



BOISE STATE UNIVERSITY
COLLEGE OF INNOVATION AND DESIGN

SELF-STUDY



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Executive Summary

The College of Innovation and Design (CI+D) was created in 2015 to promote positive institutional and curricular change at Boise State. The College's current mission is to **help create the future Boise State**, with a specific focus on solving the challenges of affordability, retention and graduation, and workplace competitiveness. While the College has credential-granting authority like a traditional college, it has a structure specifically designed to support its mission. The College is not constrained by traditional disciplinary boundaries, nor is it home to a permanent core of faculty and programs. Rather, its aim is to promote innovative and creative programming and processes at the university level, and it is distinctly entrepreneurial in terms of culture and approach. Above all, the College aims to be responsive to the pressures facing higher education, including rapid technological change, evolving workplace needs, and shifting societal values.

The College of Innovation and Design is uniquely positioned both within and adjacent to the traditional academic structure at Boise State. CI+D reports directly to the President, is unconstrained by disciplinary boundaries, and serves as home to faculty and programs on a largely temporary basis while they are being developed and fine-tuned. This unusual structure provides considerable freedom to pursue the creation of programming that might not otherwise be developed or supported by Boise State's traditional colleges and departments. Thus, the College is best thought of as an incubator for launching and growing new programming that emerges from university leadership, faculty across campus, and from within the college, supporting the growth of those new programs, and "graduating" the successful experiments to other units across campus.

The College has been successful at growing new programming that brings distinctive value to our students and community. These programs include interdisciplinary undergraduate programs and certificates, a high-performing research group of faculty and graduate students, a center for entrepreneurship, a varsity Esports program, and more. Since inception, the College has launched 21 new programs; CI+D active programs currently deliver more than 6,000 student credit hours per year, and our Spring enrollments are up approximately 20% year over year, consistent with our growth rate since our founding. Four programs have graduated to other colleges/divisions across campus (with two more set to graduate in the next year). CI+D also opts to

discontinue programs that are not successful under current university conditions and has done so with two programs.

Our academic programs are highly aligned with emerging workplace skills, with many designed to be accessible to all Boise State students regardless of major via reduced prerequisites and online or hybrid modalities. Nearly all our programs are financially efficient, delivering high-quality programming at low cost to the institution. Almost every one of our current programs is either meeting or exceeding their fiscal and programmatic performance expectations or is on a trajectory to do so.

As will be made clear in this self-study, we have identified two main areas where the College needs improvement. The first area has to do with assessment. Because of the College's unique structure, traditional approaches to assessment do not always yield useful information (though they sometimes do). The College must invest in and develop systematic and meaningful assessment approaches that also account for our diverse program mix and the relatively short time-frames programs exist in the college. This work has begun but more remains to be done.

Second, the College has had mixed success in scaling innovation across campus. Despite its own program successes, CI+D has not been able to promote a widespread culture of innovation across campus. Following the adoption of a new university-wide strategic plan that specifically calls for action in this area, in early 2022, the College moved to expand its mission to focus not just on developing innovative programming inside CI+D but on supporting our campus partners in doing their *own* innovative programming. We aim to scale the lessons we have learned by being in partnership with our colleagues across campus and in our community.

The self-study articulates investments that have already been made to address both of these areas—assessment and promoting innovation across the university—and our plans for the future. While it is too early to report on the results of this new approach, we are making progress and early results are promising.

I. Preface

Overview of the College's Self-Study Process

In the Spring of 2022, the President of Boise State University asked the Provost to oversee an external review of the College of Innovation and Design. This review was deemed timely given the departure of the College's founding Dean during the spring semester of 2022. Additionally, the new college was then seven years old and had never undertaken a formal review process.

In preparation for this external review, and with guidance from the Provost's office, the College of Innovation and Design (CI+D) began the self-study process in September 2022. An early outline was approved September 9, 2022, with delivery of the self-study document to the Provost's office on December 19, 2022.

The self-study effort was led by a small committee consisting of one staff member, the Assistant Dean, the Associate Dean, and the Interim Dean. Program Directors and representatives from all the College's programs assisted with the data collection and reporting. This collective effort allowed for involvement from a variety of faculty and staff while maintaining the aggressive three-month timeline for completion.

