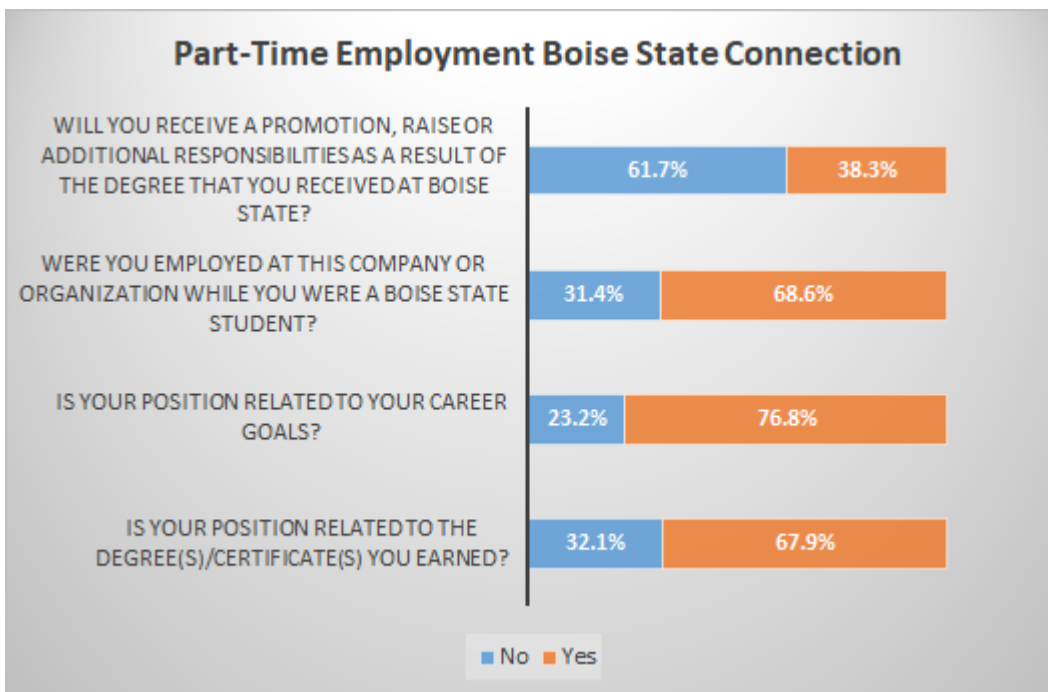
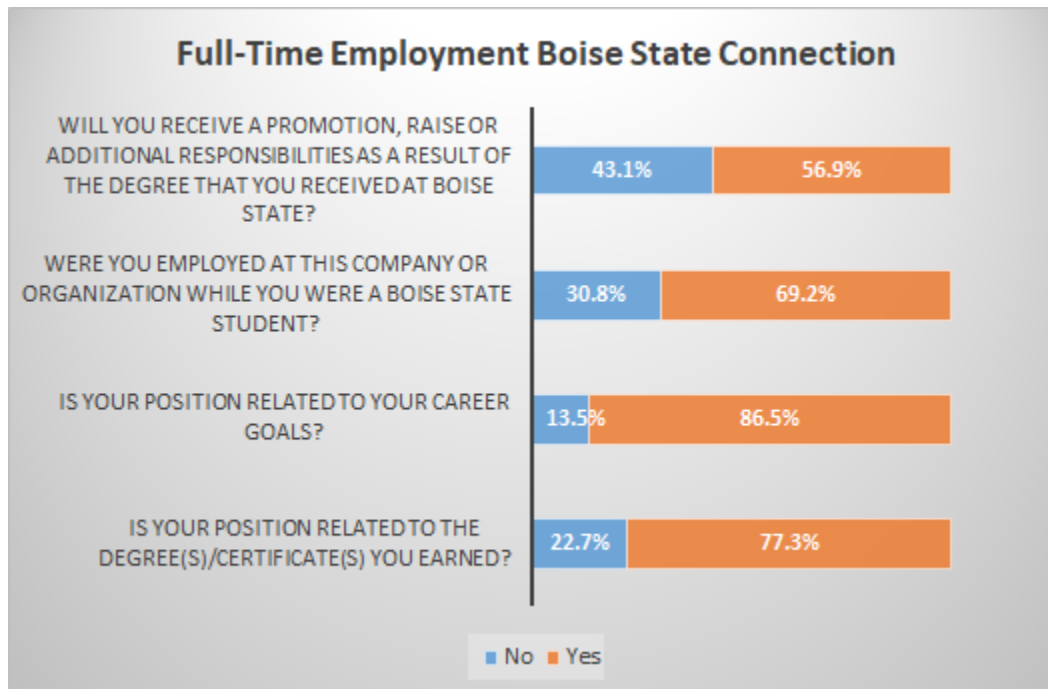
## Where will COHS students be after graduation?



## What will COHS graduates be doing after graduation?



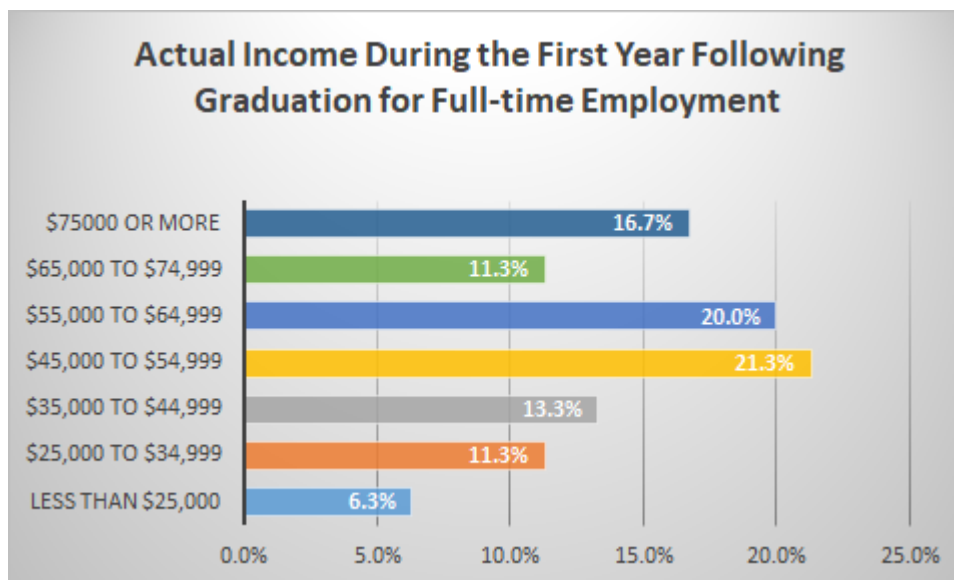
## COHS Employment Connection to Boise State Degree



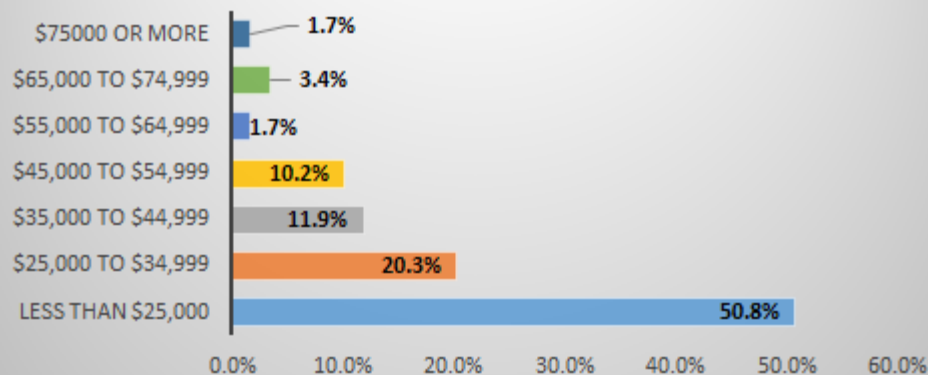
## Top Employers of COHS Graduates

1. St. Luke's
2. Saint Alphonsus
3. Boise State University
4. Boise School District
5. Nampa School District
6. State of Idaho

## Actual Income During the First Year After Graduation



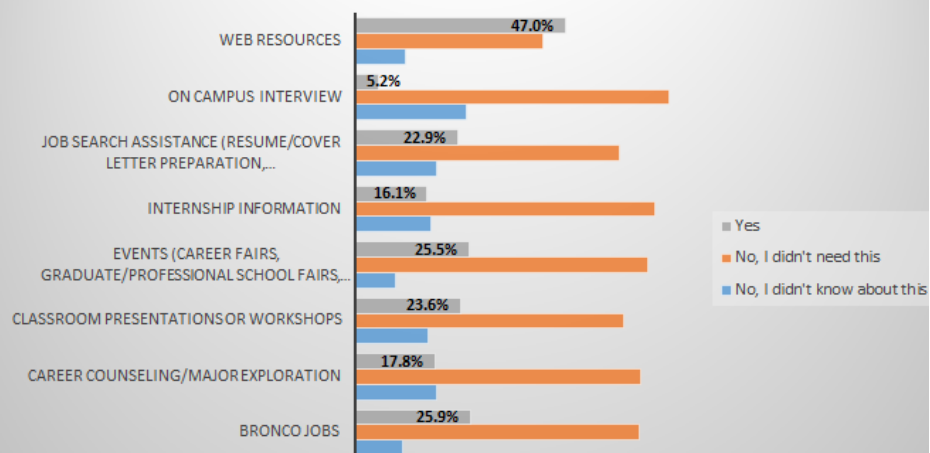
### Actual Income During the First Year Following Graduation for Part-time Employment

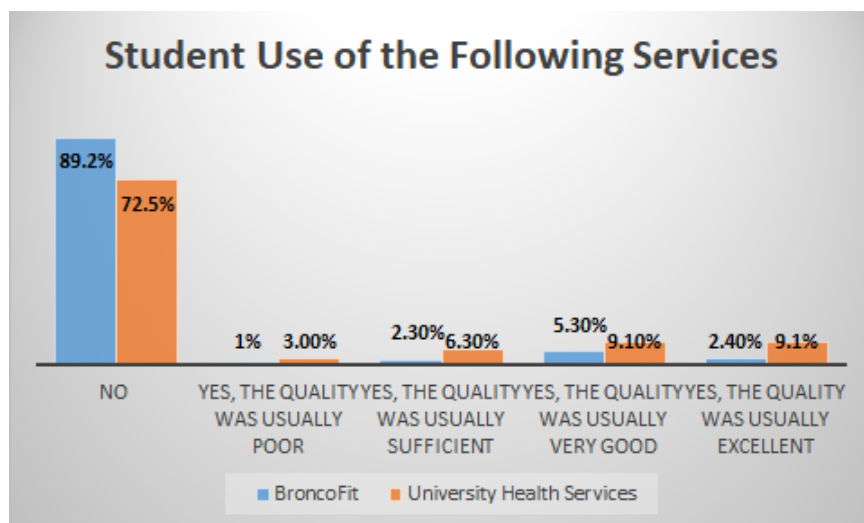


Of students who will be working full-time, 69.3% will be making an annual income of \$45,000 or more.

