2018 College of Business and Economics Sustainability Report

College of Business and Economics at Boise State University
“A sustainability report is a report published by a company or organization about the economic, environmental, and social impacts caused by its everyday activities. A sustainability report also presents the organization’s values and governance model, and demonstrates the link between its strategy and its commitment to a sustainable global economy.”

— Global Reporting Initiative
Executive Summary

Summary of Material Findings

With the publishing of our fifth sustainability report for the College of Business and Economics (COBE) at Boise State, once again we work with utmost focus to openly report on social, economic, and environmental impacts that are important to our key stakeholders, and to lead corporate and organization practice to motivate our business and academic peers to follow suit. This year’s report was done with the unflinching support of the College of Health Sciences (COHS) and School of Public Service (SPS). To work in promoting our mission, we inculcate education into the center of this report- 12 student reporters comprised of undergraduate and graduate levels at COBE, COHS, and SPS researched, gathered data, and wrote the 2018 Sustainability Report, and students from the Beta Alpha Psi Honors Society performed a thorough review.

The fifth sustainability report continues to monitor and to record both positive and negative impacts COBE has on its stakeholders. The college continues to measure student graduation and retention rates. COBE was able to increase the rate of students who started at the college and continued to 6% compared to the baseline fall 2015. The college also continues to work to improve student diversity for both undergraduate and graduate students. A 4% decline on responsible practices in the classroom from 2017 (44%) to 2018 (40%) was recorded at the college level. The college offered 8,115 service-learning hours to 385 students during 2017-2018 academic year.

The economic impact of the report shows the average yearly loan for undergraduate students and the default rate at Boise State which is below the national average. This indicates that Boise State is making college education affordable to students at the university. COBE offered scholarships to both undergraduate and graduate degree students during the year. There were $60,240 graduate and $430,620 undergraduate scholarships distributed to 13 graduate and 118 undergraduate students respectively. Based on the research from Boise State’s Institutional Research, 57% of students graduating from COBE and working full-time will be earning $45,000 or more per year. This is above the average per capita income determined by the Idaho State Department of Labor.

The report highlighted an opportunity that can be improved for next year’s report. The environmental data that was collected by the reporting team was incomplete making it difficult for the team to analyze and report on it.

A progress report on last year’s recommendations has been included in this report, along with two new recommendations for continuous improvement.
A MESSAGE
FROM THE INTERIM DEAN

I am proud to oversee and lead COBE at Boise State University throughout the 2017-2018 academic year. With the help of our committed and hardworking faculty, staff, and community stakeholders, the college prepared students to be leaders in the business world and to make immense contributions in their various jobs. For this year’s report, COBE partnered with COHS and SPS to report our impacts to our key stakeholders. I recognize the hard work of the 12 students of the reporting team from COBE, COHS, and SPS both undergraduate and graduate students who put together their efforts in research, and analysis the data included in report.

To adhere to our core values of transparency, and accountability, the report includes an update on recommendations from our previous report. This report also highlights topics that are material to our stakeholders: faculty, student, and staff and external communities. One of the key reporting topics was the cost of attendance/student debt. COBE continues to take steps to make college affordable to students by awarding scholarships, and grants to students based on academic achievement and economic needs. Additionally the Faculty Council continues efforts to improve the level of responsible business content in the curriculum across all departments for both undergraduate and graduate degrees.

I recognize the hard work of the 12 students who dedicated their time and energy. This experience will prove invaluable as they enter the business world.

To learn more about the College of Business and Economics at Boise State, please see this link below: https://cobe.boisestate.edu/

Also, if you want to share your comments and thoughts about our sustainability report, please don’t hesitate to contact me at: markbannister724@boisestate.edu
Recommendations

This year’s 2018 Sustainability Report provides progress updates on previous recommendations and highlights areas of improvement for COBE to focus on in the future. This year’s recommendations are divided into short-term and long-term opportunities for improvement; these time frames are based on estimated time and resources required to implement these recommendations.

Recommendation - 2017 Report
Short-Term Opportunities for Improvement
Social Impact

• Identify a desirable level for responsible business integration in the curriculum for each undergraduate department.
  ☐ Progress: The Faculty Council is exploring targets for integrating RBI learning objectives across the BBA curriculum. Again, the current focus is on the BBA core courses. So, this curricular objective is currently in process.

• Create diversity strategies for COBE faculty recruitment
  ☐ Progress: All BSU faculty were required to participate in workshops that addressed diversity and inclusion in hiring. These workshops had to be completed before faculty or staff could participate in search and hiring committees. There was no information available to be able to know how many COBE faculty have completed these workshops, there was no information available whether there are set targets or policies at the college level regarding inclusive hiring. This recommendation was not material to the Faculty Council and it will be discontinued and removed from subsequent report. To know more about the current diversity and inclusive strategy at COBE, see page 36.

• Reestablish COBE’s Student Advisory Council
  ☐ Progress: The Student Advisory Council is not fully re-established nor currently functional, and it has not been active. But, the Former Associate Dean Keith Harvey, had a Student Advisory Council with a specific charge of working on COBE Student Culture document. The department chairs selected a group of students to work on the document in March 2017 and those students solicited feedback from other students in their departments. The group then drafted the document based on all the feedback and submitted it during April. The new Associate Dean- Dr. Zeynep Hansen will work with the Dean, Associate Dean, and Department Chairs to look into re-establishing the COBE Student Advisory Council in Spring 2019.
Economic Impact

- Measure recruitment and retention on students based on race, ethnicity, gender, sexual orientation, gender expression or identity, socioeconomic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs, and political beliefs, as well as international students and first-generation students, and report on inclusivity efforts.
  - *Progress:* This year, COBE doesn’t have recruitment and retention as a material topic to report on. But, a similar reporting topic - Student Retention and Graduation Rates were reported. None first-generation college students formed a large number of the student population constituting more than half of the population accounting for 52.69% of the total student population. Whereas the first generation college student added up to 31.19% of the student population.

  More on this information can be found on page 34. The retention data for both first-generation and non-first generation students is still not known because it was not part of the information received from Institutional Research by the reporting team. For more information about retention of COBE students, see page 34.

Environmental Impact

- Create an educational campaign to promote sustainable purchasing options for office supplies and reduced paper consumption within the college.
  - *Progress:* The educational campaign was not a material issue for 2018 Sustainability Report, and this will not be pursued. Therefore, the recommendation will be closed.

- Increase the amount of paper with recycled content from 30% to 50% of total purchased paper with recycled content.
  - *Progress:* This is not a material topic for this year’s sustainability report because the product was discontinued and the recommendation will be closed.

- Collect commuting and transportation data for COBE students, faculty and staff.
  - *Progress:* This is not a material topic for this year’s sustainability report but, the university guidelines restricted last year’s reporting team to conduct a student, faculty, and staff survey to obtain the necessary data for this then material topic. This recommendation will be discontinued.
Long-Term Opportunities for Improvement

Social Impact

• Measure college employee satisfaction.
  ◦ **Progress:** Measuring employee satisfaction survey was planned to be sent out, but since the change of dean it was put on hold. Therefore, there was no employee satisfaction survey done for COBE during 2017/2018 academic year. The COBE’s sustainability reporting team will follow up on this with the Human Resources Operation to report the progress on measuring college employee satisfaction during spring 2019.

• Allow students and faculty to select a non-binary gender option in surveys conducted by both COBE and Boise State University.
  ◦ **Progress:** Boise State has added a binary option to its application forms. The recommendation will be treated as complete.

Economic Impact

• Improve retention and graduation rates in COBE.
  ◦ **Progress:** This year’s reporting team reported further to continue monitoring how well COBE does in keeping its students and improving the retention and graduation rates at the college. The freshman student retention has increased by 6% from the baseline year fall 2015 to fall 2017, while freshmen who are no longer enrolled at Boise State dropped by 1% from fall 2015 to fall 2017. For seniors graduating, the rate of graduation has increased by 8% from the baseline year fall 2015 to fall 2017. To know more about the graduation and retention rates see page 34.

• Track and make efforts to reduce COBE student debt.
  ◦ **Progress:** The Sustainability Report team for 2018 has reported on Return on Investment, Break-even Point, and Payback Methods to measure how graduated students service their student loans or debts. Also, the college gave out many scholarships to students due to academic performance or financial need. See page 69 for more information.

---

1 Catherine Weitz, the Director of HR Operations.
Environmental Impact

• Calculate the college’s total greenhouse gas (GHG) emissions.
  ○ Progress: This year’s reporting team decided to not report on greenhouse emissions (GHG) at COBE as a material topic.

• Work with campus facilities to determine a date to energize all COBE-based solar panels.
  ○ Progress: This is not a material topic for this year’s report, and it will be discontinued and removed from the upcoming report.

Recommendation- 2018 Report

Environmental Impact

• Request Facilities to investigate what needs to be done to energize remaining solar panels on roof of MBEB.

• Request Facilities to adopt Project Manager for utility usage tracking and reductions.
Organizing Frameworks

To create this report, we leveraged the leading sustainability reporting frameworks from the corporate and business school realms respectively, namely the Global Reporting Initiative (GRI), the UN Principles for Responsible Management Education (UNPRME) and the Association for the Advancement of Sustainability in Higher Education (AASHE) STARS guidelines. Because there is not currently a set of comprehensive materiality standards for sustainability reporting for the college level, we have used measures from each framework most relevant to our college, rather than the entirety of each framework, to create a report that addresses the social, economic and environmental impacts of the college material to our stakeholders.

Materiality Assessment

What are material issues?

Sustainability reporting covers a significant variety of social, economic, and environmental topics. To narrow the focus of each of these three main categories, the report focuses on material issues.

Material issues are issues of growing importance among key stakeholder groups. Identifying material issues for COBE allowed the Sustainability Reporting Team to ensure this report contained the topics of most interest and value to the college’s primary stakeholders.

According to the GRI, “reporting on material issues enhances companies’ accountability for their impacts and contributions and therefore builds trust, facilitating the sharing of values on which to build a more cohesive society.” In order to remain accountable and transparent to all stakeholders, the sustainability reporting team continues to embrace material reporting within COBE’s societal, financial and environmental impacts.
How did COBE Assess Materiality?