The goals of the self-study document are three-fold. First, the self-study describes the distinctive mission, structure, and operations of the College of Innovation and Design. Second, it serves as an honest, in-depth analysis of the College's strengths, weaknesses, and opportunities. And third, it provides an opportunity for an outside review team to provide input on how the College of Innovation and Design might strengthen its existing quality, priorities, and resources. With these three goals in mind, we have compiled a self-study that allows us to both review performance to date and to articulate our future aspirations and goals.

A Brief Description of the College

The College of Innovation and Design was founded in the 2014-2015 academic year at Boise State by then-President Bob Kustra, with the explicit objective of promoting more [rapid and meaningful change at Boise State](#). President Kustra believed that substantial institutional and programmatic change was needed at Boise State, both to achieve its strategic goals and to meet the needs of our students and the communities we serve. Dr. Kustra felt that the needed pace and magnitude of change couldn't be met by existing institutional units. Thus, the College was envisioned as a “sandbox” for experimentation, where curriculum and programming could be developed and nurtured outside of the institutional and disciplinary constraints of traditional colleges and departments.

After receiving Idaho State Board of Education (SBOE) approval in 2014, a national search was conducted for the College's founding Dean. In June 2015, Gordon Jones, former director of the Harvard Innovation Lab and with substantial prior private sector experience, began his appointment as the [College's Founding Dean](#). As the College grew from idea to reality, several distinctive structural, cultural, and operational elements emerged that define its current distinctiveness.

How the College is distinct

The structure of the College of Innovation and Design is intentionally unique. Like other colleges, CI+D is authorized by the Idaho State Board of Education to deliver and confer degrees. However, unlike other colleges, CI+D degrees are not defined by disciplinary boundaries but rather respond directly to student and workforce needs. This grants the College license to create programming across and beyond the Boise State disciplinary portfolio. Furthermore, in contrast to other colleges at Boise State, the Dean of CI+D reports directly to the President, not the Provost. Collectively, these structural elements establish and promote the College's university-level mandate and mission.

Operationally, CI+D is also distinct in that new programs are developed as experiments; if those experiments are successful, the intention is to “graduate” them to other colleges. This creates room for new programs to be developed. The 2018 creation of a limited incentive-based budget structure (Bronco Budget 2.0) provides some support for this *grow and graduate* model, and CI+D anticipates further refinement of incentive-based budgeting at the university will more fully support the grow and

graduate approach. More detail on budgeting and structure is provided later in this self-study.

Perhaps the most distinctive element of the College is the culture that has been intentionally nurtured and developed by college leadership, which can primarily be characterized as entrepreneurial. It was designed as such by President Bob Kustra and founding Dean Gordon Jones as a means of facilitating rapid experimentation at the university. The entrepreneurial mindset informs the College's risk-taking and rapid responsiveness. We believe that the creation of CI+D and its many early successes—in conjunction with other initiatives at the university—are part of the reason Boise State earned a spot on *U.S. News and World Report's* [Top 50 Most Innovative National Universities](#) in the country in 2018.

Importantly, CI+D's culture of educational entrepreneurialism is motivated by growing skepticism at the local and national levels regarding the value of a baccalaureate degree. The increasing cost of higher education limits participation to those who can afford its hefty price tag; those who can enroll often do not complete their degrees, and many of those who do graduate are not reaching their financial, professional, or personal goals. The external forces compromising the promise of higher education (e.g., declining societal support, rapidly evolving workplace needs, and technological change) require institutions of higher education, including Boise State, to evolve more quickly to thrive in this shifting landscape.

Because the College effectively resides both within and outside the institutional structure, successful promotion of change might be achieved by two distinctive approaches. The College might pursue “disruptive innovation” or, alternatively, it might pursue incremental innovation. The concept of disruptive innovation was popularized by the Harvard academic Clayton Christensen, who argued that large and rapid change is often achieved by outsiders who promote alternative approaches that existing organizations cannot, or choose not, to adopt. This kind of change is typically dramatic in both scale and speed, making it disruptive to existing organizations that are unable to adequately respond. In contrast, incremental innovation is often how change occurs from within organizations; it is slower, of lower magnitude, and is generally more evolutionary than revolutionary.