### Student Usage of Boise State Services

#### Student Use of Services Provided by the Boise State Career Center





To further understand the satisfaction of COHS students, it is imperative to understand the current behaviors of students and the rate they engage in student services. The above graphs explore how often students used services provided by the Boise State Career Center and other campus services. The first table suggests that most students while attending Boise State do not engage in career services such as BroncoJobs, career counseling, events, or on-campus interviews. Only 10.8% reported using services such as Bronco Fit and only 27.5% report using University Health Services.

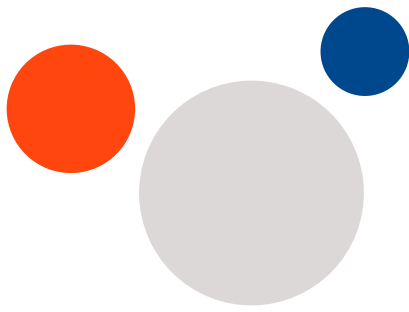
## Student to Faculty Ratio<sup>7</sup>

### Average Students per Section

#### Undergraduate Programs

Programs	Number of Enrolled Students	Number of Sections	Average Number of Students per Section
ENVHLTH	42	2	21
HLTHST	4,439	173	26
IMGSCI	246	12	21
KIN-ACT	946	44	22
KINES	1,679	79	21
NURS	8,509	426	20
RADSCI	467	54	9
RESPCARE	1,139	80	14

<sup>7</sup> CJ Martin, Executive in Residence, COBE



SOCWRK	572	24	24
<b>Grand Total</b>	<b>18,039</b>	<b>894</b>	<b>20</b>

\*Data in the above table is the most accurate and up-to-date data available, some numbers may differ from the 2017 COHS brochure\*

## Graduate Programs

Programs	Number of Enrolled Students	Number of Sections	Average Number of Students per Section
KIN-AL	54	3	18
KINES	71	6	12
MHLTHSCI	112	11	10
N-SIM	20	1	20
NURS	1,013	133	8
SOCWRK	1,775	124	14
<b>Grand Total</b>	<b>3,045</b>	<b>278</b>	<b>11</b>

\*Data in the above table is the most accurate and up-to-date data available, some numbers may differ from the 2017 COHS brochure\*

The above tables show the average number of students who are enrolled in a given section for each program at both undergraduate and graduate levels. One faculty member teaches each section. Therefore, the displayed ratios are considered as student to faculty ratio. They are a representation of how many students are likely to be in a classroom per section within each program throughout the academic year.

## Student Retention and Graduation<sup>8</sup>

The college has continued efforts to increase retention and graduation rates for COHS students. The Freshman Student Retention table below displays the student retention percentage of full-time, degree-seeking freshmen who were enrolled in COHS for the fall 2015 and fall 2016 semesters. The table also indicates the percentage of freshmen that were still enrolled in COHS, switched to another college, or were no longer enrolled at Boise State one year later.

<sup>8</sup> CJ Martin, Executive in Residence, COBE



## Freshman Student Retention

Year (Fall)	Still Enrolled in COHS	Switched College	No Longer Enrolled
Fall 2014	55%	16%	29%
Fall 2015	56%	19%	25%
Fall 2016	60%	18%	23%

The following table provides descriptive statistics regarding graduation and retention of senior students within COHS. The Senior Student Graduation and Retention table reports the percentage of full-time, degree-seeking seniors enrolled in COHS for the fall 2015 and fall 2016 semesters. The percentages shown are representations of seniors that graduated, were still enrolled in COHS, switched to another college, or were no longer enrolled at Boise State one year later.

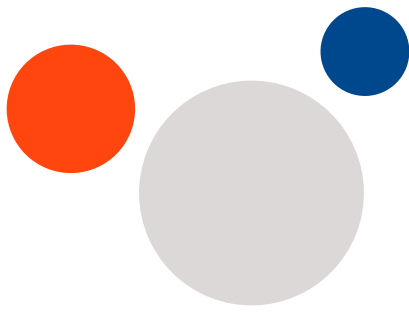
## Senior Student Graduation and Retention

Year (Fall)	Retained in College	Graduated	Switched College	No Longer Enrolled
Fall 2014	37%	57%	2%	4%
Fall 2015	38%	52%	3%	7%
Fall 2016	37%	55%	1%	6%

As shown in the Senior Student Graduation and Retention table, the percentage of seniors being retained within COHS decreased by 1%. However, graduation rates increased by 3% and the percentage of seniors who switched college decreased by 2% and no longer enrolled decreased by 1% from fall 2015 to fall 2016. It is important to note that COHS is continuing to create programs to improve student retention and graduation rates.

## Degrees Conferred

COHS offers a variety of undergraduate and graduate degree programs. The tables below summarize the number of undergraduate and graduate degrees that COHS awarded in 2017 in comparison to 2016. The data show that COHS conferred 38 more undergraduate degrees and 38 more graduate degrees in 2017 compared to 2016.



Undergraduate Programs	COHS Awarded Degrees in 2016	% Graduate in 6 Years or Less	COHS Awarded Degrees in 2017	% Graduate in 6 Years or Less
Community & Environmental Health	211	84.4%	251	82.4%
Kinesiology	107	87.9%	98	88.7%
Nursing	309	54.5%	299	65.5%
Radiologic Sciences	36	80.0%	42	84.6%
Respiratory Care	95	78.6%	127	90.0%
School of Social Work	71	82.1%	50	52.6%
<b>Grand Total</b>	<b>829</b>	<b>77.9%</b>	<b>867</b>	<b>77.3%</b>

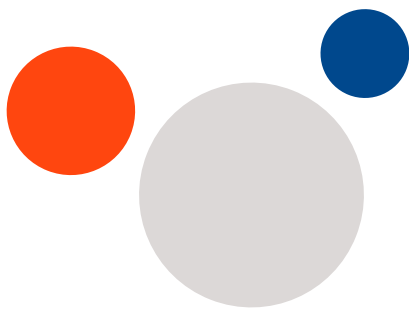
\*Data in the above table is the most accurate and up-to-date data available, some numbers may differ from the 2017 COHS brochure\*

Graduate Programs	Awarded Degrees 2016	Awarded Degrees 2017
Community & Environmental Health	9	17
Kinesiology	10	23
Nursing	11	19
School of Social Work	102	111
<b>Grand Total</b>	<b>132</b>	<b>170</b>

### Average Number of Years Required to Graduate by a First-Time Student

This year, the Sustainability Reporting team has decided to report on the average number of years it takes first-time bachelor students to obtain their degrees from COHS.

Program	2016	2017
Community & Environmental Health	5.1	5.5
Kinesiology	5.2	4.7
Nursing	8.2	7.2



Radiologic Sciences	5.2	5.4
Respiratory Care	5.6	4.8
School of Social Work	5.9	7.9
<b>Grand Total</b>	<b>5.9</b>	<b>5.9</b>

The number of years it takes first-time bachelor students to obtain their degrees from COHS varies greatly, depending on the program. The table above displays data for fiscal years 2016 and 2017. It is worth noting that the data apply to all first-time degree-seeking students who attend COHS either part-time or full-time.

### Efforts to increase Graduation and Retention

The COHS is dedicated to providing an inclusive educational experience while increasing graduation rates. In the past year, innovative programs and initiatives have been developed to address this goal. Examples include but are not limited to:

- Fully staffed Advising Center as of January 2017. Academic and career advising seeks to support students in the exploration and development of educational and health related career goals while promoting student responsibility in the decision-making process. A combination of faculty, professional and peer advisors provide students with access to information, resources and support in the areas in which they have the greatest needs and can most benefit.
- Last year, the college created an emergency fund for students who are at risk of dropping out of the COHS. This one time financial support for students is available through an application process for discretionary funding for students in crisis.

## Responsible Practices in the Classroom

### Criteria for Identifying COHS Courses that Integrate Responsible Practices

The criteria created to identify whether a course, faculty research, or service in the COHS meets the requirements of supporting responsible practice seeks to reflect on, investigate, or account for social and environmental or economic impacts on relevant stakeholders, both positive and negative.

Most Health Sciences courses already meet the requirement for social impact due to the nature of the field. It was decided that the COHS would separate each impact into its own category in order to better investigate the integration of responsible practices throughout the college. The criteria are as follows:

- Social Impacts
  - Reviews, revises or resolves issues related to Cultural Responsibility (Diversity), Individual and Patient Responsibility (Ethics), Social Responsibility and well-being, Leadership Responsibility (Governance)
- Environmental Impacts
  - Reviews, revises or resolves issues related to Environmental Responsibility (Environmental Sustainability) and Environmental Health which includes the science and practice of preventing human injury and illness and promoting well-being by identifying and evaluating environmental sources and hazardous agents and limiting expo-

asures to other environmental media or settings that may adversely affect human health by adhering to appropriate health and safety compliance regulations.

- Economic Impacts
  - Reviews, revises or resolves issues related to Economic and Financial Responsibility in patient, individual mental well-being and health care costs, to include processes that promote organization and system accountability through program evaluation and quality assurance, discuss factors influencing social determinants of health, and advocate for public health protection.