This year marks the first year that the sustainability reporting team sought materiality input from the entirety of COBE faculty, instead of relying solely upon what was material to members of the Responsible Business Initiative faculty council.

The report was assembled around key material topics highlighted by COBE’s primary stakeholder groups: faculty, students, and external stakeholders. The reporting team drew this year’s list of potential material topics from a materiality survey seeking input on three impacts (social, economic, and environmental) to identify the top five material topics for this year’s report.

The sustainability reporting team additionally addressed the recommendations that were made in the 2017 report, as some are still material and in need of COBE’s attention, in order to make progress and real change at the college level. Note: It is important for surveys to be open to more people from the student stakeholder group than only the student reporting team members. Below are the results:

<table>
<thead>
<tr>
<th>Student Stakeholders</th>
<th>Leadership Stakeholders</th>
<th>External Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Diversity and Inclusion</td>
<td>2 Cost of Attendance</td>
<td>1 Diversity and Inclusion</td>
</tr>
<tr>
<td>2 Student Job Placement</td>
<td>3 Student Job Placement</td>
<td>2 Equal Pay by Gender</td>
</tr>
<tr>
<td>3 Scholarship Availability</td>
<td>4 Employee Satisfaction</td>
<td>3 Student Job Placement</td>
</tr>
<tr>
<td>4 Cost of Attendance</td>
<td>5 Wages</td>
<td>4 Bridge to Career Initiative</td>
</tr>
<tr>
<td>5 Energy Usage</td>
<td>6 Benefits</td>
<td>5 Community Engagement</td>
</tr>
</tbody>
</table>
INTERNAL REVIEW

Independent Review Report
To the Stakeholders of the College of Business and Economics,

We have reviewed the 2018 Sustainability Report (the Report hereafter) of the College of Business and Economics (COBE hereafter). The COBE 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 COBE 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 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.

Patrick Musgrove, Lead Coordinator, COBE Student Sustainability Report Review Team

Boise, Idaho

May 3, 2019
Acknowledgements

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

- John Bernardo, Executive in Residence and Faculty Advisor for the report.
- Thomas Turco, Lecturer, Department of Community and Environmental Health and Faculty Advisor for the report.
- Angeli Weller, Responsible Business Initiative Director and Faculty Advisory for the report.
- The College of Business and Economics Dean’s Office, including Interim Dean Mark Bannister, Associate Dean Zeynep Hansen, Associate Dean Diane Schooley-Pettis, Heather Allan- Management Assistant to the Deans, Kim Shively-Management Dean’s Office, Loraine Hand- Office Specialist II Dean’s Office, Brad Hollenbeck- Instructional IT Support Specialist, Argia Beristain- Development Director, Perrine Blakley- Development Director, Corbin Harp- Business Manager, Rob Pangaro- Business Operations Manager, and CJ Martin- Adjunct Faculty, Management.
- And our additional subject matter experts: Kent Neupert, Patrick Delana, Mark Buckman, Janet Mosebach, Joanna Gabler, Christine Loucks, Yazmine Zalazar, Laura Chiuppi, Trisha Stevens Lamb, Gail Puccetti, Allison Wilde, Garrett McBrayer, Janet Mosebach, Shikhar Sarin, Matt Castel, Mike Stefancic, Kara Brascia, Erin Rausch, and Barry Burbank.
Busayo Apampa, COBE graduate student: Master of Business Administration

Ana Costa, SPS graduate student: Master of Public Administration

Adriana Dorneles, COBE graduate student: Master of Business Administration

Sarah Fortunati, COHS: Bachelor of Arts, Public Health, Environmental and Occupational Health and

Devynn Johnson, COBE undergraduate student: Business Administration and Human Resource

Raven Machie, COHS undergraduate student: Public Health

Jennifer Miles Rhoades, SPS undergraduate student: Environmental Studies

Micaela Smith, COBE graduate student: Master of Business Administration

Marissa Warren, COBE undergraduate student: Economics, Political Science and Sustainability
OUR
PURPOSE

The College of Business and Economics is a collaborative, engaged and dynamic community of learners. Our dream is to inspire our students and colleagues to achieve their full potential by creating and sharing relevant knowledge, skills and experiences for the benefit of local and global communities.

We Value

**Relevance**
We address important business and societal issues by being effective, innovative and risk-tolerant. Our effectiveness is based on rigorous teaching and research, and a commitment to lifelong learning and community engagement.

**Respect**
We strive to be an inclusive, collegial community that values all forms of diversity. We are committed to integrity and ethical behavior in all that we do.

**Responsibility**
We foster an environment that empowers students, staff, and faculty. We are dedicated to accountability, transparency, and fairness.
**OUR ORGANIZATION**

**Overview**

Located in Boise, Idaho’s vibrant capital city, the College of Business and Economics at Boise State University offers 10\(^2\) undergraduate and 11\(^3\) graduate degree programs to 3045 undergraduate students and 462 graduate students during the fiscal year of 2017-2018. COBE is proud of its community of alumni who live and work in Idaho and around the globe. The college offers a high-quality learning environment, innovative academic programs, meaningful research and economic development in the Treasure Valley and beyond. The following sections offer more information about the college itself, including degree programs and information about COBE’s primary stakeholders.

**Accreditation**

The College of Business and Economics (COBE) at Boise State University is proud to have achieved Association to Advance Collegiate Schools of Business (formerly American Assembly of Collegiate Schools of Business) (AACSB)\(^4\) accreditation for our business school and our accountancy program. COBE has maintained accreditation since 1979. We are among the less than five percent of business schools worldwide to earn AACSB accreditation. AACSB-accredited schools are considered the “Best Biz Schools” in the world. Our undergraduate and master degree programs have passed rigorous standards for quality. AACSB-accredited schools have better programs, better faculty, better students with higher overall GPAs, more international students, more employers that recruit from them and graduates that receive better salaries.

---

2 Boise State University. COBE. “Undergraduate Student Outcomes.”
3 Boise State University. COBE. “Graduate Program Overview.”
4 AACSB. “Home Page.”
Governance

The college is led by Interim Dean Mark Bannister, Ph.D., and two Associate Deans: Zeynep Hansen, Ph.D., who leads academic programs and scholarship, and Diane Schooley-Pettis, Ph.D., who leads Faculty and Academic Affairs. Each disciplinary department also has a department chair: Troy Hyatt, PhD., Chair-Department of Accountancy and Department of Finance respectively, Christine A. Loucks, PhD., Chair, Department of Economic, Karen L. Corral, PhD., Chair, Department of IT-SCM, Mark A. Buchanan, JD, Chair, Department of Management, and Kirk Smith, PhD., Chair, Department of Marketing. These leaders also serve on the Deans and Chairs Council, alongside other key programs in the College. Additionally, Dean Bannister leverages an external advisory council of 24 senior leaders from the community to help guide the college’s strategy and assess the college’s impacts.

Next Steps

We’ve shared our findings, both positive and negative, in line with leading business and education practices. We are also committed to continuous improvement. The next sustainability reporting team will begin researching in the fall 2019 for the next report which will be published in the spring of 2020 to benchmark our economic, social and environmental impacts year over year, to fill in as many of the measurement gaps as we can and to keep us focused on improving our overall performance. We aspire to be a sustainable source of business and economics education long into the future, and to inspire our business and academic peers to account for their own impacts.

We welcome your feedback on this report at blueskyinstitute@boisestate.edu

Undergraduate Programs

Department of Economics
- Business Economics BBA
- Business and Economic Analytics B.S.
- Economics B.A.
- Economics, Quantitative Emphasis B.A.
- Economics, Social Science, Secondary Education B.A.
- Economics Minor
- Sustainability Minor
Department of Finance
• Finance BBA
• Finance Minor

Department of Information Technology and Supply Chain Management
Supply Chain Management
• Business and Economic Analytics BS
• Information Technology Management BBA
• Supply Chain Management BBA
• Information Technology Management Minor
• Supply Chain Management Minor

Department of Management
• Business Administration BBA
• Entrepreneurship Management BBA
• Human Resource Management BBA
• International Business BBA
• Nonprofit Management Minor
• Management Online BBA
• Entrepreneurship Management Minor
• Human Resource Management Minor
• International Business Minor
• Nonprofit Management Minor
• Nonprofit Management Certificate

Department of Accountancy
• Accountancy BBA
• Accountancy Minor

Department of Marketing
• Marketing BBA
• Marketing Minor

Business Bridge to Career
• Business Bridge to Career Minor
• Business Bridge to Career Certificate
Graduate Programs

COBE offers innovative MBA programs designed to address the needs of business graduate students. All graduate programs are accredited by the AACSB.

Master of Business Administration (MBA)

• Career Track MBA
• Professional MBA
• Online MBA
• Executive MBA (EMBA)
• Concurrent JD/MBA

Graduate Degrees in Accountancy

• Master of Accountancy (MSA)
• Online Master of Accountancy
• Master of Accountancy-Taxation (MSAT)
• Concurrent JD/MSAT

Graduate Degrees in Economics

• Master in Economics (M.Ec.)
• Master of Science in Economics (MSE)
Business and Economic Analytics

Bachelor of Science

Boise State University
College of Business and Economics
Responsible Business Initiative

The Responsible Business Initiative (RBI) was launched in 2014 with founding partner Wells Fargo in order to integrate responsible business into the heart of the COBE and to drive leading business ethics, corporate social responsibility, sustainability, diversity and inclusion and governance practices into our curriculum and into our business community. While there is still work to be done, RBI’s successful programs related to diversity and inclusion, sustainability reporting and B Corp certification have all grown beyond the college to incorporate a wide group of stakeholders. As such, Boise State’s Blue Sky Institute (BSI) has provided a higher-level platform to host RBI’s expanded mission.

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. By integrating RBI into Blue Sky, university resources are better leveraged, and the programs incubated by RBI can increase their capacity as well as create more visibility on campus and in the community. Because of the strong recognition of RBI’s external work within the business community, it has retained the ‘RBI’ branding and doubled down on its commitment through the new Diversity and Inclusion pillar of BSI, which also includes campus and community D&I efforts. The Sustainability Reporting and B Corp Strategy and Research badge programs now fall under BSI’s new Impact Measurement pillar, alongside a new program on Community Impact Assessment.