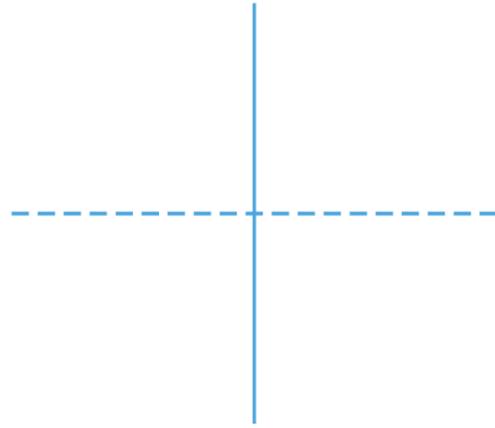
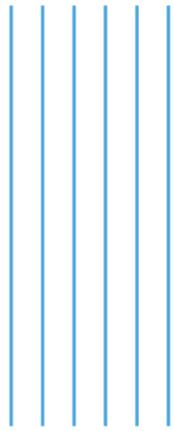
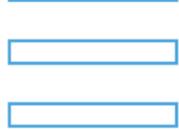
Indeed, CI+D's early focus was on exploiting the College's structural and operational “outsider” characteristics to promote more rapid and potentially disruptive change at Boise State. This focus had the obvious advantage of enabling the quick launching of

programs that would be truly innovative and transformative. But this approach was limited by the reality that the College is also not fully outside the institution; it is still subject to many of the institution's structural, operational, and cultural constraints. CI+D's programs must still work within and for the institution to effectively function.

As is likely obvious, these structural, operational, and cultural characteristics have created a college that behaves differently, and those differences can produce friction with colleagues across our traditional units on campus. Therefore, the College's promotion of disruptive innovation has had its downsides. Not only is disruptive innovation demanding in terms of effort, but it can also degrade the ability of the College to be in collaborative relationships with our campus colleagues.

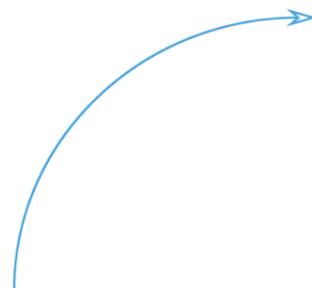
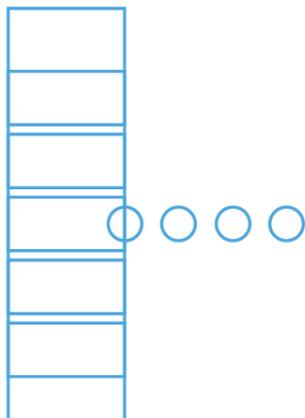
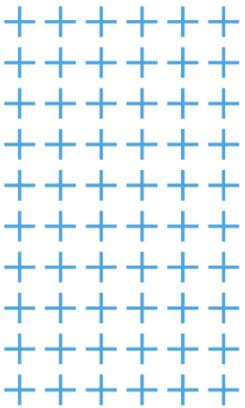
It is for this reason—and because of recent changes in leadership in the College and at Boise State—that the College has now adopted a second approach to innovation at the university. Boise State's current President, Dr. Marlene Tromp, has charged the College with the promotion of innovation across the institution. Specifically, she has established the expectation that we collaboratively support innovative activities of faculty and staff that are aligned with the university's internal priorities. Relatedly, we are also now charged with growing the culture of innovation across campus. These efforts require a pivot away from a sole focus on disruptive innovation, and toward collaborative relationship-building and campus support. This shift and its accompanying activities are described in greater detail toward the end of this self-study.

To be clear, the College has not wholly abandoned the pursuit of disruptive innovation. Instead, the College has *expanded* its portfolio and is now also making substantial investments in promoting positive change with partners across campus through collaboration. While such change is less likely to produce transformative change, it has the substantial advantage of being more likely to bring institutional-level benefit and allows the College to more effectively support the University's goals to grow our culture of innovation. The challenge of balancing these two distinct innovation approaches, disruptive and incremental, will likely continue to define CI+D going forward.



Section II.