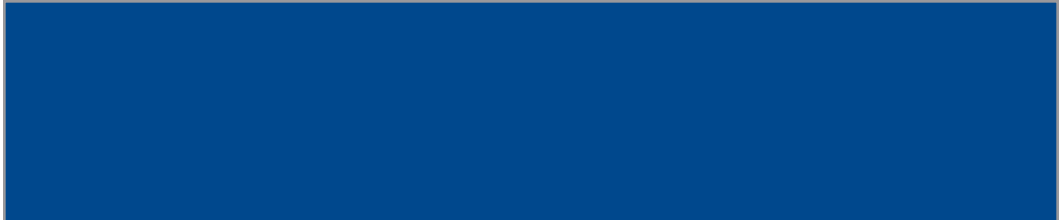
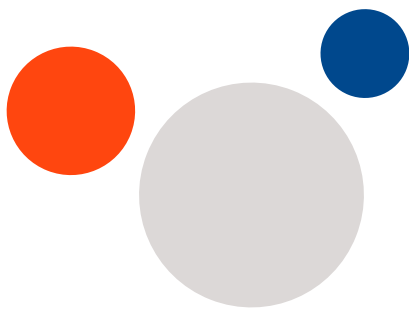
### Social Impact: Teaching

In the COHS, our vision is to be the leader in educating professionals who advance lifelong health in global communities as well as ensure high quality teaching and student success to optimize lifelong health.<sup>9</sup> The following audit of COHS courses that integrate responsible practices enables evaluation of how the teaching staff is effectively guiding our students' learning. Below are the results of this audit of the provided information received by the sustainability reporting team by their respective department chairs.

Undergraduate Program	Percentage of core courses that included social responsibility	Percentage of core courses that included environmental responsibility	Percentage of core courses that included economic responsibility
Social Work	100%	8%	31%
Nursing	96%	19%	48%
Community and Environmental Health	76%	57%	52%
Respiratory Care	63%	44%	41%
Radiologic Sciences	92%	77%	81%
Kinesiology	No Data	No Data	No Data

Graduate Program	Percentage of core courses that included social responsibility	Percentage of core courses that included environmental responsibility	Percentage of core courses that included economic responsibility
Social Work	100%	21%	42%

<sup>9</sup> College of Health Sciences 2016 Strategic Plan



Nursing	No Data	No Data	No Data
Health Sciences	71%	14%	43%
Kinesiology	No Data	No Data	No Data

Our team was unable to collect data on responsible practices from the undergraduate Kinesiology Department as well as graduate Nursing and Kinesiology programs.

### Spotlight on Classes with Responsible Practices at Their Core

#### NURS 330: Applied Pharmacotherapeutics for Nurses

Emphasis on nursing applications in drug therapy for health and illness, legal aspects, and patient education across the life span. Application of prerequisite information in Pathophysiology to study drugs and their intersystem relations.

#### ENVHLTH 480: Air Quality Management

Chemical, engineering, and management principles of community and industrial air quality control.

#### MHLTHSCI 535: Ethics and Health Policy

Systematic examination of ethics as it relates to decision making in health policy. Discussion includes the moral issues of health care quality, right to life and right to death.

### Sustainability Minor

The Sustainability Minor, offered by the College of Business and Economics, is a 22-credit interdisciplinary minor. The objective is to provide a new way of thinking about the world that can be applied to a student's primary discipline or major. The core curriculum (13 credits) covers basic sustainability related theories, applications, tools, and models with priority toward transforming the way organizations and communities work. The minor allows flexibility by incorporating an interdisciplinary curriculum of electives with a sustainability focus (nine credits) selected from a variety of disciplines.

The short-term goal is to prepare students to help organizations change the way they design policies, processes, products, and services, and allocate resources by applying tools such as sustainable cost-benefit analyses and problem solving strategies. The long-term goal is to positively transform individuals, organizations, communities, fields, and systems in ways that seek to balance social, environmental, and economic needs and impacts.

Learn more at: <https://cobe.boisestate.edu/rbi/sustainability-minor/>

### Nonprofit Management Minor or Certificate

The Nonprofit Management Minor or Certificate is a 21-credit or 12-credit interdisciplinary focus upon nonprofit management and community development efforts. Students from all majors can use this minor to pursue their interests in all manner



of philanthropy and community development in a variety of policy areas.

Learn more at: <https://cobe.boisestate.edu/management/nonprofit-minor/>

**Business Bridge to Career Program- Certificate or Minor**

The Business Bridge to Career Program, also offered by the College of Business and Economics, is designed for non-business students who would like to obtain the necessary business skills to supplement and/or integrate business concepts into their majors. The program is offered fully online, allowing students to take individual courses to earn a certificate by taking four courses (12 credits), or a minor by taking six courses (18 credits). The program is aimed to help students learn business skills that can translate their non-business major into a career. In addition to the courses, Business Bridge to Career provides advising and career services to all students seeking a certificate or minor.

Learn more at: <https://cobe.boisestate.edu/academic-departments/business-minor-certificate-programs/>

**Responsible Practices in Faculty Research and Service**

**Social Impact: Faculty Research**

Boise State University currently uses an online software tool, Faculty 180, that is designed to help Boise State faculty collect, organize, and display their research, teaching and service data for the purpose of annual reviews, promotion and tenure, and specialized reports such as curriculum vitae and National Science Foundation (NSF) and National Institutes of Health (NIH) biographical sketches. The purpose of Faculty 180 is to provide an easier and more efficient way for colleges to manage large reporting processes.

Data provided by Faculty 180 is from Spring 2017 through Fall 2017 and the research criteria considered includes completing or participating in one of the following: Artistic Works & Performances, Book Contributions, Case Study, Chapters, Conference Proceedings, Creative Publications, Instructional Publications, Journal Publications, Media Contributions, Other Works, Patent, Poster Presentation, or a Review.

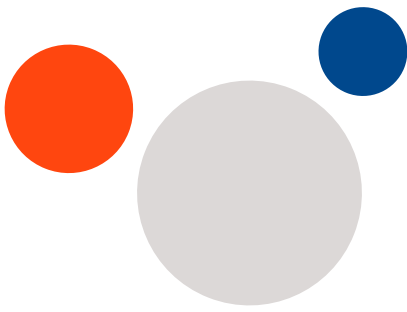
Of the current 337 scholarly research projects being conducted by faculty members, 266 projects meet one or more of the responsible practices criteria listed earlier.

79% of all research includes responsible practices	77% of research is on socially responsible content areas	4% of research includes environmentally responsible content areas	5% of research includes economically responsible content areas
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**Example Project of Faculty Research**

Nathaniel Williams, Ph.D., LCSW, an Assistant Professor in the School of Social Work gave a poster presentation in Fall 2017 at the 4th biannual Society for Implementation Research Collaboration Conference titled, “Feeling the pinch in community mental health: How perceived financial strain in clinicians affects turnover<sup>10</sup>.” The research describes the major barriers to evidence-based practice implementation efforts in community mental health due to 30-60% turnover of clinicians annually. Identifying predictors of clinician turnover in evidence-based practice is critical to developing effective interventions to reduce

10 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5872378/>



clinician turnover and facilitate implementation. Dr. Williams research explores the financial strain, when an individual’s real expenses exceed their income, and how that contributes to clinician turnover. The research is extremely relevant considering the low wages that clinicians earn and the poor fiscal climate in the community mental health centers.

### Social Impact: Faculty Service

Like Faculty Research, the data provided comes from the software Faculty 180. Faculty Service is broken down into five separate categories which include: Boise State University (internal), Community (external), Profession/Discipline, Editorial & Review, and Consulting. Of the 839 service projects completed by COHS faculty members in 2017, 586 fit one or more of the responsible practices criteria. This means 70% of all service projects are providing responsible practice-related services.

70% of all service contributions relate to Responsible Practices	69% includes socially responsible service	1.19% includes environmentally responsible service	1.43% includes economically/financially responsible service
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#### Example Project of Faculty Service

Karen Breitreuz Ed. D., M.S.N., R.N., an Associate Professor in the School of Nursing takes 20-40 students participating in her Global Citizenship and Social Responsibility Class to Corozal, Belize during Spring Break to experience a collaborative approach for addressing the global issues of poverty and inequity from the context of integrated health, business, education, and engineering systems. This week long trip allows students to understand issues surrounding global citizenship and social responsibility through a socio-ecological lens. The trip provides a rich understanding of the social and ecological considerations for effective sustainable solutions in education, healthcare, and infrastructure. <sup>11</sup>

### Social Impact: Service Learning<sup>12</sup>

The Service Learning Program connects classrooms with the community through capacity- building partnerships in order to enhance student learning, address critical community issues, and encourage students to be active citizens in their local, national and global communities. Specifically, Service-Learning is a teaching strategy that integrates course content with relevant

community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.

In 2017, 27 COHS courses integrated Service Learning projects, 673 students participated, 26,535 and service hours were completed.<sup>13</sup>

#### Example Project

##### SOCWRK 101: Introduction to Social Welfare<sup>14</sup>

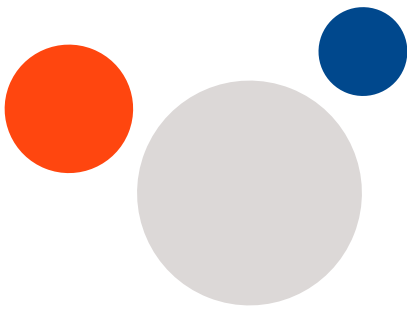
Lori Watsen, LCSW, a Clinical Assistant Professor in the School Of Social Work uses Integrated Service Learning in her

11 [https://boisestate.digication.com/Breitreuz-2017\\_global\\_citizenship\\_and\\_social\\_responsibility-Oct-2016/Overview1](https://boisestate.digication.com/Breitreuz-2017_global_citizenship_and_social_responsibility-Oct-2016/Overview1)

12 <https://servicelearning.boisestate.edu/>

13 Kara Brascia, Director, Service-Learning Program, Boise State University

14 Lori Watsen, LCSW, Clinical Assistant Professor, School of Social Work



course as a way to make the issues come alive. By linking coursework with community projects, students are able to increase awareness about social problems to foster a desire to assist in promoting social change. As well as, develop empathy for disaffected groups with particular attention paid to groups who have historically and continue to experience oppression and discrimination. One powerful project students are able to engage in is working with people experiencing homelessness. There are two opportunities for students to become involved:

1. Working with the Interfaith Sanctuary as a “Swing Shift Assistant”. Students help staff at the shelter with meeting the needs of individuals and families staying in the shelter. Tasks include; answering the phone, taking messages, interacting with guests, assisting with hospitality such as serving meals and helping with laundry.
2. Assisting at the Corpus Christi Step-Up Education Center. Students devote time to assisting with the children’s programming where they provide stimulating activities and compassionate care for children who are experiencing homelessness.