The RBI Faculty Council continues to steward efforts specific to the college’s curriculum, in collaboration with RBI and Blue Sky. The RBI Faculty Council members are working to improve the level of Responsible Business in COBE courses for a particular academic year. The Faculty Council does course audit to determine the percentage level in which a course includes economic, social, and environmental impact in teaching topics, and whether the course satisfies one of the criterias on page 48: Responsible Practices in the classroom.
COBE Enterprises

Idaho Council on Economic Education
Idaho Council on Economic Education works to ensure that Idaho students are economically literate, able to apply basic economic principles and prepared to become knowledgeable consumers and responsible citizens.

Idaho Small Business Development Center (Idaho SBDC)
Idaho SBDC is a statewide, university-based organization that helps small Idaho businesses succeed through no-cost coaching, consulting, affordable training and student projects to create learning experiences and economic impact.

The Technology and Entrepreneurial Center (TECenter)
TECenter is a business accelerator, affiliated with the Idaho SBDC, that offers a full suite of formal and informal services, training and connections for client companies. TECenter’s goal is to build a strong and healthy economy while reducing the risk and chaos inherent in starting a business.

TechHelp
TechHelp is a catalyst for strengthening Idaho manufacturing by accelerating its ongoing transformation into a more efficient, powerful engine of innovation, driving economic growth and job creation.

COBE Laboratory

Dykman Trading Room
Located on the second floor of the Micron Business and Economics Building is a fully functional on-demand digital display stock ticker. This lab houses nine individually licensed Bloomberg terminals. The terminals allow students to access the largest global database of financial data, news, research and analytics. Students use the terminals to conduct economic, industry, securities and company research. They have access to self-paced tutorials that help them apply the database information to their classroom topics. Faculty use the terminals to apply data, news reports, charts and research reports to classroom applications, as well as to their own research.
Stakeholders

COBE Advisory Committee

The COBE Advisory Committee (COBEAC) comprises business leaders who care about the direction of the Treasure Valley and believe that COBE can be a key driver in creating economic value and improving our community’s high quality of life. Its 23 members provide the COBE dean with guidance and support in the College’s strategic direction. Members of the COBE Advisory Committee include:

- Bernadette Madarieta, VP and Controller, Packaging Corporation of America
- Brady Panatopoulos, CEO, Albertsons Foundation
- Candi D. Allphin, SVP & Managing Director Private Banking, US Bank (Retired)
- Clay Young, CEO, Bannersolar P.B.C.
- David Wali, Executive VP, The Gardner Company
- Debbie Flandro, Gaming Board Chair, North Quest Resort & Casino
- Gregg Alger, Owner, Huston Vineyards
- Hart Gilchrist, Director Operations Services, Intermountain Gas Company
- Jason Manning, CFO, Jacksons Food Stores
- Jay Larsen, Founder and CEO/President of The Idaho Technology Council
- John Grizzaffi, President, Stein Distributing Company, Inc.
- Kevin Jones, CFO, Harmonic Investment
- Matt Bell, Outreach and Network Development, University of Utah Health Care
- Michael Bennion, Director, Hewlett Packard Company
- Naomi Shankel, Director Operations Integration, Idaho Power Company
- Peter DiDio, VP Controller, St. Luke’s Regional Medical Center
- Ric Gale, Consultant, Gale Energy Consulting, LLC
- Rob Perez, Idaho Region President, Interstate Bank
- Roger Parks, VP of Information Technology & CIO, J.R. Simplot Co.
- Ron Van Auker, Jr., President, Van Auker Properties
- Susan Olson, COO/CFO, Hawley Troxell
- Timothy A. Schindwein, Managing Principal, Schindwein Associates, L.L.C.
- William K. Ilett, President, Trans Corp Inc.

---

5 Boise State University. COBE. “COBE Advisory Council.”
2017-18 RBI Faculty Council

The RBI Faculty Council comprises professors from across COBE departments and represents the management committee for the initiative. Members provide strategic input to the RBI team and also manage the integration of responsible business content into the college curriculum. Members of the Faculty Council include:

- Bill Wynne, Lecturer, Marketing
- Diane Schooley-Pettis, Associate Dean, Faculty and Administrative Affairs
- JoAnn Wood, Lecturer, Accountancy
- Patrick Delana, Lecturer, Business Communications, Director, Undergraduate Studies Program
- Regis Terpend, Professor, Supply Chain Management
- Ruth Jebe, Assistant Professor, Management
D&I (RBI) Executive Committee Members

The Blue Sky Diversity and Inclusion (RBI) Executive Committee is put together to guide the diversity and inclusion strategy and programming of College of Business and Economics of Boise State, and it includes both campus and community leaders of Treasure Valley. The Executive Committee Members include:

- Susan Buxton, Vice President, Division of Human Resources, State of Idaho
- Lisa Cooper, CEO, Figure 8 Investment Strategies
- Patrick Delana, Director of Undergraduate Studies, Chair, RBI Faculty Council, College of Business and Economics, Boise State University
- Trina Finley Ponce, Diversity and Inclusion Leader, HP
- Esperanza Gomez-Lopez, Student Inclusive Excellence Council Member, Boise State University
- Sarah Griffin, Director, Human Resources, Idaho Power
- Pauline Irish, Director, Human Resources, Boise Cascade
- Molly Lenty, Vice President, Community Affairs, Wells Fargo
- Donna Llewellyn, Director, Institute for STEM and Diversity Initiatives, Boise State University
- Nic Miller, Director, Economic Development, City of Boise
- Richard Naing, Manager, Figure 8 Investments
- Charity Nelson, Director, Boise Valley Economic Partnership (BVEP)
- Erin Nuxoll, Vice President, Human Resources, Boise Cascade
- Shannon Rush-Call, Director, Global Organizational Effectiveness, Micron
- Francisco Salinas, Director, Student Diversity and Inclusion, Boise State University
- Susan Shadle, Director, Center for Teaching and Learning, Boise State University
- Micaela Smith, Graduate Assistant, Blue Sky Institute (College of Business and Economics), Boise State University
- Angela Taylor, Partner, The Dignitas Agency
- Gayla Thomas-Dabney, Director of Equity and Inclusion, Office of Institutional Compliance and Ethics, Boise State University
- Angeli Weller, Co-Director, Blue Sky Institute, Boise State University
Speakers and Events

Speakers and events are presented by COBE Career Services. COBE Career Services compliments student’s academics with career readiness skills through one-on-one student appointments, classroom presentations, workshops and special events. The following events were hosted in collaboration with guest speakers, employers and professionals from our community:6

Fall 2017

September

• **The Value of Internships: Presented by Saint Alphonsus:**
  This event is organized by COBE Career Services with Saint Alphonsus to help connect students at the college to find internship opportunities. It gives students the chance to know first-hand information on the importance of internship. Also, it serves as a way of networking between students and potential employers.

• **Slice of Advice: Presented by Ernst and Young:**
  The slice of advice is one of many activities put together by COBE and Ernst and Young. The presentation based on interview preparation, participants are able to learn more about interview dos and don’ts.

October

• **Professional Networking Week: October 2-6, 2017:**
  COBE Career Services hosts a week-long series of networking events which enables students to connect with peers and potential employers. Events include:

  • **Classroom Panel Discussions:**
    3-4 employers share their professional experiences and answer student questions. This happens in the classroom to make the connection between academic content and career goals.

  • **Honors Society Breakfast:**
    Employers come to campus to have breakfast and network with the top 10% of COBE students.

  • **COBE Career Expo:**
    Over 25 employers connect with COBE students, collect resumes, and interview students on-site at our exclusive COBE Career Expo in the Jackson Commons.

---

6 Laura Chiuppi Director, COBE Career Services College of Business and Economics
7 Boise State University. COBE. “Workshops and Events.”
• **Etiquette Dinner:**
  This is hosted in conjunction with Women of the Workplace. It enables participants to mingle and dine with business students during an evening networking reception and elegant Etiquette Dinner in the Stueckle Sky Center, guided by community business professionals.

• **Happy Hour, Companies in the Classroom:**
  Three to four employers are invited into the classroom to share their professional experiences and answer student’s questions.

**November**

• **Ask Me Anything:**
  Provide students the opportunity to ask four panelists career-minded questions to gain insight into a specific career or industry.

**Spring 2018**

• **Take A Bronco to Lunch RECURRING EVENT:**
  COBE Career Services offers a program called Take a Bronco to Lunch. With this program, COBE Career Services match business-focused students with a professional for a one-time lunch. During lunch students learn and gain insights into a field of their interest. This provides unique opportunity for students to meet with a mentor in a friendly and relaxed setting. In Spring 2018, over 25 students were matched with professionals.

**February**

• **Careers You Can Bank On:**
  Hosted in conjunction with Risk Management Association, students are given insight into careers within the banking industry, including HR, marketing, sales, finance and accounting. The event includes a panel discussion follow by a social. Seven banks participated.

**March**

• **Happy Hour, Companies in the Classroom:**
  Employers are invited into the classroom to share their professional experiences and answer students’ questions.

• **Ask Me Anything:**
  Students are given the opportunity to ask panelists career-minded questions to gain insight into a specific career or industry.
Student Graduation and Retention Rates

The college continues efforts to increase retention and graduation rates for COBE students. The Freshman Student Retention table below displays the student retention percentage of full-time, degree-seeking freshmen who were enrolled in COBE for the fall 2015, fall 2016 and fall 2017 semesters. The table also indicates the percentage of freshmen who were still enrolled in COBE, switched to another college, or were no longer enrolled at Boise State one year later. As of fall 2017, 67% of students who started off in COBE remained, 10% switched to another college at Boise State and 23% were no longer enrolled.