Mission, Values, and Strategic Goals



II. Mission, Values, and Strategic Goals

Introduction

In Fall 2021, Provost John Buckwalter led all units in Academic Affairs at Boise State to align their strategic efforts with the university's strategic plan, [*Blueprint for Success \(Blueprint\) 2021-2026*](#). To this end, all colleges, departments, and units adopted a shared template and language aligned with *Blueprint*, and the plan has been broadly integrated across Academic Affairs and the university writ large. The College of Innovation and Design used this opportunity to develop a comprehensive strategic plan—something the college had not done upon founding—that promotes alignment with the university's strategic plan. Below, we detail how our Mission, Values, and Strategic Goals are guided by the university's strategic plan, State Board of Education processes such as Program Prioritization, and accreditation-driven assessment processes such as Program Assessment Reporting (PAR).

Broadly speaking, we define success at the College level by our ability to achieve our mission of **helping create the future Boise State**. Above all, we aim to empower innovators and effect positive change through experimentation and collaboration. As a college, success has largely been assessed by the program's ability to launch, grow, and eventually graduate programs that benefit Boise State. Specifically, to be successful, our programs need to:

- execute on their core impact area, now identified as one of five major goals aligned with *Blueprint*
- reach their intended audience as measured by enrollment or engagement
- articulate learning from their experiments and innovations
- graduate to a permanent home in another college

The Mission of the College of Innovation and Design

Mission

The College of Innovation and Design is helping create the future Boise State. We are a catalyst and collaborator, identifying, fostering, and scaling positive innovative change that brings value to our students, campus, and community.

Our Values

The College has collaboratively developed a set of Values that articulate how the Mission is operationalized through college activities, operations, and culture-building:

- **We value empowerment.** We invest in people ready to turn their innovative ideas into reality.
- **We value collaboration.** We cultivate a culture of collaboration, creativity and community to foster innovation.
- **We value mutual respect and the appreciation of all people.** We embrace diverse perspectives and ways of knowing to foster a welcoming and inclusive community.
- **We value productive change.** We promote a growth mindset, agility, resilience, and risk-taking as essential to creating a thriving future.
- **We value designing for the future.** We build programs focused on the pressing challenges in higher education, including affordability, retention, and post-graduation outcomes.
- **We value rapid experimentation and execution.** We work at an accelerated pace and manage friction, failure, and disruption in order to learn quickly and advance Boise State goals.

CI+D Alignment with Blueprint for Success

The [Blueprint for Success](#) was approved in June 2021 by the Idaho State Board of Education. Development of *Blueprint*, which was first released to the campus community in February 2021, incorporated feedback from students, faculty, staff, alumni, and community members through a comprehensive and inclusive strategic planning process. The resulting new strategic plan for Boise State articulates five strategic plan goals and associated strategies, an updated mission, and an updated vision for the university. Additional details about Boise State's new strategic planning process can be found on the university's [strategic planning website](#).

Section II. Mission, Values, and Strategic Goals

Under each of the five Strategic Goals, *Blueprint* identifies specific strategies for executing each goal, as well as example metrics to measure progress and outcomes; college-level strategic plans are expected to follow the same template. It is through the Blueprint for Success that decision-making and resource allocations are prioritized and determined at Boise State and in the College of Innovation and Design.

Below we list each of the *Blueprint's* five Strategic Goals followed in ***bolded italics*** by how the College of Innovation and Design has applied them in our own strategic plan:

Goal 1: Improve Educational Access and Student Success

We can enhance the comprehensive student experience with a focus on student success and post-graduate outcomes. ***The College of Innovation and Design focuses on increasing access and student success, both as students and upon graduation, with an emphasis on enhancing employability and workplace competitiveness.***

Goal 2: Innovation for Institutional Impact

We will expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities. ***The College of Innovation and Design aspires for all our activities to be innovative. We are placing substantial focus on promoting change in structures and processes that will make Boise State more efficient and responsive to current and future needs.***

Goal 3: Advance Research and Creative Activity

We are developing research that positively impacts lives and breaking down traditional barriers so researchers and students can collaborate on big problems. ***The College of Innovation and Design is focused on supporting scholarship that is interdisciplinary, solutions-oriented, and/or student-centered.***