Upon completion of the course, students always reflect and express their realization that people experience homelessness for a variety of reasons and report that their original assumptions about homelessness were challenged.

## Student Extracurricular Opportunities

Clubs, organizations, and honor societies allow students to participate in constructive activities outside of the classroom, gain experience in their areas of interest, build relationships with their peers, and grow their network. These extracurricular opportunities help students maintain their involvement in the COHS, which in turn helps improve retention rates as a key goal in COHS’s strategic plan.<sup>15</sup>

### Student Organizations

#### Environmental and Occupational Health

- Air & Waste Management Student Chapter

#### Health Education and Promotion

- Eta Sigma Gamma (Health Education Honor Society)
- Public Health Club

#### Nursing

- Student Nurses Association
- Boise’s Association for the Advancement of Herders

#### Kinesiology

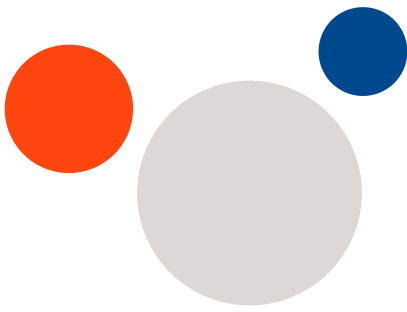
- Athletic Training Student Association
- Human Performance Club

#### Pre-Professional Studies

- Pre-Dental Studies Club
- Pre-Medical Studies Club
- Pre-Veterinary Studies Club

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<sup>15</sup> Updated College Strategic Plan, College of Health Sciences, 2016.



#### Radiological Sciences

- Student Association for Radiologic Technologists
- Lambda Nu National Honor Society (Radiologic Sciences)

#### Respiratory Care

- Respiratory Therapy Students Association

#### Social Work

- Organization of Student Social Workers
- Phi Alpha Honor Society (Social Work)

### Living Learning Communities

Living Learning Communities (LLC) provide 20-30 first-year students the opportunity to live and learn together with others who share a common major or academic focus. A full-time professor resides in these communities to bridge the gap between students and professors. Communities like these are an excellent opportunity for first-year students to build connections, increase academic success, and help each other reach goals. COHS has two living learning communities: one is the BroncoFit Community and the other is the Health Professions Community.

The BroncoFit LLC focuses on a balanced environment between academic and personal wellness. Students engage in programming geared towards maintaining physical, mental, and emotional health and wellness while acting as a support for one another within the community.

Learn more at: <https://housing.boisestate.edu/llp/communities/bf/>

The Health Professions LLC includes students who are majoring in health-related disciplines such as Nursing, Health Promotion, and Radiology. Students participate in service projects and activities to gain a better awareness of the philosophies and opportunities in the field.

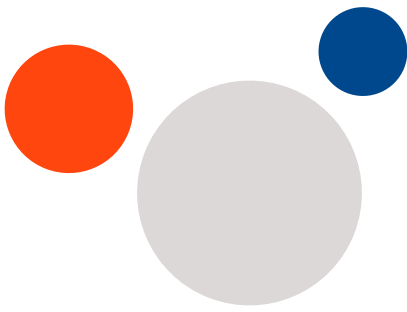
Learn more at: <https://housing.boisestate.edu/llp/communities/hp/>

### Extracurricular Opportunities

#### Department of Kinesiology

The Boise State athletic training program partnered with the World Languages Department to host students from Tokyo, Japan for a two-week long intensive English program. The program provides host students with the opportunity to attend athletic training workshops, Japanese classes for bilingual student and social events. These events provide opportunity for Hosei University (in Japan) and Boise State students to learn new cultures from one another. The Hosei students immerse themselves in the English language, as well as, experience our athletic facilities.

For more information about this project please visit, <https://hs.boisestate.edu/blog/2017/12/01/athletic-training-program-hosts-students-japan/>



## Department of Community and Environmental Health

Caile Spear, a professor in the School of Allied Health Sciences held the eighth semiannual “Meet-N-Greet” for Public Health and Health Science students in search of internships and networking opportunities to help transition their education into a career. Approximately 20 different agencies attended the Meet-N-Greet, agencies were able to introduce themselves, share their work and network with soon to be graduating COHS students. Students are provided with the opportunity to meet and talk with professionals in their degree path and explore opportunities they may have not thought about. Caile Spear is quoted saying, “the Meet-N-Greet provides an opportunity for students to connect with a variety of agencies, practice oral communication skills, expand their network and learn more about the agencies within the Treasure Valley”.<sup>16</sup>

## Diversity and Inclusion

### University-wide Initiatives

#### Boise State University Commission on Diversity and Inclusion

Boise State University’s Commission on Diversity and Inclusion, established in early 2017 by President Bob Kustra, was commissioned to “advance our commitment by better serving our campus community and maintaining our competitive edge and reputation.” In support of this bold leadership, in 2017, the Commission and Advisory Council surveyed the campus community, met with a variety of stakeholders, and reviewed university data and past reports. Through the report’s findings, the commission recommends that Boise State begin the process of building a comprehensive institution-wide strategic plan for diversity and inclusion, specifically addressing the challenges and opportunities presented in the report. In this initial report, the commission has identified six thematic areas in which future action can be focused and can form a basis for the strategic plan. The areas are:

1. Leading with Inclusion and Diversity
2. Fostering a Sense of Belonging and Being Valued
3. Increasing the Diversity of our Community
4. Achieving an Inclusive Instructional Climate
5. Supporting Our Campus Community
6. Communicating Effectively

Additionally, in the survey that helped inform this report, 90-98% of the campus community (90% of students, 96% of staff and administrators, 98% of faculty) stated that it was “*Somewhat/Very Much*” their responsibility to contribute to an inclusive campus climate. In summary, the report is a call to action and a request for deep accountability amongst the Boise State leadership.

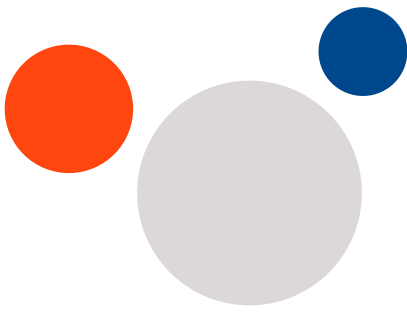
Learn more about the commission here: <https://president.boisestate.edu/diversity-commission/>

### Student Programs for Diverse Students

There are many campus-wide initiatives with aims of serving underrepresented students. One example of this is the Student Diversity Center at the Student Union Building. The Director of Student Diversity and Inclusion, Francisco Salinas, works with these students to connect them to the outreach programs listed below:

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<sup>16</sup> <https://hs.boisestate.edu/blog/2017/11/10/internshipemployer-meet-n-greet-offers-students-networking-opportunities/>



- Martin Luther King, Jr. Living Legacy Committee
- Idaho Inclusiveness Coalition
- The Diversity and Inclusion Steering Committee
- The Cultural and Ethnic Diversity Board

The following campus-wide programs are also supporting underrepresented students:

#### First Forward Success Program

This program reaches out to first generation students and assists them in meeting peers and connecting them with mentors.

Learn more at: <https://sdi.boisestate.edu/first-forward-mentors/>

#### Idaho EPSCoR MURI Program

This program is designed to engage traditionally underrepresented undergraduates in the Science, Technology, Engineering, and Mathematics (STEM) fields in hands-on, paid summer and academic year research experiences to study within a wide range of topics broadly related to the MILES program.

Learn more at: <https://www.idahoecosystems.org/education/muri>

#### The Boise State McNair Scholars Program

This program is an academic achievement and graduate school preparatory program for undergraduate students who are first generation and low-income and/or underrepresented in graduate programs. The program collaborates with Faculty Mentors to prepare McNair Scholars to successfully pursue a Ph.D. and careers in university teaching and research.

Learn more at: <https://education.boisestate.edu/mcnair/>

#### The College Assistance Migrant Program

The College Assistance Migrant Program is funded by the US Department of Education to help migrant or seasonal farm workers and their children go to college. Serving over 1,000 students since 1984, Boise State's C.A.M.P. is one of the most established in the nation. The program helps participants secure jobs/internships, grants, scholarships to finance the balance of college.

Learn more at: <https://education.boisestate.edu/camp/>

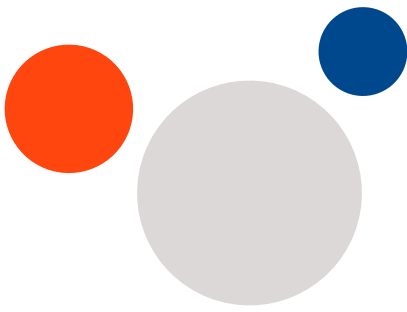
#### The Louis Stokes Alliance for Minority Participation (LSAMP) program

This program is designed to increase the recruitment, retention and graduation rate of underrepresented students in the disciplines of Science, Technology, Engineering and Mathematics (STEM). LSAMP connects students to internship, paid research opportunities and a vibrant STEM community from recruitment through graduation.

Learn more at: <https://stem.boisestate.edu/lsamp/>

#### The TRIO Teacher Preparation Program

The TRIO Teacher Preparation Program is a high impact academic support unit designed to enroll, serve, and graduate 144 first-generation students, limited income students, and/or students with a documented disability into the teaching profession. Program services include: advising, individualized tutoring for lower division coursework, high quality Praxis I and II assis-



tance, scholarship and financial aid support, academic development skills (writing, math, and study strategies), career and soft skills development, and various student engagement opportunities.

Learn more at: <https://education.boisestate.edu/trioteacherprep/>

### TRIO Rising Scholars (TRS)

This program is a federally funded TRIO Student Support Services grant program offering a multi-faceted support unit—with academic assistance and encouragement for our eligible scholars consisting of first-generation students, financially limited students, or students with a documented disability.

Learn more at: <https://education.boisestate.edu/trs/>

### Upward Bound

The Upward Bound program prepares and motivates high school students that are limited income, first generation, and college bound, for success in education beyond high school. Students take Upward Bound classes at their schools during the academic year and participate in a six-week summer residential program on the campus of Boise State University.