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Baseline - Fall '14</th>
<th>Fall '16</th>
<th>Fall '17</th>
<th>Percent Change in Retention since Baseline Fall '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Started in COBE and continued</td>
<td>62%</td>
<td>64%</td>
<td>67%</td>
<td>+8%</td>
</tr>
<tr>
<td>Started in COBE and switched colleges</td>
<td>15%</td>
<td>12%</td>
<td>10%</td>
<td>-33.3%</td>
</tr>
<tr>
<td>No longer enrolled</td>
<td>24%</td>
<td>24%</td>
<td>23%</td>
<td>-4.2%</td>
</tr>
</tbody>
</table>

**Freshman Student Retention Rate**

Since the baseline year fall 2014, COBE has increased the retention percentage of full-time, degree-seeking freshmen by 5%, decreased the percentage of freshmen who switch to another college by 5% and decreased the percentage of students who drop out of Boise State by 1%.
Senior Student Graduation and Retention

The following table provides descriptive statistics regarding graduation and retention of senior students within COBE. The Senior Student Graduation and Retention table reports the percentage of full-time, degree-seeking seniors enrolled in COBE for baseline fall 2014, fall 2015, 2016 and fall 2017 semesters. The percentages shown are representations of seniors that graduated, were still enrolled in COBE, switched to another college, or were no longer enrolled at Boise State one year later.

As shown in the Senior Student Graduation and Retention table, the percentage of seniors being retained within COBE decreased by 15%. However, graduation rates increased by 13% and the percentage of seniors who switched college has decreased by 1% from the baseline fall 2014 to fall 2017, and students no longer enrolled decreased by 1%. COBE is continuing to create programs to improve student retention and graduation rates.
Diversity and Inclusion

Diversity Within COBE Students

COBE’s continuous work to improve student diversity within the college shows the total percentage of both undergraduate and graduate students’ ethnicity, age, gender, nationality, and first-generation composition at the college level. The COBE’s Inclusive Excellence Strategy came up with five expected outcomes to be achieved by 2020.

2020 Expected Outcomes

- College stakeholders report a strong sense of belonging and demonstrate the knowledge and skills necessary to successfully navigate and lead in a diverse world.
- Intergroup disparities in the enrollment, retention, and graduation rates of undergraduate and graduate students are identified and work is underway to eliminate them.
- Faculty hiring and retention rates reflect the rich diversity of the global and national talent pools.
- Staff at all levels, including the executive and management levels, reflect the rich diversity of local talent pools.
- The college devotes appropriate resources to sustain and enhance equity, inclusion, and diversity on our campus and in our community.

The percentage change shown on the below table compares the baseline year fall 2014 to fall 2018.

---

8 Boise State University. Office of Institutional Research.
Ethnic Diversity for COBE Graduate and Undergraduate Students

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% Total of Students Baseline-Fall '14</th>
<th>% Total of Students Fall 2018</th>
<th>% Change from Fall '14 to Fall '18</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.50%</td>
<td>0.40%</td>
<td>-20.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.90%</td>
<td>2.80%</td>
<td>-0.10%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.40%</td>
<td>1.69%</td>
<td>+20.7%</td>
</tr>
<tr>
<td>Hispanics of Any Race</td>
<td>9.00%</td>
<td>11.19%</td>
<td>+23.3%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0.3%</td>
<td>0.33%</td>
<td>+100.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.50%</td>
<td>3.50%</td>
<td>+40.0%</td>
</tr>
<tr>
<td>White</td>
<td>74.40%</td>
<td>73.47%</td>
<td>-1.3%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>3.8%</td>
<td>3.63%</td>
<td>-4.5%</td>
</tr>
<tr>
<td>Other Country of Origin or Birthplace</td>
<td>5.2%</td>
<td>3.00%</td>
<td>-42.0%</td>
</tr>
</tbody>
</table>

The total percentage of non-white students in fall 2018 is 26.53%, which is a slight increase from the base year 2014.

Gender Diversity of COBE Students

The table below shows the trend of gender diversity for COBE students over the past four years from the baseline fall 2014 to fall 2018. The number of female students at COBE has dropped by 1.31% from the baseline year, while the number of male students at the college has increased by 0.22%, and the unknown gender identity has increased by 1.08%.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Baseline-Fall '14</th>
<th>Fall 2018</th>
<th>% Change from Fall '14 to Fall '18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>40.00%</td>
<td>38.69%</td>
<td>-3.281%</td>
</tr>
<tr>
<td>Male</td>
<td>60.00%</td>
<td>60.22%</td>
<td>+0.37</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>1.08%</td>
<td></td>
</tr>
</tbody>
</table>

9 Boise State University. Office of Institutional Research.
Nationality\textsuperscript{10}

There has been a slight increase in the percentage of American students since 2014 and a decrease in International students since 2014. International students currently represent 45 countries:

<table>
<thead>
<tr>
<th>Nationality</th>
<th>% Total of Students Baseline-Fall'14</th>
<th>% Total of Students-Fall'18</th>
<th>% Change from Fall'14 to Fall'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>94.8%</td>
<td>95.71%</td>
<td>+0.96%</td>
</tr>
<tr>
<td>International</td>
<td>5.2%</td>
<td>4.29%</td>
<td>-17.5%</td>
</tr>
</tbody>
</table>

First-generation Students\textsuperscript{11}

Change in generation has seen new breed of students whose neither parents have been to college and graduated with a bachelor’s degree. According to the Postsecondary National Policy Institute first-generation students face many challenges that differ from their non-first-generation peers. These students demonstrate lower rates of college readiness in key academic areas putting them at a higher risk of failing out of college. First-generation students tend to have a lower median household income and more unmet financial needs compared to students whose parents attended college. Lastly, first-generation students borrow more money from the federal government than their non-first-generation counterparts.\textsuperscript{12}

\textsuperscript{10} Boise State University. Office of Institutional Research.
\textsuperscript{11} Boise State University. Office of Institutional Research.
\textsuperscript{12} PNPI. Factsheets. “First-Generation Students.”
Thirty-one percent of students at COBE are first-generation college students. There was no data available for the reporting team to measure whether there is a yearly percentage increase or decrease in the number of first-generation students at COBE.

Diversity Within COBE Faculty & Staff

Diversity by Ethnicity for COBE Faculty and Staff

Trend of Ethnic Diversity for COBE Faculty and Staff

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Baseline-FY’14</th>
<th>FY’18</th>
<th>% Of Total Faculty and Staff-FY’18</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
<td>9</td>
<td>5.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Hispanics of Any Race</td>
<td>7</td>
<td>4</td>
<td>2.4%</td>
</tr>
<tr>
<td>Native Hawai’ian/Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>4</td>
<td>2.4%</td>
</tr>
<tr>
<td>White</td>
<td>143</td>
<td>145</td>
<td>88.4%</td>
</tr>
</tbody>
</table>

COBE faculty decreased by two overall between fall 2017 and fall 2018. The number of Hispanic faculty and staff decreased by two, the number of faculty and staff with two or more races increased by one, and the number of white faculty and staff decreased by one.

In general, the diversity of faculty and staff at COBE remained nearly the same as compared to the baseline of Fiscal Year 2014, although the representation of Hispanic staff decreased significantly by percentage (-75%). White faculty and staff continue to represent about 88% of the entire body.

Diversity of Faculty and Staff by Gender

The trend of Gender Diversity for COBE Faculty and Staff

<table>
<thead>
<tr>
<th>Gender</th>
<th>Baseline-FY 14</th>
<th>FY 18</th>
<th>% Of Total Faculty and Staff-FY 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>77</td>
<td>69</td>
<td>42.1%</td>
</tr>
<tr>
<td>Male</td>
<td>88</td>
<td>95</td>
<td>57.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Comparison to Baseline: Trend of Gender Diversity for COBE Faculty and Staff

<table>
<thead>
<tr>
<th>Gender</th>
<th>Change from Baseline FY 14 to FY 18</th>
<th>% Change from Baseline FY 14 to FY 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>-8</td>
<td>-10.4%</td>
</tr>
<tr>
<td>Male</td>
<td>+7</td>
<td>+7.9</td>
</tr>
</tbody>
</table>

COBE saw a decline in female employees by 7% and an increase in male employees by 3%. There are currently more male employees than female employees, a pattern that has historically held true.

Demographic Representation: Diversity of Undergrad Students Compared to Faculty and Staff

The below table shows the percentage of demographic representation comparing undergraduate students to faculty and staff at COBE for year 2018-showing the percentage ratio between faculty and staff to undergraduate students at college level. The highest percentage disparity: faculty and staff to undergraduate student representation was displayed by White ethnicity-amounting to 14.48% more faculty and staff than undergraduate student. Hispanic or Latino has the lowest percentage disparity: faculty and staff to undergraduate student representation recording 10.92% less faculty and staff to the number of undergraduate Hispanic/Latino students at COBE.

Race and Ethnicity Comparison of Faculty and Staff to Students

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Undergraduate Students-FY 18</th>
<th>Faculty and Staff-FY 18</th>
<th>% Disparity: Faculty and Staff to Undergraduate Student Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.33%</td>
<td>0.00%</td>
<td>0.33% less faculty/staff</td>
</tr>
<tr>
<td>Asian</td>
<td>3.05%</td>
<td>5.49%</td>
<td>2.44% more faculty/staff</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.50%</td>
<td>1.22%</td>
<td>0.28% less faculty/staff</td>
</tr>
<tr>
<td>Hispanics of Any Race</td>
<td>13.36%</td>
<td>2.44%</td>
<td>10.92% less faculty/staff</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0.36%</td>
<td>0.00%</td>
<td>0.36% less faculty/staff</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4.27%</td>
<td>2.44%</td>
<td>1.83% less faculty/staff</td>
</tr>
<tr>
<td>White</td>
<td>73.93%</td>
<td>88.41%</td>
<td>14.48% more faculty/staff</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>3.15%</td>
<td>0.00%</td>
<td>3.15% less faculty/staff</td>
</tr>
</tbody>
</table>

Faculty and staff have no representation of the following groups seen in the undergraduate student body: American Indian/Alaska Native, Native Hawai’ian/Other Pacific Islander, and Unknown. Employees are at roughly even representation to undergraduate students (less than 2% difference) for the ethnicities American Indian/Alaska Native, Black/African American, Native Hawaiian/Other Pacific Islander, and Two or More Races.

Representation is somewhat disparate (between 2%-10%) for the ethnic groups Asian and Unknown. A large amount of disparity (above 10%) is seen in the Hispanic/Latino and White groups. Faculty and staff constitute 14.48% more white employees than the undergraduate student body. The undergraduate student body consists of 10.92% more Hispanic/Latino students than faculty and staff.