Goal 4: Foster Thriving Community

We will promote and advance a fair, equitable and accessible environment to enable all members of the campus community to make a living, make a life and make a difference. ***The College of Innovation and Design is focused on cultivating a culture of innovation and empowering faculty and staff to implement and enable innovative projects that help create the future Boise State.***

Section II. Mission, Values, and Strategic Goals

Goal 5: Trailblaze Programs and Partnerships

By partnering with industry, we can enhance and foster pathbreaking interdisciplinary programs and activities that transcend traditional fields of study and offer students new opportunities to grow, thrive and contribute to our state and our nation. ***The College of Innovation and Design is focused on growing partnerships that bring distinctive value to our programs, the student experience, and our community partners.***

A Note on Our Approach to Assessment and Defining Success

The rapid evolution of the College from inception to its current incarnation poses an assessment challenge because that evolution continues to redefine our mission, how we define success and, by extension, the metrics used to assess that success. We have made the decision to evaluate our performance based on the current (2021) university and College mission and strategic plans. While this may result in some of our prior efforts being evaluated on criteria that did not exist at the time of those activities, we accept that limitation in the spirit of being as aligned as possible with our current mission.

It is also worth explicitly noting that CI+D itself is a grand experiment. Accordingly, we have attempted to evaluate our programs using approaches that are generally similar to those used for traditional departments and units. At times, however, it has made sense to provide narrative or qualitative examples to describe College performance, in addition to more traditional quantitative measurements.

CI+D Alignment with State Board of Education Priorities

When the College of Innovation and Design was founded, the primary contribution of the College was intended to support the State Board of Education's (SBOE) Strategic Plan Goal 2: Critical Thinking and Innovation. More specifically, the SBOE's Goal 2, Objective A aims to increase research and development of new ideas into solutions that benefit society.

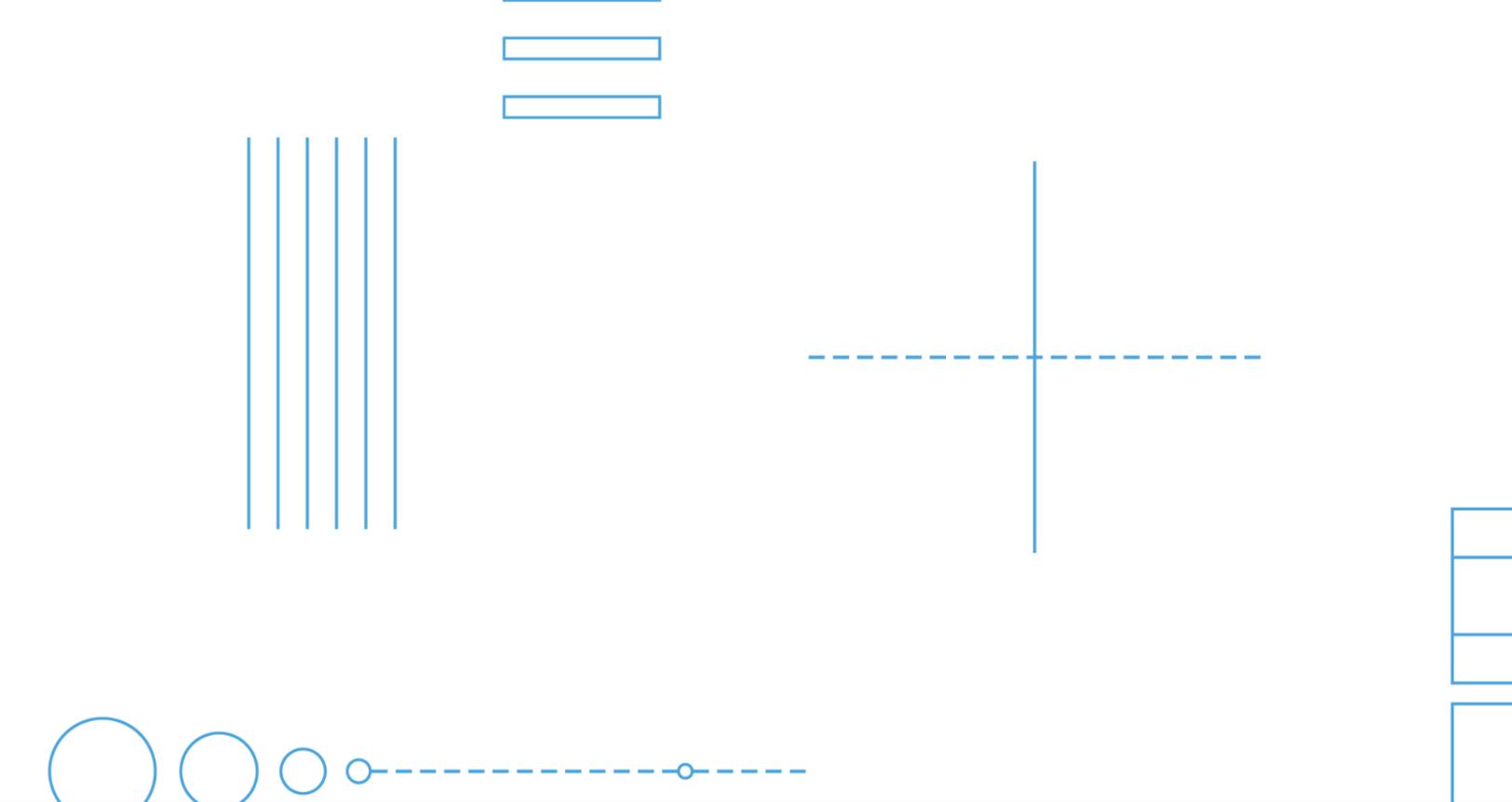
The SBOE recently revised its strategic plan. The [FY2023-2028 SBOE Strategic Plan](#) has shifted its focus to four main goals: educational system alignment, educational readiness, educational attainment, and workforce readiness. Of these four new SBOE goals, CI+D most closely supports the State Board of Education's Goal 4:

Section II. Mission, Values, and Strategic Goals

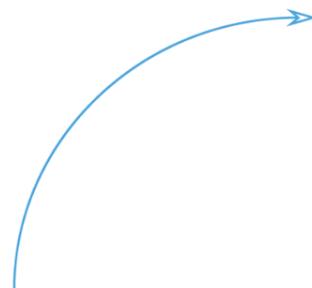
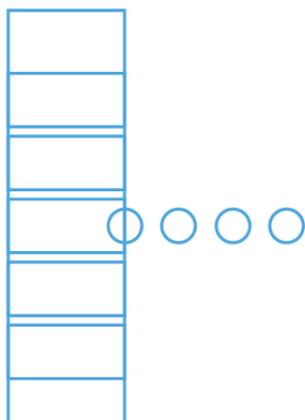
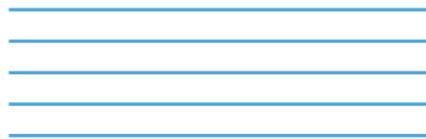
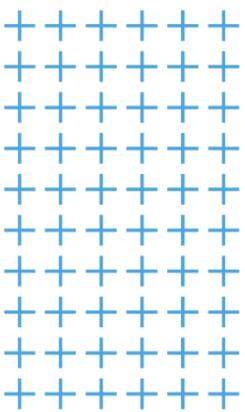
WORKFORCE READINESS (opportunity)–The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment–Prepare students to efficiently and effectively enter and succeed in the workforce.

This new focus aligns well with existing strengths in CI+D; in fact, the College has had a dedicated focus on workforce readiness since its inception. Out of the College’s current 19 programs or initiatives, 12 of them have workforce development as a goal. The College has had three workforce readiness programs directly funded by the State via line-item appropriations: WorkU, Bridge to Career, and Venture College, which gives the College a unique and clear State mandate for this focus.



Section III. College Characteristics & Overview of Programs



III. College Characteristics & Overview of Programs

Advantages/Disadvantages of a Distinctive Mission and Structure

When a college operates as an incubator of new ideas and in a space without traditional disciplinary boundaries there are both advantages and disadvantages.