Learn more at: <https://education.boisestate.edu/trio/about-trio-upward-bound/>

### Veterans Upward Bound

This program is one of several TRIO programs on the Boise State University campus and is designed to help veterans prepare for and succeed in post-secondary education. We serve veterans planning to attend college, universities, technical schools, certificate programs and more.

Learn more at: <https://education.boisestate.edu/vub/>

### Women of the Workplace

This organization reaches across disciplines to mentor, educate, encourage and strengthen students at Boise State University, preparing them for the workplace.

Learn more at: <https://cobe.boisestate.edu/blog/2016/09/new-student-organization-w-o-w-women-workplace-created-cobe-faculty/>

Boise State University also offers International Student Services which assists students who would like to establish multicultural friendships and connections. In addition to social and political debate gatherings, OPT Gatherings (Optional Practical Training) opportunities are offered to students.

## Diversity and Inclusion at COHS

The COHS currently does not have their own diversity statement or strategy. Our stakeholders feel this is an opportunity for our college to take on a leadership role in improving diversity and inclusion efforts within the college, on the Boise State University campus, and in our community. A future aspiration for COHS is to establish an Inclusive Excellence Strategy through partnership with the College of Business and Economics, which developed their own strategy in 2016, as well as receive guidance from the Boise State Commission on Diversity and Inclusion. From this partnership, we aspire to create a learning and working environment that promotes culture, people, community and work.

## Diversity and Inclusion within COHS Students

As of Fall 2017, the COHS serves 4,262 undergraduate students and 560 graduate students. Below is the ethnic composition of COHS's student population. The first graph shows an overall picture of the trend in race and ethnicity for all COHS students. Afterwards is a further breakdown into the diverse composition of COHS students in 2017.<sup>17</sup>

Race & Ethnicity	Undergraduate	M	F	Unknown	Graduate	M	F	Unknown
Non-resident Alien	0.99%	0.35%	0.63%	0.00%	0.36%	0.77%	0.27%	0.00%
Hispanics of any race	13.82%	3.71%	10.11%	0.00%	9.11%	11.54%	7.96%	11.32%
American Indian, Alaska Native	0.45%	0.09%	0.35%	0.00%	1.25%	3.08%	0.53%	1.89%
Asian	2.56%	0.94%	1.62%	0.00%	1.96%	1.54%	2.12%	1.89%
Black/ African American	2.39%	1.03%	1.34%	0.02%	3.75%	3.85%	3.98%	1.89%
Native Hawaiian/Other Pacific Islander	0.66%	0.23%	0.42%	0.00%	0.36%	1.54%	78.78%	0.00%
White	72.90%	18.61%	54.29%	0.00%	77.14%	73.08%	1.06%	75.47%
Two or more races	4.55%	1.36%	3.19%	0.00%	0.89%	0.77%	5.31%	0.00%
Race and Ethnicity Unknown	1.69%	0.66%	1.03%	0.00%	5.18%	3.85%	0.27%	7.55%
<b>Total</b>	<b>100%</b>	<b>26.98%</b>	<b>72.99%</b>	<b>0.02%</b>	<b>100%</b>	<b>23.21%</b>	<b>67.32%</b>	<b>9.46%</b>

\* This data is collected during the student application process.\*

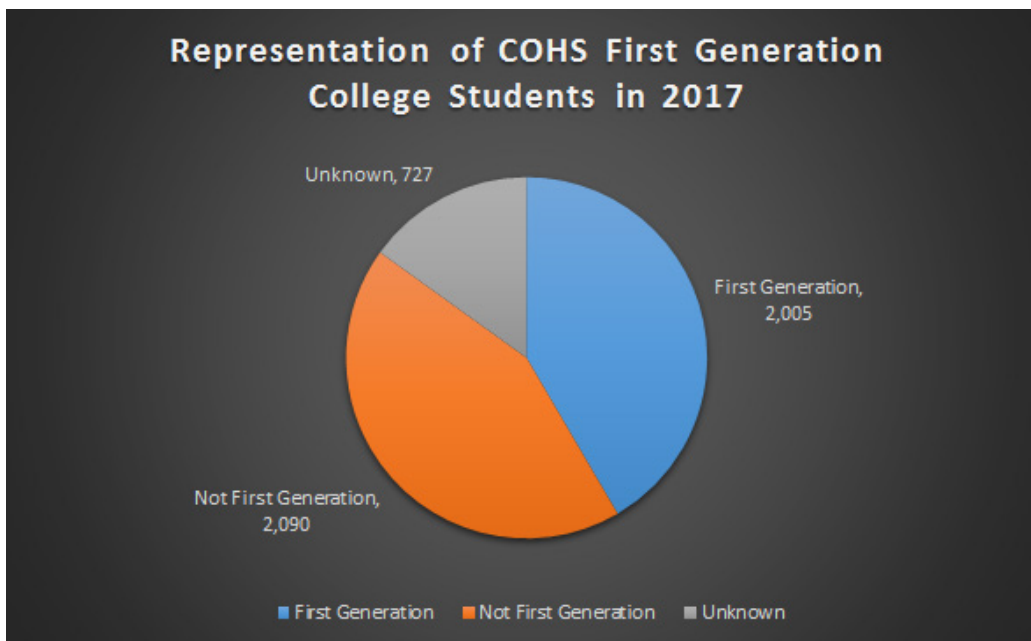
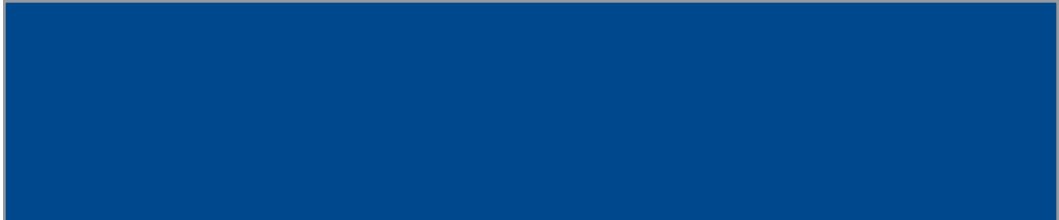
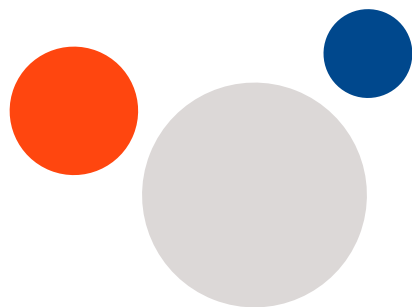
As per Boise State's Office of Institutional Research, a self-reported census survey taken by COHS students in Fall 2017 illustrated women comprise 72.34% of the student population, men comprise 26.55% of the student population and 1.12% of the respondents, or 54 individuals, answered "Unknown". This number has increased from last year, where there were only 6 students identifying as "Unknown". The increase in respondents in the "Unknown" category further supports last year's recommendation for allowing students to select a non-binary gender option.

This summer, the university will be adding the option for applicants to report gender identity more fully in the student admission application. Boise State Admissions is partnering with the Gender Equity Center on campus to craft the wording and approach that allows for actionable information once an applicant joins our community.

## First Generation at COHS

Boise State's Institutional Research began collecting information on first generation students this year. Below is a chart representing COHS students, both undergraduate and graduate students, who are working towards earning their family's first college degree compared to the remaining student population.

<sup>17</sup> Boise State University, Institutional Research

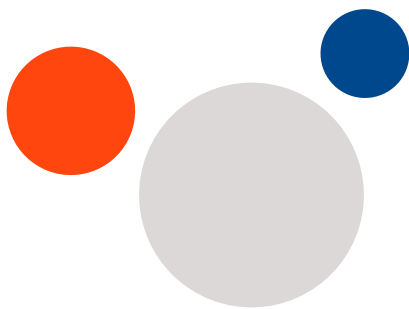


## Diversity and Inclusion within COHS Faculty and Staff<sup>18</sup>

### Diversity by Ethnicity

Race & Ethnicity	Number of Staff	Percentage
American Indian/Alaska Native	3	0.77%
Asian	12	3.08%
Black/African American	5	1.28%
Hispanics of any race	20	5.13%
Native Hawaiian/Other Pacific Islander	1	0.26%
Two or more races	7	1.80%
White	342	87.69%
<b>Total</b>	<b>390</b>	<b>100.00%</b>

<sup>18</sup> Rhonda Reagan, Human Resources



### Diversity by Gender

Female	295	75.64%
Male	95	24.36%
Total	390	

## Health and Wellbeing

Since the reconfiguration in 2014, the COHS along with University Health Services is dedicated to creating the healthiest learning environment in America by contributing to the health and well-being of students, faculty and staff. Below are examples of how COHS and University Health Services is committed to attaining their goal.

### BroncoFit

BroncoFit is a campus-wide initiative that encourages Boise State students, faculty and staff to engage in all aspects of health and well-being. BroncoFit plants the seed for life-long health by providing learning and services through wellness programs and courses, interacting with the Health Services staff, and engaging with BroncoFit activities.<sup>19</sup> The table below showcases how many students, faculty and staff utilized BroncoFit services in 2017.<sup>20</sup>

Utilization of BroncoFit	2017
Students	5,292*
Faculty & Staff	1,403*

\*The numbers above represent the number of students, faculty and staff that attended an event or service provided by BroncoFit. Some students, faculty and staff may be counted more than once if they attended multiple events\*

BroncoFit provides services to students, faculty and staff by using BroncoFit Peer Educators who are valued members of the university community and provide outreach services for students, campus groups, classes and organizations on a variety of health-related topics. Each Educator is a Certified Peer Health Educator in compliance with standards set by the Boosting Alcohol Consciousness Concerning the Health of University Students (BACCHUS) and the Student Affairs Administrators in Higher Education (NASPA). Peer Educators receive training to develop and implement programs designed to improve well-being on campus.