Gender Comparison of Faculty and Staff to Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Undergraduate Students-FY'18</th>
<th>Faculty and Staff-FY'18</th>
<th>% Disparity: Faculty and Staff to Undergraduate Student Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>39.54%</td>
<td>42.07%</td>
<td>2.53% more faculty/staff</td>
</tr>
<tr>
<td>Male</td>
<td>60.46%</td>
<td>57.93%</td>
<td>2.53% less faculty/staff</td>
</tr>
</tbody>
</table>

Gender representation is nearly equal, with both female and male represented at less than 2% disparity to the undergraduate student group. Neither faculty/staff nor students had representation in the Unknown or Other gender categories.

Annual Diversity and Inclusion Summits

Third Annual Diversity and Inclusion Summit

Boise State University hosted its Third Annual Diversity and Inclusion as a Business Driver Summit on November 1, 2017. The Summit welcomed keynote Dr. Christopher Bell, Director of Graduate Studies and Associate Professor of Communications at the University of Colorado at Colorado Springs. Dr. Bell focused on media literacy and how media imparts bias to its consumers.

Summit attendees also heard from two panels on workplace and financial inclusion, as well as attended an afternoon workshop by The Dignitas Agency focused on building inclusive work environments. This Summit was funded by co-hosts Wells Fargo, the City of Boise, the Boise Valley Economic Partnership, and the University of Idaho-Boise; as well as the sponsors Boise State College of Business and Economics, Boise Cascade, Happy Family Brands, Idaho Power, Saint Alphonsus, and Micron Technology. For more information about the Third Annual Diversity and Inclusion Summit, please refer to the 2017 COBE Sustainability report: https://scholarworks.boisestate.edu/sustainability_reports/

Fourth Annual Diversity and Inclusion Summit

During the time period spent compiling this report, Boise State University hosted its Fourth Annual Diversity and Inclusion as a Business Driver Summit on October 23rd, 2018. Dr. Tony Byers, former Global Director of Diversity and Inclusion at Starbucks, delivered his keynote speech on “The Multiplier Effect of Inclusion” to 300 attendees.

Dr. Byers stressed the importance of the inclusion aspect of any organization. “Diversity doesn’t work without inclusion,” he said. “An organization can be diverse but not inclusive. What we really have to drive is behavior change—a mind change—in order for this to work.”

The College of Business and Economics was one of the sponsors for the event and saw representation from Interim Dean Mark Bannister as well as eight other faculty members. Other Boise State academic discipline sponsors included the College of Engineering, the College of Health Sciences, and the School of Public Service.


The Gender Equity Center offers:

- **Support Services**
  - The Gender Equity Center “strives to be the first place of contact” for any kind of life issue. The Center employs two licensed social workers who are available by appointment or on a drop-in basis to help connect students to resources and advocate for their needs. These support services are also available to faculty, staff, parents, roommates, partners, etc.—anyone who has a connection to the Boise State campus.

- **Workshops/Presentations**
  - Particular departments will request workshops and presentations in order to better understand those of all genders and sexual orientations, and how to support them. These workshops include such topics as explaining LGBTQIA+ identities, bystander intervention, self-care, allyship, media bias, and more.

- **Signature Programs**
  - The Gender Equity Center partners with departments and student organization to bring events to campus that celebrate all facets of identity. One of the Gender Equity Center’s key events is Rainbow Graduation (previously, Cupcakes and Cords). Rainbow Graduation is a ceremony reserved for graduating students that identify as either LGBTQIA+ or as an ally, and one student from COBE attended the Rainbow Graduation.

---

18 Adriane Bang, Director, Boise State Gender Equity Center.
19 Adriane Bang, Director, Boise State Gender Equity Center.
Sexuality and Gender Identity
Gender Neutral Option for Boise State Student Enrollment

On June 15th, 2018 Boise State University added a non-binary gender option on its enrollment application. Those applying to become students of Boise State University are now able to enter their gender identity on a separate line if it differs from their legal sex:

Federal guidelines mandate that we collect the legal sex of all applicants. Please report the sex currently listed on your birth certificate:

- Female
- Male

The admissions form states that reporting your legal sex is a federal mandate. Boise State University is required to report this data to the National Center for Education Statistics, a part of the United States Department for Education.

Boise State University affirmed its commitment to protecting transgender and non-binary identity on November 13th, 2018. Interim President Martin Schimpf of Boise State University addressed all Boise State students, faculty, and staff regarding the current threat of rolling back transgender and non-binary rights in the United States:

Regardless of any possible changes to how the federal government views gender identity and expression, sexuality, race or religion, our Student Code of Conduct makes it clear that at Boise State University, “individuals and groups cannot and will not be discriminated against based on these characteristics: race, color, religion, sex, gender, age, sexual orientation, pregnancy, national origin, physical or mental disability, veteran status, genetic information, gender identity, gender expression, or any other status protected under applicable federal, state, or local law.”

Please know that we have many employees on campus dedicated to supporting all those in need of advice or guidance, empowerment or community, including those in our Dean of Students office, Gender Equity Center, Multicultural Student Services office, University Health Center, compliance offices and more.

20 Scott Bruek, Associate Director, Boise State Admissions Office.
21 Scott Bruek, Associate Director, Boise State Admissions Office.
The Common Application takes a similar approach to self-reported gender identity as Boise State does. The Common Application is the most universal college application available today, with over 800 colleges and universities accepting it worldwide. Over one million students use The Common Application every year. The application includes legal sex and a fill-in-the-blank for additional information about the applicant’s gender identity.

![Gender Identity Form](image)

The Gender Equity Center serves students throughout all Boise State colleges as a safe place for those of all sexual orientations and gender identities.

## Services and Resources for Veterans

Veterans services, located next to the Lincoln parking garage serves as a resource for Boise State veterans. Offering multiple services, veterans can come in and request assistance in a variety of areas, including academic assistance, employment opportunities, tuition assistance, and scholarships.

At the Veterans Resources website, information about how veterans can apply for benefits, where to find updated certificates of eligibility, useful number to text to receive verification of reminders, and other services.

To inquire about how Boise State can specifically help veterans, visit the “Prospective Students” tab at https://veterans.boisestate.edu/new-adventure and fill out a secure form.

Further information about using military experience as credits or using a GI Bill to help with finances can be found at https://veterans.boisestate.edu/apply/.

---

23 The Common Application. “About Us.”  
25 Boise State University. “Veterans.”  
Services and Resources for Disabilities

The Educational Access Center (EAC), located next to the Lincoln parking garage, serves as a resource for people at Boise State who may need assistance due to disability or other difficulties with academics. Offering a wide variety of services, EAC users can come in and request academic assistance, the use of note takers, and testing accommodations.

In the 2017-18 academic year, the EAC assisted approximately 50 students, a number that has stayed fairly consistent across the past several academic years. Of these students, an unknown number of students successfully completed the academic year and approximately 8-10% of EAC users graduated. The percentage of students who used the EAC that were COBE students is unknown.

The EAC did identify that a large issue students face is that of processing time. Students are not getting the information in a timely manner, whether it be because an interpreter is rushing to keep up with the educator or that the student themselves may not be able to process information as quickly as others. Director Tucker recommended a “Universal Design for Learning (UDL)” where students with these needs were taken into account as classes were being created rather than accommodations being put into place afterward. She notes that instructors do care and have made efforts to make their classes all-inclusive, but adding benefits for those who use this “universal design” in their classrooms may be a good step forward.

The reporting group also recommends a greater degree of tracking students by graduation status and college. This will greatly improve the information gathered for each college. For more information about the EAC, what it offers, and how students can apply for assistance, visit https://eac.boisestate.edu/.

27 Boise State University. “Alternative Testing.”
28 Wendy Tucker, Director, Boise State Educational Access Center.
Responsible Practices in the Classroom

The Faculty Audit Report indicates the level of Responsible Business in COBE courses for a particular academic year. It determines the percentage in which a course includes economic, social, and environmental impact in teaching topics, and whether the courses satisfy one of the following criteria:

- 5.1 Reviews, revises or resolves issues related to Individual Responsibility (Business Ethics)
- 5.2 Reviews, revises or resolves issues related to Corporate Social Responsibility
- 5.3 Reviews, revises or resolves issues related to Leadership Responsibility (Corporate Governance) or Leadership Responsibility addressing social and environmental pain points
- 5.4 Reviews, revises or resolves issues related to Environmental Responsibility (Environmental Sustainability)
- 5.5 Reviews, revises or resolves issues related to Cultural Responsibility (Diversity)

This year’s COBE report further looks at the level of responsible business in undergraduate courses at the college. These metrics are used by each department to evaluate and determine whether each course met one or more of the above metrics. In the 2017 report, it was reported that 44% of the Undergraduate Courses in the syllabi covered the responsible business topic either at an introductory level, a development level, or at a mastery level. A survey was sent to professors by COBE Faculty Council to help determine the level of responsible business in each course. The Faculty Audit Report showed that 40% of all the courses at the college included some aspect of a responsible business.

Several undergraduate courses that include responsible businesses are: Accounting 205, Business 101, Business 202, Business 301, Business 405, Business Communication 201, Information Technology Management 310, and Marketing 301.

The table below shows the percentage and total number of courses that have covered responsible business at COBE for 2018 academic year.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Core Courses</th>
<th>Percentage of Core Courses that have Responsible Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Resolve issues related to Individual Responsibility (Business Ethics)</td>
<td>6</td>
<td>40.00%</td>
</tr>
<tr>
<td>5.2 Resolve issues related to Corporate Social Responsibility</td>
<td>4</td>
<td>26.70%</td>
</tr>
<tr>
<td>5.3 Resolve issues related to Leadership Responsibility (Corporate Governance)</td>
<td>3</td>
<td>20.00%</td>
</tr>
<tr>
<td>5.4 Resolve issues related to Environmental Responsibility (Environmental Sustainability)</td>
<td>3</td>
<td>20.00%</td>
</tr>
<tr>
<td>5.5 Resolve issues related to Cultural Responsibility (Diversity)</td>
<td>4</td>
<td>26.70%</td>
</tr>
</tbody>
</table>
Service-Learning

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. Since the program began, Boise State has offered Service-Learning courses to over 33,000 students. Annually, it impacts over 160 classes, 44 departments, and 100 community partners. In total students and faculty have contributed over $13 million to the community through Service-Learning.29

During the 2017-2018 academic year, 385 students participated in integrated Service-Learning projects, contributing a total of 8,115 hours.