Advantages include the following:

- **Fewer disciplinary restrictions.** The College can move quickly to develop programs that cross disciplines or that are interdisciplinary. An example of this is the College's new Digital Innovation and Design (DID) Degree, which builds upon certificates whose approaches are typically taught in business and economics, art, and sciences. In DI+D they are brought together in novel groupings and with an eye toward practical application.
- **Rapid program development.** The College has very few full-time faculty; Dean's Office staff are primarily responsible for developing and launching new programs, and then finding faculty to teach in them. Other colleges typically develop programs in the opposite direction—existing faculty develop programs that align with their interests and capacity. The CI+D staff-driven approach allows for quick research, development, and mobilization of new ideas.
- **Efficiencies.** The budgetary aspects of CI+D programming are explored in more detail below. Here, we simply point to the fact that we have been able to pioneer many programs in a short amount of time and have developed expertise to do so quickly and efficiently.
- **Diffusion of innovations.** Though the programs in the College are diverse, staff and faculty in the College have been able to develop a set of core skills that benefit all program development, in the College and beyond. These include performing market analyses, developing clear processes for program design from inception to implementation, and marketing and communication capacity. There is extensive social learning that happens between members of the Dean's Office staff internally, and that we increasingly share with our campus partners. This blunts the strain of needing to “reinvent the wheel” every time a new program is developed.

Disadvantages include the following:

- **Oppositionality.** Because of the College's original focus on disruptive innovation (and likely because it was a new and unfamiliar unit reporting directly to the President) there is no doubt that the College has been perceived by some as having a favored status, violating disciplinary boundaries, and challenging university processes. The perception that the College is in some way oppositional has been deserved in some cases. CI+D is focused on mitigating these perceptions by implementing the suite of Campus Innovation Initiatives described later in this study, which are focused on collaboration and cooperation.
- **Mismatch with university processes.** Like most universities, Boise State's processes primarily serve traditional units that are organized by discipline, focus on in-person instruction, and are staffed or overseen by tenure-track faculty. By contrast, CI+D is organized by program (not discipline), generally focuses on developing hybrid or remote learning opportunities (sometimes in partnership with external curriculum developers), and is staffed by Clinical Faculty, Dean's Office staff, professional practitioners, and adjuncts. University processes also tend to operate according to a set academic calendar, are in line with complex policies and procedures, and require extensive shared input from across campus. At times, these characteristics have been at odds with the entrepreneurial culture of CI+D. Furthermore, CI+D staff have sometimes challenged existing processes when perceived to be inefficient or illogical. Some of these difficulties will persist as CI+D continues to develop disruptive programming. But our more collaborative Campus Innovation Initiatives aim to approach some of these challenges more collaboratively and in partnership with our colleagues across campus.
- **Staffing.** Our portfolio requires highly skilled professional staff with advanced knowledge and expertise. The College frequently pushes its staff to operate beyond the boundaries typically described in the university's existing job descriptions and standards.
- **Budget.** This aspect is covered in much greater detail below. Here we summarize by saying that frequently starting programs—especially those that entail some amount of risk—requires repeated upfront investment during the start-up phases. Furthermore, because programs are always being developed, discontinued, or graduated, it can be challenging to track budget trendlines at the college level over time. Every year may look different depending on the program mix.
- **Assessment.** A significant fraction of the College's academic portfolio is in certificates, as it allows stackability and provides complimentary value to existing

degrees. Micro-credentialing helps to ensure that students who may not finish full degree programs still leave the university with some useful marker of completion, our credentials typically map to workforce needs, and stackability allows students to map their own college experience in a more individualized way. Furthermore, as has already been detailed, CI+D aims to rapidly “grow and graduate” programs on a relatively short timescale. However, university assessment processes (such as the Program Assessment Reporting process, or PAR) are typically tailored to full degree programs and by necessity involve longitudinal assessment processes. As a result, the College’s assessment of programs has not been as robust as it could be, which is a topic addressed in greater detail in Section VI of this report. CI+D recognizes this and recently created an Assistant Dean position whose major focus is College Operations and Assessment. This position will be charged with tailoring assessment design to CI+D’s unique structure and mission.