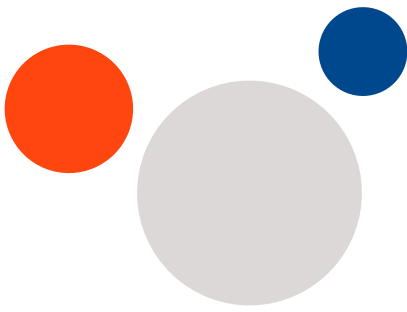
Programs include but are not limited to:<sup>21</sup>

- Alcohol
- Depression and Anxiety
- Other Drugs
- Safety

<sup>19</sup> <https://healthservices.boisestate.edu/broncofit/>

<sup>20</sup> Dr. Michelle Ihmels, Director of Wellness Services

<sup>21</sup> <https://healthservices.boisestate.edu/wellness/peer-education/>



- Sexual Health
- Nutrition
- Sleep
- Stress

The numbers represented above do not take into account the additional students BroncoFit reaches when they teach a course or guest lecture. Currently, BroncoFit is in the beginning stages of implementing a new software, OrgSync, to help keep a more accurate track of the students, faculty and staff they serve. OrgSync will be able to assist BroncoFit in gathering information about individuals who attend a BroncoFit event, program or participate in a challenge. The new system will be able to identify repeat customers and customers who regularly attend BroncoFit related events. This new system will help BroncoFit understand more clearly how many individuals they are reaching which in turn can help them strategize how to increase the reach of their program.

Due to BroncoFit's success they have been able to hire five additional undergraduate students, doubling their undergraduate staff to 10 students total. With the addition of students, BroncoFit has been able to see benefits such as increasing their outreach and programming.



## Health Services

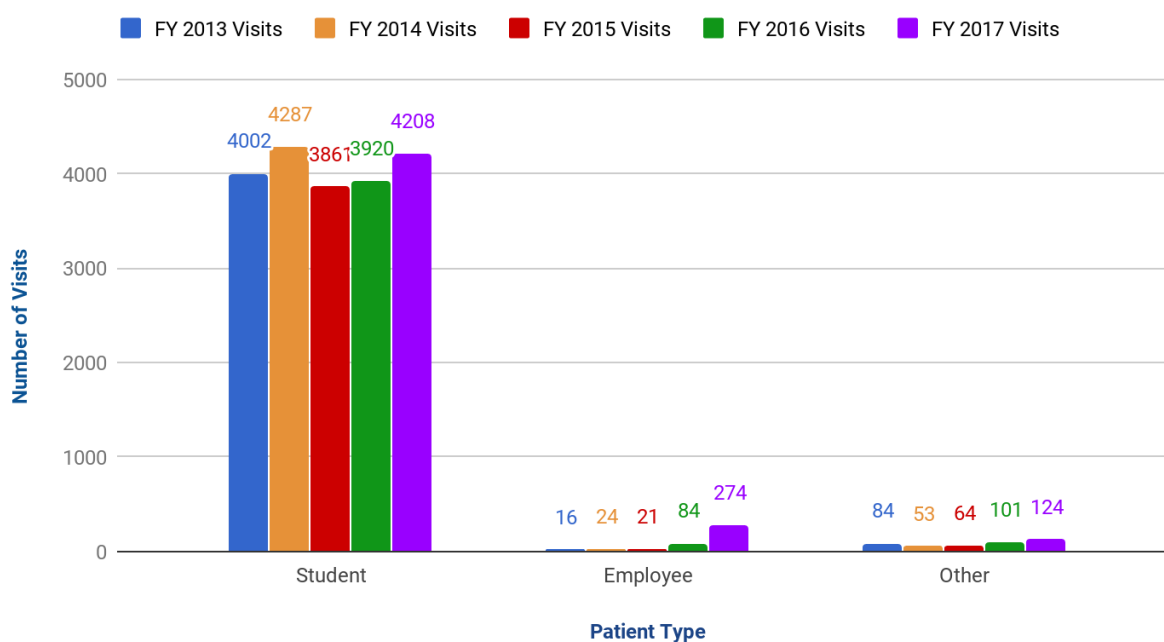
Health Services supports the educational mission of Boise State University by providing convenient, accessible and high quality health care to the campus community. They provide a range of comprehensive and integrated services to students, faculty, staff and their dependents on campus. Services include but are not limited to:<sup>22</sup>

- Medical
- Counseling
- Wellness
- Insurance and Billing
- Cold and Flu
- Dietitian
- Emotional Support
- Vaccines
- Crisis Intervention
- And many more

Below is a table showing how many students, employees and others that were served from 2013 to 2017. The figures are representative of the entire campus and are not limited to the COHS.

<sup>22</sup> <https://healthservices.boisestate.edu/>

## Health Services Patient Visits



In 2017, University Health Services increased the number of patients serviced by just over 500 patients, seeing 501 more patients than the 2016 fiscal year. Increasing the number of patients seen each year aids in Health Services' dedication to creating the healthiest learning environment in America.

As of Fall 2017, Boise State total student enrollment consisted of 24,154 students<sup>23</sup>. That means in 2017, University Health Services reached around 17.42% of the total student population.

## Economic Impact

### Student Cost of Attendance

The cost of attendance for an Idaho resident pursuing a four-year undergraduate degree is expected to be \$88,552. This expense includes tuition and fees, room and board, books and supplies. Non-resident fees increase to \$151,064 total for a four-year degree. The Cost of Attendance Estimator on the Boise State website is a great tool and has more accurate numbers based on individual needs and accommodations.<sup>24</sup>

Learn more at: <https://admissions.boisestate.edu/estimator/>

<sup>23</sup> <https://enrollmentservices.boisestate.edu/enrollment-data/>

<sup>24</sup> <https://admissions.boisestate.edu/estimator/>

### Undergraduate Degree Estimated Costs

	In-State	Out-of State
Tuition	\$7,576	\$22,982
Housing	\$10,042	\$10,042
Transportation	\$1,182	\$1,404
Textbooks	\$1,200	\$1,200
Personal	\$2,138	\$2,138
<b>Total for Academic Year</b>	<b>\$22,138</b>	<b>\$37,766</b>
<b>Total for 4-year degree</b>	<b>\$88,552</b>	<b>\$151,064</b>

### Graduate Degree Estimated Costs

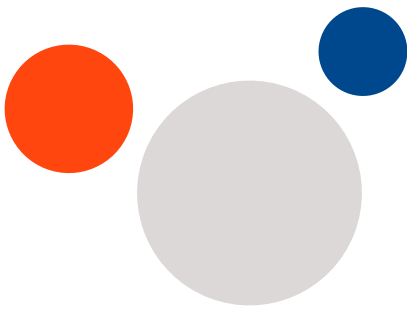
	In-State	Out-of State
Tuition & Fees	\$4,462	\$12,120
Books & Supplies	\$600	\$600
Room & Board	\$4,487	\$4,487
Transportation	\$924	\$743
Personal/Misc	\$1,069	\$1,069
<b>Total for Academic Year</b>	<b>\$11,542</b>	<b>\$19,019</b>

Source: <https://graduatecollege.boisestate.edu/fundinggraduateschool/cost/>

Other fees that may apply:

- New Student Curriculum Fee \$175
- Student ID Card Fee \$25
- Course Fees Varies
- Drop Fees \$10
- Deadline Penalty \$50

Source: <https://vpfa.boisestate.edu/student-financial-services/boise-state-university-fees/>



## Student Debt after Graduation<sup>25</sup>

Median amount of Federal debt after graduation

**Boise State: \$22,929**

**Typical Monthly Loan Payment: \$237/mo**

Idaho State University: \$22,950

Typical Monthly Loan Payment: \$237/mo

University of Idaho: \$24,279

Typical Monthly Loan Payment: \$251/mo

According to the US Department of Education, the average salary after attending is \$36,100.<sup>26</sup>

## Charitable Endowments

A charitable endowment at a public institution is a sum of money from private sources that is permanently invested so that interest earnings can be used in perpetuity for whatever purpose the donor(s) intends. An endowment links past, current, and future generations. It allows an institution or college to make commitments far into the future, knowing that resources needed to meet those commitments will continue to be available. College and university revenues fluctuate over time with changes in enrollment, donor interest, and public support. Endowment funds provide stability, flexibility, and a degree of confidence for the future enabling institutions to increase student aid, make commitments to senior faculty, initiate pioneering research, develop stronger teaching programs, invest in new technologies, and maintain their libraries, laboratories, and other physical assets.

Last year in COHS's inaugural report, the college had received over \$5.5 million in scholarship support from private sources between January 1, 2013 and January 1, 2017. Below are highlights of two valued donors that continue to invest in the COHS students, faculty and staff.<sup>27</sup>

### Carl and Georgina Grosz Health Sciences Lecture Series Fund

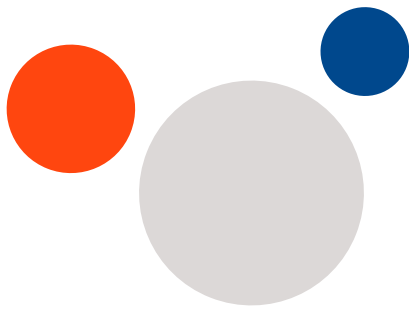
Dr. Grosz, a retired surgeon who practiced medicine at Saint Alphonsus Regional Medical Center and St. Luke's Boise Medical Center, benefited from graduates of the COHS throughout his career. Although Dr. Grosz did not attend Boise State himself, he and Georgina wish to give back in recognition of those students who supported his practice over the years. Their donation is an effort to augment the experiences of current students preparing for clinical fields. As a student, Carl appreciated attending motivational and instructional lectures. He and Georgina established this endowment due to the absence of funding for such experiences at the COHS.

Their hope is that with the help from their endowment, the college is able to attract distinguished lecturers far into the future. The endowed fund will enable the college to host marquee lecturers on a bi-annual basis using interest revenue from the funds that are permanently invested with the Boise State University Foundation. The Donors request no involvement in speaker selection or recognition of any kind but request that all students have full access and are encouraged to attend the lecture series in an effort to grow and learn from the experiences of others.

<sup>25</sup> <https://collegescorecard.ed.gov/>

<sup>26</sup> <https://collegescorecard.ed.gov/school/?142115-Boise-State-University>

<sup>27</sup> Jon Larkin, Director of Development, COHS



## Sharon Crim Memorial Nursing Scholarship

Entering the nursing program as a non-traditional student, 39-year-old mother of three Sharon made the decision to return to school and pursue her passion. Sharon Crim graduated with an Associates Degree in nursing from Boise State in 1976. After graduation, she invested her skills and services locally by spending two years at St. Luke's Regional Medical Center and ten years at the Boise Medical Center. Sharon's husband John, a retired West One banker, is quoted describing her passion saying "She didn't have to work but did so because nursing was a vocation for her. Sharon was very compassionate and she enjoyed her interaction with patients." John describes Sharon as a strongly opinionated person who supported many causes, one of them being education.