Service-Learning COBE- Academic Year 2017-201830

<table>
<thead>
<tr>
<th>Academic Year 2017-2018</th>
<th>Number of Students Enrolled</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>160</td>
<td>3,695</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>225</td>
<td>4,420</td>
</tr>
<tr>
<td>Total</td>
<td>385</td>
<td>8,115</td>
</tr>
</tbody>
</table>

More than half of COBE Service-Learning students (58%) participated during spring 2018, while 42% participated during the Fall 2017 semester.

29 Boise State University. “Service Learning.”
30 Erin Rausch, Service Learning Coordinator, Service Learning Program.
The cost of attendance for an Idaho resident pursuing a four-year undergraduate degree is expected to be $23,430 per academic year, amounting to $93,720 for four years or eight semesters of courses. This expense includes tuition and fees, room and board, books and supplies. Non-resident fees increase to $39,740 per academic year, totaling $158,960 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, scholarship eligibility and accommodations.

The table below shows the estimated cost of attendance.

<table>
<thead>
<tr>
<th>Estimated Costs</th>
<th>In-State Resident Student</th>
<th>Out-of-State Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (Full-time)</td>
<td>$8,118</td>
<td>$24,200</td>
</tr>
<tr>
<td>Housing</td>
<td>$10,692</td>
<td>$10,692</td>
</tr>
<tr>
<td>Transportation Cost</td>
<td>$1,224</td>
<td>$1,452</td>
</tr>
<tr>
<td>Textbooks</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td>Personal Costs</td>
<td>$2,196</td>
<td>$2,196</td>
</tr>
<tr>
<td><strong>Total for Academic Year</strong></td>
<td><strong>$23,430</strong></td>
<td><strong>$39,740</strong></td>
</tr>
<tr>
<td><strong>Total for Four Years</strong></td>
<td><strong>$93,720</strong></td>
<td><strong>158,960</strong></td>
</tr>
</tbody>
</table>

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

---

31 Boise State University. “Cost of Attendance Calculator.”
32 Boise State University. “Admissions.”
Graduate Cost of Attendance

Students pursuing a graduate degree who are Idaho residents can expect to pay $16,622 to $24,086 per academic year depending on if they live at home or live off campus. For out-of-state graduate students, the annual academic estimated cost ranges from $32,704 to $39,812 depending on the same circumstances. Below is a table outlining the costs of attendance in more detail.

<table>
<thead>
<tr>
<th>Estimated Costs</th>
<th>Idaho Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Off Campus</td>
<td>On Campus</td>
</tr>
<tr>
<td>Fees</td>
<td>$9,588</td>
<td>$9,588</td>
</tr>
<tr>
<td>Non-resident Tuition</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>8,994</td>
<td>$8,704</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,964</td>
<td>$1,224</td>
</tr>
<tr>
<td>Personal</td>
<td>$2,196</td>
<td>$2,196</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$144</td>
<td>$144</td>
</tr>
<tr>
<td><strong>Total for One Year</strong></td>
<td><strong>$24,086</strong></td>
<td><strong>$23,056</strong></td>
</tr>
</tbody>
</table>

Other fees that may apply:

- New Student Curriculum Fee: $175
- Student ID Card Fee: $25
- Course Fees: Varies
- Drop Fees: $10
- Deadline Penalty: $50
- Complete Withdrawal Fee: $40

Scholarship and Grant Availability

One of the factors that affect the rate of admission when it comes to attending college is cost/tuition fees attached to college studies. To attract students or to help students reduce the financial burden that comes with college education, scholarships and grants are given to students to reduce the financial burden of attending college. A number of universities offer financial benefits or incentives to attract students to enroll into their degree programs. In the 2017-2018 academic year, Boise State disbursed $56,504,470 in scholarships and 47% of Boise State students received grants or scholarships. Below is a description of some of the scholarships and grants that are specific to Boise State and COBE.

---

33 Boise State University. “Cost of Attendance.”
34 Boise State University. “Other Fees That May Apply.”
35 Boise State University. “Facts.”
Scholarship Availability

A scholarship is a type of aid or grant awarded to students due to merits or need to further his/her studies without strings attached to it. There are different scholarships available for incoming and current Boise State students. Two of these categories are Foundation and School Sponsored Scholarships:

Foundation Scholarships

Boise State partners with foundations to help ease financial burden on students by offering foundation scholarships based on financial need, academic performance, community service and extracurricular activities. At Boise State, there are 13 university-wide foundation scholarships.

• COBE Specific
  - BS003- Kenneth M. & Linda R. Jantz Scholarship Endowment
  - BS011- John & Joan Carley Business Scholarship
  - BS072- R.G. Hemingway Financial Scholarship
  - BS107- Bill R. McCracken Scholarship Fund
  - BS120- Hilda D. Elliott Endowed Accounting Scholarship
  - BS121- Hilda D. Elliott Business Management Scholarship

• University-Wide
  - FR130 - Linda Stith Memorial Scholarship
  - FR163 - Khang and Friends Scholarship
  - FR165 - Cuneo Family Scholarship
  - FR173 - Kem C. and Carolyn B. Gardner Endowed Scholarship
  - FS004 - Rey Blaise Baldazo Memorial Scholarship
  - FS009 - Marta & Juan Callao, Sr. Scholarship
  - FS038 - Kristi Anne Quong Memorial Scholarship
  - FS044 - Charlotte Edkins PEO Scholarship
  - FS046 - Rosa Parks Academic Scholarship
  - FS100 - Shirley Ann Hill Johnson Memorial Scholarship
  - FS138 - Elsie M. Buck Altrusa Scholarship
  - FS175 - Estella Zamora Scholarship
  - FS196 - Michael R Mercy, MD. Memorial Scholarship

To view the criteria for the listed Foundation Scholarships please visit: https://giving.boisestate.edu/resources/scholarship-application-pdfs/
Academic Department Scholarships

Academic department scholarships are specific for each college with each academic division being held responsible for its separate awards. Department-specific scholarships are awarded based upon admissions information and current Boise State academic performance. The following scholarships are specific to COBE and are awarded to both incoming and current students:37

- College of Business & Economics Scholarships
- Accountancy Scholarships
- Economics Scholarships
- Financial Scholarships
- International Business Scholarships
- I.T. and Supply Change Management Scholarships
- Management Scholarships
- Marketing Scholarships

For more information about department specific scholarships, please visit: https://financialaid.boisestate.edu/scholarships/departmentalcollege-scholarships/

This table shows the number of scholarships awarded and the total dollar amount by the college for both undergraduate and graduate students for the academic year 2017/2018.

Graduate Scholarships Awarded (COBE) 2017/201838

- Foundation Scholarships: $34,900 (Total number: 7)
- Need-based Scholarships: $1,900 (Total number: 1)
- Graduate Fellowships: $10,000 (Total number: 1)
- Merit-based Scholarships: $13,440 (Total number: 4)

37 Boise State University. “Department/College Scholarships.”
38 Trisha Stevens Lamb Director, Career Track MBA, Dr. Christine Loucks Dept. Chair-Economics Department, and Dr. Janet Mosebach Assistant Professor- Accountancy Department.
Thirteen scholarships were awarded during the 2017/2018 academic year amounting to $60,240. Of this amount, $34,900 was awarded by foundations represented 57.9% of the total scholarships awarded, $10,000 by graduate fellowships, $1,900 to needy students, and $13,440 by academic performance.

**Undergraduate Scholarships Awarded (COBE) 2017/2018**

COBE awarded 118 scholarships during the 2017/2018 academic year amounting to $430,620 to undergraduate students at the college. The Need-based scholarships awarded were $170,470 and constituted 40% of the total scholarships awarded, while Merit-based or Academic-based scholarships awarded during the year were $260,150. There are other scholarships that are not included in the total amount for COBE.

More than half of the scholarships awarded by COBE during the 2017-2018 academic year were Academic/ Merit-based. COBE also awarded scholarships to students based on their need or academic performance for undergraduate students and, graduate students, both for the academic year 2017/2018.

The graph below show the number of scholarships for undergraduate and graduate students. It is not awarded to a specific degree student at the college level. Of the total amount awarded, $17,950 was awarded to the undergraduate or graduate, or both degree level students based on their need, and $26,640 was also awarded to undergraduate or graduate, or both the undergraduate and graduate students based on their academic performances.

39 Dr. Troy Hyatt Dept. Chair- Finance/Accountancy Department, Dr. Christine Loucks Dept. Chair- Economics Department, Dr. Janet Mosebach Associate Professor- Accountancy Department, and Dr. Karen L. Corral Dept. Chair- I.T.- SCM.
Scholarships Awarded to COBE Undergraduate Students, COBE Graduate Students, or Both, 2017-2018

Grants

Grants are need-based financial aid that does not need to be repaid if the student meets all of the conditions of the award. Grants are often called “gift aid.” Beyond informing and helping students receive federal and state level Financial Aid, Boise State also offers its students access to information on a variety of grants ranging from federal grants - such as the Pell grant or Federal Supplemental Educational Opportunity Grant (FSEOG)- to in-state and out-of-state grant programs.40

Student Employment Opportunities, Outcomes and Status

OPPORTUNITIES

Career Center

The Boise State Career Center is constantly seeking to strengthen relations with businesses. A total of 486 companies visited the university between 2017 and 2018 and 57 interviews happened on-campus during this period.41

40 Boise State University. “Types of Aid.”
41 Debbie Kaylor, Career Center Director
Internships

An internship is work experience related to the career the student is planning to pursue. The internships may be paid or volunteer positions, and depending on the course, the student may receive academic credit for them. The intent of an internship is to acquire work experience and increase the chances of getting opportunities related to career goals.

In the 2017/2018 academic year, Boise State’s Career Center facilitated 1,116 internships for academic credit. This equates to 3,029 credit hours and 136,305 hours out in the community. On average 25% of the internships are hosted on-campus and 75% are hosted off campus. Regarding payment, 67% are unpaid, and 33% of the opportunities are paid.42

Work U

Work U is an experiential learning opportunity for students of any major. In a joint effort with employers in the Boise community, students are matched with a project that aligns with their goals and provides them with an opportunity to network and develop their skills in a professional setting. Employers provide mentors for guidance and insight into potential career paths. Each week, Work U students gather together in an instructor-led class to share and unpack what they’ve learned.43

In the 2017/2018 academic year, 57 students were connected with opportunities at nine different employer partners. Heading into the Spring of 2019, over 90 Work U opportunities will be available at 19 employer partners.44

Handshake

The Career Center provides an online platform called Handshake where employers can post their current full-time, part-time, internship and seasonal job openings free of charge for Boise State students to access. During the 2017/2018 academic year 4,635 jobs were posted on the online platform from employers. Since the adoption of the platform, 11,3391 employers posted 25,750 Jobs at Handshake, with 82% of the job openings from out of state.45

---

42 Debbie Kaylor, Career Center Director
43 Boise State University. Carreer Center. “Work U.”
44 Debbie Kaylor, Career Center Director
45 Boise State University. Carreer Center. “Handsake.”
Employer Partner Events

The Career Center partners with colleges to welcome 486 employers to campus during the 2017/18 Academic Year. Employers came to campus for recruiting as well as the following events:

- Bronco Social
- Fall Career and Graduate School Fair
- Construction Management Fair
- Engineering Fair
- Spring Career Fair
- Education Fair
- Summer Job Fair
- Health Sciences Meet and Greet
- Professional Development Month – specific to COBE
- Career Fair Networking Night – specific to COBE

Top Employers of all COBE graduates

Below is a graphic showcasing who the top employers are for COBE graduates.

Boise State University (14)
St. Luke’s (6)
Clearwater Analytics (5)
Simpot (5)
Albertsons (4)
Micron (4)
Bureau of Reclamation (3)
Icon Credit Union (2)
Hewlett-Packard (2)

Boise State was the top employer listed on the Graduating Student Survey, with 14 graduates reporting they had been hired by Boise State, while St. Luke’s was the second top employer. Other notable employers included Clearwater Analytics, Simplot, Albertsons, Micron Technology Inc., Bureau of Reclamation, Icon Credit Union, and Hewlett-Packard.
Employment Status while Studying

Nearly half of the COBE students, 49%, have responded that they have worked full-time while attending the college. Of all the students graduated, 57% have worked in their field of study, 34% of the students worked on campus, while 22% have worked with faculty on a research, service or creative project, 31% took part in an internship for academic credit, and 16% participated in a program specific to education experience. The above graph shows the activities undertaken by undergraduate students while going to school. The responses to the activities are Yes, or No.

Nearly half of the COBE students, 49%, have responded that they have worked full-time while attending the college. Of all the students graduated, 57% have worked in their field of study, 34% of the students worked on campus, while 22% have worked with faculty on a research, service or creative project, 31% took part in an internship for academic credit, and 16% participated in a program specific to education experience. The above graph shows the activities undertaken by undergraduate students while going to school. The responses to the activities are Yes, or No.

1. Did you regularly work full-time while attending school?
2. Did you work in your field of study, but not for academic credit?
3. Did you work on Boise State’s campus?
4. Did you work with faculty on a research, service, or creative project?
5. Did you participate in an internship for academic credit?
6. Did you participate in a program specific field education experience (student teaching, practicum, clinical, preceptorship, service learning, etc.) that is not considered an internship?
Employment Status After Graduation

A survey sent out to COBE graduate students regarding their employment status after graduation—both undergraduate and graduate students, revealed 70% said they would be working full-time—84% of these are with their master’s degree, while 64% of these graduates are with their bachelor’s degree. Twenty-six percent of the students who took the survey said they will be working part-time—31% are bachelor’s degree holders, and 13% are master’s degree holders. Among the students who could not find job, 17% responded they will be working freelance or working for themselves (16% are bachelor’s degree, and 22% are master’s degree). Those still seeking employment among the pool of respondents are 53% of which 60% are bachelor’s degree holders and 32% are master’s degree holders, while 17% (19% are bachelor’s degree and 10% are master’s degree) and 9% (9% are bachelor’s degree holders and 9% are master’s degree holders) will further their education with enrollment in a degree program, and participate in a volunteer or service program respectively.46

The exact phrasing of the survey options are below:

• Working full-time for a company or organization
• Working part-time for a company or organization
• Working for yourself (freelancer, consultant, starting own business, etc.)
• Seeking employment
• Furthering your education with enrollment in a degree program
• Participating in a volunteer or service program (e.g., AmeriCorps, Peace Corps)

The below graphs show the response rate for the total graduate students (Both undergraduate and graduate degree holders).

Will you definitely be doing any of the following activities immediately or shortly after graduation?

- Working full-time for a company or organization: 70% Yes, 30% No
- Working part-time for a company or organization: 26% Yes, 64% No
- Working for yourself (freelancer, consultant, starting own business, etc.): 17% Yes, 83% No
- Seeking employment: 53% Yes, 47% No
- Furthering your education with enrollment in a degree program: 17% Yes, 83% No
- Participating in a volunteer or service program (e.g., AmeriCorps, Peace Corps): 9% Yes, 91% No

46 Boise State University. “Graduating Student Survey 2017-2018 Results.”
Job Seeking
Undergraduate Students

60% of the 2017-2018 COBE bachelor’s graduates indicated that they would be seeking employment after graduation. The most common reason given was, “Looking for a better opportunity”, followed by “have not found an interesting job” and “have not received offers for positions applied.” 35% of those seeking employment felt that they did not meet job requirements.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have not yet prepared for a job search</td>
<td>24%</td>
</tr>
<tr>
<td>Difficulty meeting job requirements</td>
<td>35%</td>
</tr>
<tr>
<td>Have not received offers for positions applied</td>
<td>48%</td>
</tr>
<tr>
<td>Have not found an interesting job</td>
<td>51%</td>
</tr>
<tr>
<td>Looking for a better opportunity</td>
<td>70%</td>
</tr>
</tbody>
</table>

Out of all activities graduates planned on definitely doing after graduation, graduates with their bachelor’s degrees rated working full time as their top priority, followed by seeking employment and working part-time. Among the activities, 82% indicate working full-time, part-time, for a company or organization or self-employed. The graph below shows the percentage of activities graduates planned to do after completing their bachelor’s degree.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working full-time for a organization or company</td>
<td>46%</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>33%</td>
</tr>
<tr>
<td>Working part-time for a company or organization</td>
<td>8%</td>
</tr>
<tr>
<td>Furthering your education with enrollment in a degree program</td>
<td>6%</td>
</tr>
<tr>
<td>Working for yourself (freelancer, consultant, etc.)</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>Participating in a volunteer service program (e.g., AmeriCorps, Peace Corps)</td>
<td>1%</td>
</tr>
</tbody>
</table>
Graduate Students

Among the master’s degree holders, 84% of graduate students indicated they would be working for a company full time after graduating. However, they did not see their job search as complete, since 68% of students said they were not seeking employment.

The greatest reason for seeking employment after graduation among COBE graduate students is the aspiration for a better opportunity, followed by having not received offers for the positions applied. Around 30% of the respondents said they were having difficulties meeting job requirements:

- Difficulty meeting job requirements: 32%
- Have not found an interesting job: 52%
- Have not received offers for positions applied: 68%
- Looking for a better opportunity: 77%

After indicating all activities they will be definitely doing after graduation, students pointed out the one of highest importance to them. At about five times of all other response rates, students overwhelmingly prioritized working full-time above all else:

- Working full-time for a organization or company: 84%
- Working part-time for a company or organization: 13%
- Working for yourself (freelancer, consultant, etc.): 22%
- Seeking employment: 32%
- Furthering your education with enrollment in a degree program: 10%
- Participating in a volunteer service program (e.g., AmeriCorps, Peace Corps): 9%
Annual Income for COBE Graduates Working Full Time

Employment Status and Connection to COBE Degree

The three graphs below show the connection to students’ employment and their COBE degree or certificate they earned (both undergraduate and graduate degrees). **48%** of students who will be working full-time indicated that their COBE degree or certificate is related to the work they will be doing. **52%** of full-time respondents indicated that the position is related to their career goals. Lastly, **68%** of full-time respondents reported that they were already employed at the company or organization while a student at Boise State.
Graduating Students’ Salary Range

57% of COBE graduates who will be working full-time following graduation will make $45,000 per year or more. 4% of COBE graduates who reported working part-time immediately following graduation will make $35,000 or more per year. The following graph shows the expected annual salary for COBE graduates working full-time, part-time or self-employed. According to the Idaho Department of Labor, as of June 2018 the average per capita income in Idaho is $40,507, which means 57% of students who graduate with a COBE degree and are also working full-time already earn more than the average per-capita income in Idaho.

What is or will be your income the first year following graduation?

Upon graduating, about 15% of COBE bachelor’s graduates who were working full-time were making less than $25,000 a year, while 84% and 70% who were working part-time and self-employed were making less than $25,000 a year. The income levels tend to be lower than $55,000. However, about 7% reported earning higher than $75,000:

Bachelor’s degree job type vs salary
The first year following graduation

47 Idaho Department of Labor. “Home Page.”
After graduating, the majority of COBE graduates with their master’s degree who are working full-time (43%) reported making over $75,000 annually, while those who are working part-time (14%) and self-employed (38) make over $75,000 annually. Also, about 71% of graduates who work part-time, and 46% those who are self-employed earned less than $25,000. Idaho Department of Labor recognizes the average per capita annual income in 2017 as $40,507.\(^4\) About 24% of graduates with their bachelor’s degree working full-time reported making under $35,000, compared to 8% of graduates with their master’s degree working full-time. Refer to the below graph for more information.