When Sharon was diagnosed with terminal ovarian cancer, they carefully decided to convert her retirement fund into a scholarship fund to assist non-traditional, single-parent students pursuing degrees in the field of nursing. Sharon sadly passed away in November of 1994. Since her death John and his current wife Diane continue to contribute funds to the memorial scholarship which now has an endowed balance of over \$1 million. The Sharon Crim Memorial Nursing Scholarship provides full-ride support to multiple students and will continue to carry deserving nursing students through to graduation in perpetuity.

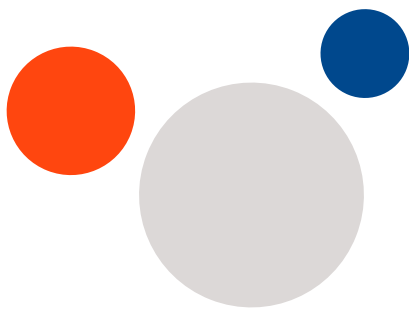
## Salary and Benefits

### Average Salary by Role<sup>28</sup>

Faculty Type	Average Salary
Tenure/Tenure Track	
Assistant Professor	\$60,174
Associate Professor	\$66,537
Professor	\$80,642
Clinical Track	
Instructor	\$46,700
Assistant Professor	\$55,356
Associate Professor	\$61,227
Lecturer	\$42,581

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<sup>28</sup> Alexis Rowland, Senior Business Manager, COHS



Staff Type	Average Salary
Classified Staff	\$38,698
Professional Staff	
Without MD	\$52,835
With MD	\$57,766
Directors, Assoc. Directors, Department Heads	\$128,443

### Average Salary by Role and Gender

Boise State University's Human Resources department in collaboration with the COBE is in the planning stages of conducting a university wide pay gap analysis to ensure pay equity amongst Boise State employees. The analysis will provide the COHS with the transparency needed to accurately report faculty average salary by role and gender. With a clear approach on the methodology used to collect the data, the COHS plans on reporting its findings on gender pay in the 2018 report.

### Employee Benefits

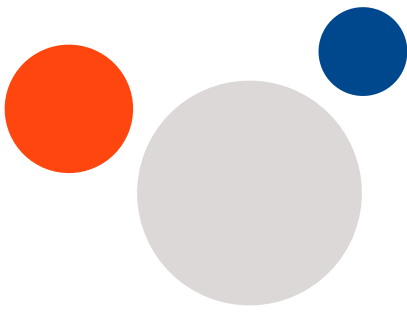
Human Resource Services supports all Boise State faculty and staff by providing a variety of generous benefits to employees. In order to receive a comprehensive benefits package, employees must be considered regular staff or faculty by working 20 or more hours per week for five or more consecutive months. Most of the benefits offered are provided by the Idaho State Board of Education or the State of Idaho insurance program.

#### Basic Benefits:

- Group health, dental, and vision insurance
- Life and Accidental Death and Dismemberment (AD&D)
- Short and long-term disability
- Retirement plan
- Employee assistance program (EAP)

#### Additional Benefits:

- 11 paid holidays per year
  - New Year's Day
  - Martin Luther King, Jr./Idaho Human Rights Day
  - President' Day
  - Memorial Day
  - Independence Day



- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve (observed)
- Christmas Day
- New Year's Eve
- 12 days per year of sick leave
- Annual leave for classified and professional employees - accrual basis
- Tuition fee waiver program allows employees and their spouses to enroll in classes for a \$20 registration fee and \$5 per credit

Optional Benefits (available through payroll deduction):

- On-campus child care
- Membership to the campus recreation center
- Employee-funded retirement savings plans
- Flexible spending accounts for medical and dependent care expenses
- Supplemental life insurance at group rates
- Legal benefits
- College tuition savings program
- Supplemental health, life, home, and auto insurance programs at discounted rates

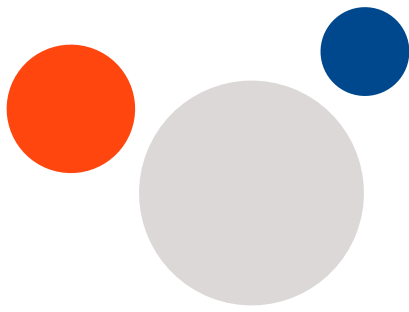
Source: <https://hrs.boisestate.edu/careers/benefits/>

## Environmental Impact

### Resource Consumption

The College of Health Sciences continuously monitors its resource consumption in order to understand our environmental footprint and set goals to minimize our impact. COHS encompasses three schools: School of Nursing, School of Allied Health Sciences, and School of Social Work, as well as University Health Services. As a result, COHS occupies a number of buildings that contribute to its overall environmental impact.

Resource consumption is a large indicator of how sustainable a building is. COHS currently has five buildings where natural gas, electricity, and water usage are monitored. The costs for each of these utilities is reported, along with the cost of waste (trash and recycling) production. COHS does not occupy the entirety of each building in this report. However, it is not possi-



ble to record resource consumption for individual floors. Therefore, the usage reported is greater than COHS' actual resource consumption but, to be as transparent as possible, it is necessary to include the total usage for each building.

## Building Operations and Maintenance

### Estimated Total of Resource Consumption for COHS

Natural Gas		
Building	FY 2017 Usage	Total Spending
Health Science Riverside	4,391* Therms	\$3,703
Education/Science Building	No data	No data
Kinesiology	10,867 Therms	\$5,214
Bronco Gymnasium	1,549 Therms	\$699
Norco	25,992 Therms	\$11,987
<b>Totals</b>	<b>42,799* Therms</b>	<b>\$ 21,603</b>

\*FY17 Nov and Dec usage data not available.\*

Water		
Building	FY 2017 Usage	Total Spending
Health Science Riverside	1,751,937 Gallons	\$3,116
Education/Science Building	2,970,514 Gallons	\$9,402
Kinesiology	7,175,314 Gallons	\$18,667
Bronco Gymnasium	391,979 Gallons	\$2,983
Norco	580,076 Gallons	\$2,075
<b>Totals</b>	<b>12,869,823 Gallons</b>	<b>\$36,244</b>

Electricity		
Building	FY 2017 Usage	Total Spending
Health Science Riverside	No data	No data
Education/Science Building	2,091,801 kWh	\$9,402
Kinesiology	450,603 kWh	\$29,898
Bronco Gymnasium	206,943 kWh	\$13,818
Norco	579,598 kWh	\$38,476
<b>Totals</b>	<b>3,328,945 kWh</b>	<b>\$91,595</b>

\* Two of COHS buildings are connected to a central steam system that provides supplemental heat which is not included in the natural gas consumption. There are currently no functioning BTU/steam meters for these buildings.\*

## Waste

Garbage and recycling collection cost COHS \$10,665.31 in 2017. Other than size of its waste receptacles and how often these bins are collected, COHS has no more knowledge of its waste production (e.g. weight or types of waste produced). The sustainability reporting team sees this as a significant area for improvement. Recommendations for the future are twofold. Based on the cost to the college, waste production is even more significant than natural gas usage. The sustainability reporting team sees this as a significant area for improvement.

## Greenhouse Gas Emissions

Natural Gas		
Building	FY 2017 Usage	2017 Emissions
Health Science Riverside	4,391* Therms	23 MTCO <sub>2</sub> (e)
Education/Science Building	No data	No data
Kinesiology	10,867 Therms	58 MTCO <sub>2</sub> (e)
Bronco Gymnasium	1,549 Therms	8 MTCO <sub>2</sub> (e)
Norco	25,992 Therms	138 MTCO <sub>2</sub> (e)
<b>Totals</b>	<b>42,799* Therms</b>	<b>227 MTCO<sub>2</sub>(e)</b>

Electricity		
Building	FY 2017 Usage	2017 Emissions
Health Science Riverside	No data	No data
Education/Science Building	2,091,801 kWh	103 MTCO <sub>2</sub> (e)
Kinesiology	450,603 kWh	22 MTCO <sub>2</sub> (e)
Bronco Gymnasium	206,943 kWh	10 MTCO <sub>2</sub> (e)
Norco	579,598 kWh	28 MTCO <sub>2</sub> (e)
<b>Totals</b>	<b>3,328,945 kWh</b>	<b>163 MTCO<sub>2</sub>(e)</b>

Formula: Electric Emissions MTCO<sub>2</sub>(e) = (Electricity Consumption (MWhr)\* 0.049)<sup>29</sup>


Conversion factor: 0.049 MTCO<sub>2</sub>/MWhr

Formula: Natural Gas Emissions in MTCO<sub>2</sub>(e) = (Natural Gas Usage in therms \* 0.0053)<sup>30</sup>

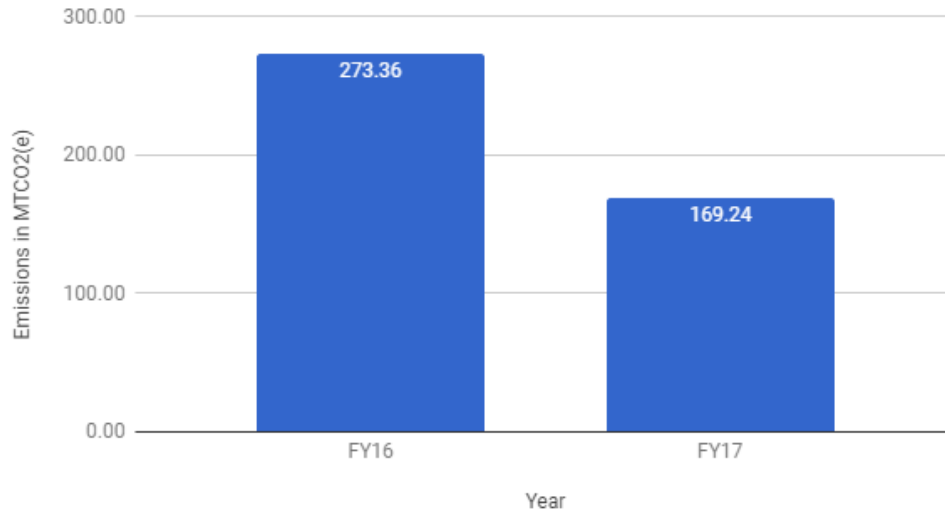
Conversion factor: 0.0053 MTCO<sub>2</sub>/therm