---

\(^4\) Idaho Department of Labor. “Home Page.”
Employment and Professional Extracurriculars for Current Students
Undergraduate Students

About half of graduates reported working full-time while pursuing their degree at Boise State. 57% of students worked in their field of study outside of academic credit. About a third of the students participated in an internship, and 34% worked on campus.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly work full-time while attending school</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Work in your field of study but not for academic credit</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Work on campus</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>Work with faculty on a research, service or creative project</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>Participate in an internship for academic credit</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>Participate in a program specific field education experience</td>
<td>16%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Work and Degree Relationship

Within the 64% of the graduates who acquired full-time positions, around 44% stated the job was very related to their degree and 47% said it was related to their career goals. About 60% had already been working at a company full-time during their studies at Boise State and would be continuing to work there after graduation.
Sixty-percent of bachelor’s degree holders with full-time positions had been already employed at the company while pursuing their bachelor’s degree, while seventy-six-percent of bachelor’s degree holders with part-time jobs had been already employed at the company while pursuing their degree.
Graduate Students

The majority of graduate students, 72%, reported having worked full-time while attending school. 46% worked in their field of study. About one third of the students worked on campus and/or with faculty on research, service or a creative project:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly work full-time while attending school</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Work in your field of study, but not for academic credit</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Work on campus</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>Work with faculty on a research, service or creative project</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Participate in an internship for academic credit</td>
<td>21%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Work and Degree Relationship

Out of the 70% of graduates who were working in full-time positions, around 48% stated the job was very related to their degree, and 52% said the position was very related to their career goals.

Eighty-six-percent master’s degree holders with full-time positions had been already employed at the company while pursuing their degree, while fourteen percent of master’s degree holders with part-time positions had been already employed at the company while pursuing their degree.
Student Debt after Graduation

Average Loan Amount

The average loan amount for all undergraduate students at Boise State University is $6,899 per year.\(^49\)

Boise State University offers access to multiple sorts of loans, such as:\(^50\)

- Subsidized Federal Direct loans
- Unsubsidized Federal Direct loans
- Parent PLUS Loans
- Graduate PLUS Loans
- Private Loans
- Direct-to-consumer Loans

Forty-one percent of all undergraduate students (including freshmen) at Boise State utilize federal student loans to help pay for their college education, averaging about $6,889 per year. This amount is 32.0% higher than the $5,226 amount borrowed on average by freshmen. The fact that returning students borrow more than freshmen could indicate that the school front-loads financial aid packages, offering more aid to new students while expecting returning students to take on larger loans to continue their education. Borrowing the average amount will result in loans of $13,798 after two years and $27,596 after four.\(^51\)

Default Rate

What is a default rate and why is it important?

A student is considered to be in default on a student loan if they have not made a payment in more than 270 days. Default rates also only take into account federal loans, not private loans. The official student loan default rate for a school is calculated by measuring how many students are in default three years after graduation.

Loan default rates can indicate how well Boise State University is helping students afford to attend college without excessive reliance on loans, particularly unsubsidized loans. It can also indicate future earnings and career potential.

---

\(^49\) College Factual. “Boise State University.”
\(^50\) Boise State University. Financial Aid. “Loans.”
\(^51\) College Factual. “Boise State University.”
A total of 4,819 Boise State University students entered loan repayment in 2014. After three years, 6.4% of these students (313 out of 4,819) defaulted on their loans. The lower the default rate, the better! When compared to the national average three-year default rate of 7.2%, the default rate at Boise State University is normal, but the average is increasing at alarming rates.

Since Boise State University offers students two separate student loans, one for a subsidized amount and one for an unsubsidized amount, it is important to understand the difference and be aware of the default rate.  

**Return on Investment**

Obtaining a higher education through college is both expensive and time intensive. Every year spent getting a degree is a year of lost wages and additional expenses. After graduation students are commonly left asking, “How many years until this investment breaks even?”, “When can I begin cashing in on my return on investment?”, and “Have I taken on too much debt to ever reach payback?” Determining when you will make up for the costs of college involves understanding the estimated cost of a degree, average starting salaries and budgeting methods.

The payback method, or break-even point, mainly differs amongst individuals by their budgeting ratio. The most commonly used budgeting ratio is known as the 20-30-50 – Budgeting Ratio. It says, 20% should be immediately saved (goals or retirement) or put towards paying down debt, 30% should be the maximum you spend on housing, and 50% should be spent on everything else.

For reporting purposes, dedicating 20% of your income towards resolving debt is considered an aggressive approach and dedicating 10% of your income towards resolving debt is considered a conservative approach.

Below is a basic payback period created with average graduating salaries received from Boise State’s 2017-2018 graduating student survey (for both undergraduate and graduate students) and cost of attendance using tuition cost only.
It is important to note there are a few important cons that disqualify this method from being a primary factor in making investment decisions—such as its lack of account for the time value of money, risk, financing, or other important considerations, such as the opportunity cost.

Additional considerations:

- Be wary of excess debt: According to the U.S. Department of Education in 2012, the nationwide average salary for young adults with a bachelor’s degree was about $47,000, while only $30,000 for those with a high school diploma.\(^{56}\)
- The “break-even” calculation above does not include interest on student loans.

### Table: Break-Even Point for Undergraduate and Graduate Students

<table>
<thead>
<tr>
<th>Cost of Tuition Alone</th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>Non-Resident</td>
<td>Resident</td>
</tr>
<tr>
<td>Aggressive (20%)</td>
<td>$32,472</td>
<td>$96,800</td>
</tr>
<tr>
<td>Conservative (10%)</td>
<td>$43,000</td>
<td>$43,000</td>
</tr>
<tr>
<td>Average Starting Salary</td>
<td>3.8 Years</td>
<td>1.3 Years</td>
</tr>
</tbody>
</table>

\(^{56}\) National Center for Education Statistics. “Annual Earnings of Young Adults.”
Equal Pay

The Human Resources Office is setting groundwork for a gender pay gap analysis in order to address the discrepancy between male and female employee income levels seen at the University.

Jared Floyd, Total Rewards Manager for Boise State’s Human Resource Services said: We want all employees to be rewarded in such a way that they feel the freedom to pursue a purpose-driven career. We accomplish this by focusing on fair and competitive practices that support a culture of rewarding employees based on their contribution to the mission of the organization.

A gender pay gap analysis is important because it identifies areas of opportunity in which pay may need to be adjusted in order to reward more appropriately. It also reflects a level of transparency which fosters employee engagement, and the University’s commitment to inclusion. The Boise State Human Resource office has embarked on two key initiatives that will support a sustainable solution to a competitive, fair and meaningful compensation program for all Boise State employees:

Job Standardization Project

This project will bring clarity to the roles performed at Boise State and provide a basis of comparison for similar positions and levels across campus. Increased clarity around job roles will be key in better understanding differences in pay based on gender rather than nuances in essential job functions.

Enhanced Compensation Strategy

This project will review pay levels, and practices to ensure that as a University we have an overarching philosophy to addressing pay issues ongoing. With a better understanding of philosophy, practices and pay definitions across campus, we can help ensure a more consistent and fair application of reward decisions.57

57 Jared Floyd, Total Rewards Manager for Boise State University Human Resource Services.
Employee Benefits

Boise State University offers employees a wide range of benefits. In a regular full-time, part-time, or temporary benefit eligible position assigned to work a minimum of 20 hours per week, and working in an appointment lasting a minimum of five consecutive months. Employees are eligible for benefits on the first day of the month following your date of hire.\textsuperscript{58}

Health, Dental, and Vision Benefits\textsuperscript{59,60}

**Blue Cross of Idaho**

Boise State offers three medical plan options for its eligible faculty and staff, administered by Blue Cross of Idaho: traditional, PPO, and high deductible. Employees may enroll themselves, their spouse and their children up to age 26, unless the dependent child (ren) are eligible to enroll in their own employer.

**Blue Cross of Idaho – CVS Caremark**

Prescription drug coverage is included with enrollment in the Blue Cross medical plan.

**Blue Cross Dental**

Boise State offers Blue Cross of Idaho Dental coverage to employees and their eligible family members. Participation in the plan is automatic for employees enrolled in one of the State’s medical plans but must be elected for eligible dependents.

**Flexible Spending Accounts (FSAs)**

FSAs offer a convenient and easy way to save pre-tax money for eligible medical and daycare expenses.

**Vision Service Plan (VSP)**

Vision benefits are included with medical plan enrollment at Boise State University.

\textsuperscript{58} Boise State University. “Benefits.”
\textsuperscript{59} Boise State University. “Benefits.”
\textsuperscript{60} Boise State University. “Medical, Dental and Vision.”
Additional Benefits

Maternity Leave

Employees receive six weeks of paid time off related to birth or adoption of a child. If the faculty member wishes to take additional time off, they may use their personal sick and vacation leave in order to take up to six additional weeks off.

Retirement

The University requires investment into a retirement plan. Depending on eligibility, employees are enrolled into one of two plans:

1. **Public Employee Retirement System of Idaho (PERSI)**
   Employees are enrolled in this plan if they work more than 20 hours a week for five consecutive months. Currently, employees contribute 6.79% of their salary and the university contributes 11.32%.

2. **Optional Retirement Plan (ORP)**
   Employees are enrolled in this plan if they are faculty or staff, and no hour requirement is stated. Currently, employees contribute 6.97% of their salary and the university contributes 9.27%.

For more information about these plans and additional optional plans please visit: https://hrs.boisestate.edu/benefits/retirement/

Optional Benefits

- The following benefits are available through payroll deduction:
- Choice of employee-funded optional retirement savings plans
- Flexible spending accounts for medical and dependent care expenses
- Employee supplemental life insurance at group rates
- Group legal benefits
- College tuition savings program
- Access to supplemental health, life, home, and auto insurance programs at discounted rates
- Campus Recreation Center membership
- Health and wellness services
- On-campus childcare
- Private lactation break room for breastfeeding mothers

---

61 Boise State University. “Benefits.”
Sick Leave

Full-time Boise State employees receive 12 days per year of sick leave.

Other Benefits

- Cell phone discounts
- State Employee Wellness Program
- Tuition fee waiver program - allows employees and their spouses to enroll in classes at a discounted rate

In addition, employees receive 11 paid holidays:
- New Year’s Day
- MLK-Idaho Human Rights Day
- Presidents Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day
- New Year’s Eve

Compliance

Boise State University complies with all Federal and State of Idaho employment protections, including but not limited to:

- Unemployment Compensation Insurance
- Workers Compensation Insurance
- Family Medical Leave Act (FMLA) of 1993
- Americans with Disabilities Act (ADA) of 1990