<sup>29</sup> EPA E-GRID 2014: <https://www.epa.gov/energy/emissions-generation-resource-integrated-database-egrid>

<sup>30</sup> [https://www.eia.gov/environment/emissions/co2\\_vol\\_mass.cfm](https://www.eia.gov/environment/emissions/co2_vol_mass.cfm)

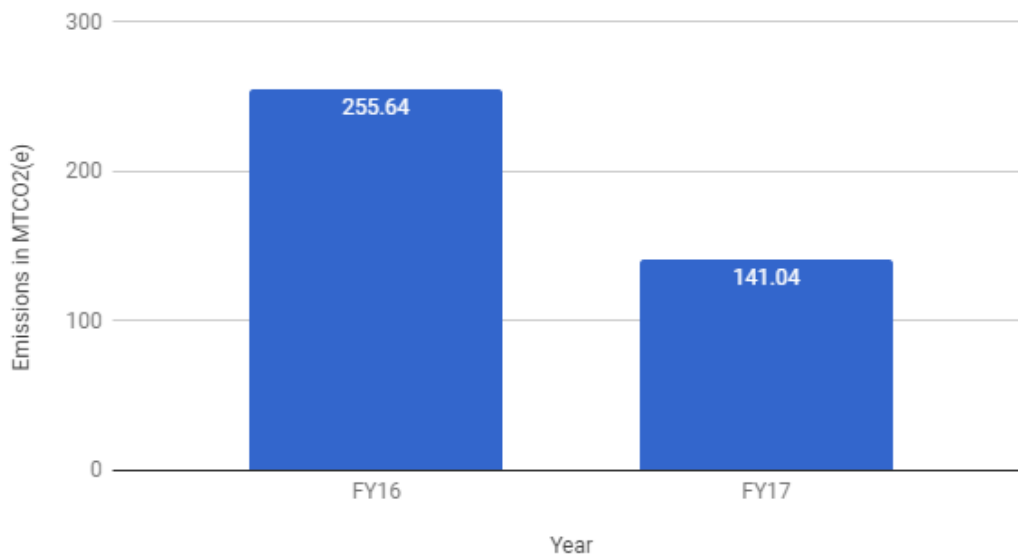


### Natural Gas Emissions

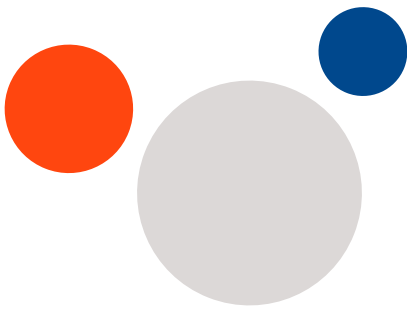


Based on available data, COHS has seen a 38.09% decrease in CO<sub>2</sub> emissions. Due to inconsistencies in data availability the comparison encompasses only three of the COHS buildings: Health Science Riverside, the Kinesiology building, and the Bronco Gymnasium. Moving forward the sustainability reporting team will work to ensure greater consistency of data collected to ensure an accurate depiction of COHS' environmental impact.

### Electricity-Related Emissions



COHS' electricity-related emissions decreased by 44.83% from FY 2016 to FY 2017. In this case, data was compiled for the Education/Science building, Bronco Gymnasium, and Norco building.



## Transportation

Data tracking modes and use of alternative transportation for students, faculty and staff are only available at the university level. Due to transportation comprising a large part of GHG emissions this data was vital to this year's report. However, this metric is currently not. However, the college and university have a number of programs set in place to encourage more eco-friendly methods of transportation.

### Bicycle Parking and Storage Facilities

Boise State University provides amenities to students and employees to encourage the use of sustainable methods for commuting. At the time of this report, there was no information whether COHS provides specific amenities to faculty and staff.

There are two bicycle storage barns in both Lincoln and Brady Parking Garages. There is a \$16 permit for six months and a \$26 permit for 12 months. Shower facilities for students are located at the Recreation Center (across the street from the Norco Building). There are lockers inside the building available to students.

### Bicycle/Pedestrian Policy and/or Network

All COHS locations are easy to access by bike or on foot. COHS has “complete streets,” or bicycle accommodation policy and a continuous network of bicycle and pedestrian paths and lanes. Both Health Science Riverside and the Education buildings are directly on the major pedestrian path that connects much of downtown Boise. There are several bike-only paths as well that makes it easy for cyclists to safely reach the rest of the campus.

According to the Department of Transportation and Parking, Boise State is “one of 18 campuses across the country to hold a Gold designation as a Bicycle Friendly University from the League of American Bicyclists.” The Cycle Learning Center is also a Gold level Bicycle Friendly Business, working to promote bicycles and support riders through a variety of education, service and riding opportunities for both students and faculty.

For more information: <https://transportation.boisestate.edu/bicycle-program/>

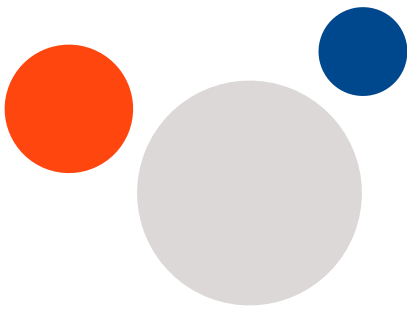
### Bicycle Sharing Program

There are eight “Boise Green Bike” stations on Boise State campus, with one station located at the entrance of Bronco Gymnasium. These are publicly shared bicycles that can be rented on an hourly basis and returned to one of 63 locations throughout the city. There is a long-term aspiration to turn all of Boise State University into a “parking zone” for the Boise Green Bikes, which would allow Boise Green Bikes to be locked anywhere on campus without penalty. It is anticipated that this would dramatically increase the number of bikes on campus, and the frequency they are used.

### Other Incentives to Encourage Sustainable Commuting Options

Boise State operates two shuttle lines (the Blue Line and the Orange Line) in 2017 that are free for students, faculty, and staff. Both shuttle lines pass by COHS locations, and the Orange Line travels past nearby student housing complexes and into downtown Boise.

Faculty, staff, and all full-time students are also offered a free pass to use the local ValleyRide bus system.



Boise State is served by the Ada County Highway Department's Commuteride program. This is a carpool matching and commuter-tracking platform that helps connect people with commuters with similar schedules, as well as city-run van-shares. If you are a member of the Commuteride program, there is also a guaranteed ride home in the event of unexpected circumstances. Each program member is entitled to up to six rides, or \$300 worth of transportation (whichever comes first). Currently, no studies have been performed to evaluate the number of COHS students and employees that utilize this option.

Boise State University participates in a car/vanpool or ride sharing program and offers reduced parking fees or preferential parking for car/vanpools. Students can get "carpool passes" that allow for carpool vehicles to use special parking spots. They cost the same as regular parking permits, but are located in premium locations.

Boise State University also provides electric vehicle charging stations. There are three electric charging stations in the parking garage across the street from the Norco Building in the Lincoln Parking Garage and in front of the Student Union Building.

## Purchasing

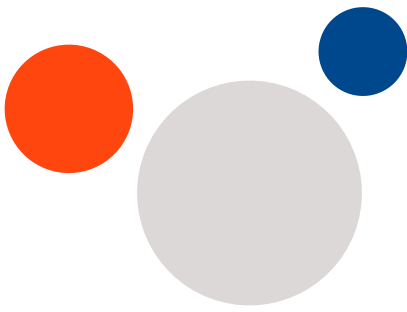
A goal that sustainability reporting addresses is finding a template that works, and being able to apply best practices elsewhere. The College of Business and Economics was able to meet 100% recycled content paper practices and it is recommended that COHS adopt a similar policy. An example of a sustainable purchase would include:

- Boise® ASPEN® Multipurpose Paper, Letter Paper Size, 20 Lb, 100% Recycled FSC® Certified,
- Forest Stewardship Council® (FSC®) certified — made from wood/paper that comes from forests managed to rigorous environmental and social standards, supported by the world's leading conservation organizations
- Greener choice — contains 100% post consumer recycled content.
- Elemental Chlorine Free (ECF).

Boise State University has made great strides to become a leader in environmental stewardship within the community. Currently there is no specific policy regarding regulations on how much of the purchases are "eco-friendly" but here is a list of few small additions that can be implemented to make a big difference:

- Pilot G2 Retractable Gel Ink Rollerball Pens, Fine Point, 0.7 mm Point, Refillable, Blue, Pack of 12
- Pilot® Ballpoint Pen Refills, For Dr. Grip Retractable Pens, Fine Point, 0.7 mm, Black Ink, Pack of 2
- Post-it® 4" x 6" Notes, Helsinki Collection, 100% Recycled, Lined, 100 Sheets Per Pad, Pack of 5 Pads
- Office Depot® Brand File Folders, Letter Size, 50% Recycled, Manila, Pack of 100

Refillable pens are an important purchase to invest in to obtain optimal sustainability within office supply purchasing. Making this change can reduce the cost of purchasing new pens and ultimately reduce the amount of plastic refuse contributed to the waste stream.



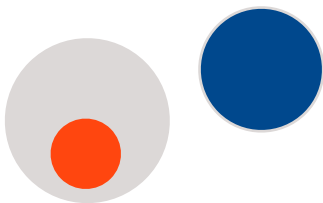
## Cleaning Supplies

Boise State's Facilities Operations and Maintenance Department makes purchasing decisions for cleaning supplies for the COHS. The university does not currently have an established green product purchasing policy or directive. However, maintenance staff prefers "green" or "eco-friendly" products as long as they clean as efficiently as traditional cleaning methods.<sup>31</sup> The "green" cleaning products used in COHS include:

- CREW® NA SC Non-Acid Bowl & Bathroom Disinfectant Cleaner
- VIREX® II 256
- STRIDE® Citrus HC Neutral Cleaner (Green Seal)
- GLANCE® Glass & Multi-Surface Cleaner (Green Seal)
- 100% recycled paper towel rolls
- Reusable Rags for cleaning surfaces

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31 Rusty Brummer, Manager of Campus Facilities, Campus Environmental Operations



**BOISE STATE UNIVERSITY**

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