Overview of Programs

The Program Portfolio in the College

Each of the programs in the College of Innovation and Design aligns with the mission and strategic goals of the College. A subset of our programs was created entirely within the College, including the Google Career Certificates, the User Experience Design Certificate, Harvard Business School certificate and, more recently, our Campus Innovation Initiatives. Other programs in our portfolio were brought to us by university leadership, including our founding programs Games, Interactive Media, and Mobile (GIMM), Venture College (VC), Vertically Integrated Projects (VIP), the Human-Environment Systems (HES) program, and the Certificate in Leadership and Human Relations (LEAD). Still others were initiated by faculty from across campus, including the User-Experience Design (UX-D) certificate, the Esports program, and the Society for Ideas certificates. In all cases, each of these programs was adopted by the College of Innovation and Design because it had characteristics and/or elements that were deemed particularly innovative and aligned with a shared vision for the future of Boise State.

In addition, before each program launches, CI+D has determined that no other college or department on campus is willing or able to support their launch and growth. The College supports each program as an innovative experiment, designed to increase value for our students, the institution, and the communities we serve. Because

programs are both being created and graduating from the college, the portfolio of programs varies over time.

Currently, the CI+D portfolio consists of two degrees, ten certificates, twelve courses, and four programs considered administrative and support. Where appropriate, instructional programs are grouped and contain multiple credentials. Examples of this grouping are shown below in the Figure 1 for Society for Ideas, Google Career Certificates, Human Environment Systems, Bridge to Career, and the Harvard Business School Online at Boise State.

CI+D CURRENT INSTRUCTIONAL PROGRAMS



Figure 1 Active instructional programs, 2022-2023

CI+D offers four non-instructional administrative and support programs: Varsity Esports, Venture College (which supports entrepreneurialism), Onramp, and our recently launched Campus Innovation Initiatives. Non-instructional programs are those inclusive of administrative and support areas—in other words, those that do not lead to a Boise State degree or credential. Administrative and support areas are those that often appear alongside the student experience, or have greater impact to the campus, local, regional, or national communities served by the College. Figure 2 below briefly summarizes the four administrative and support programs and contains program highlights.

The College’s community-focused programs are our Campus Innovation Initiatives and Onramp—our partnership with Apple and the College of Education and Extended Studies to serve Idaho K-12 educators with technology training. We should add, however, that both Varsity Esports and Venture College also have significant community engagement characteristics, so marking just two programs as community-focused is somewhat arbitrary.

CI+D CURRENT ADMINISTRATIVE & SUPPORT PROGRAMS

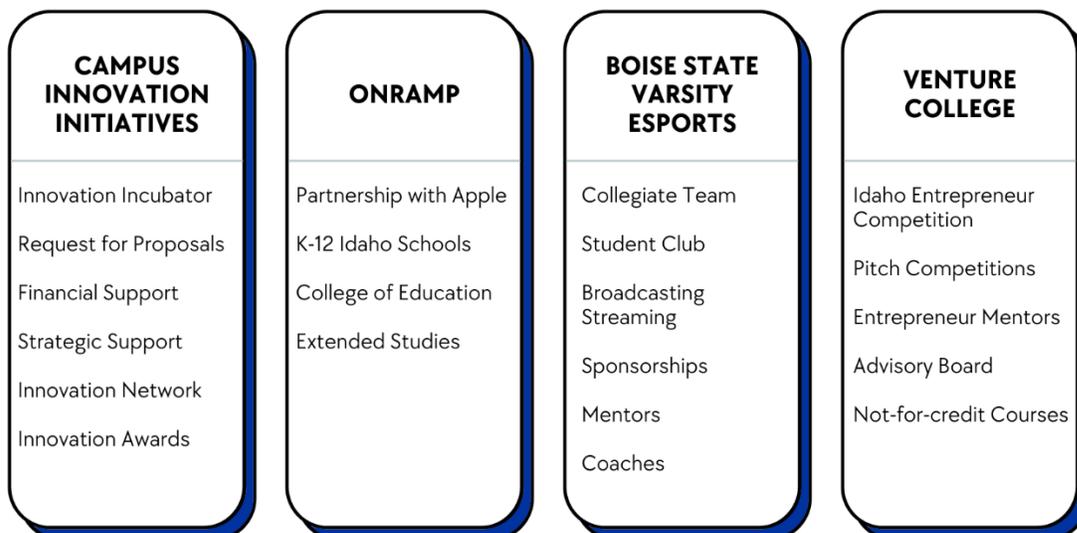


Figure 2 Active administrative and support programs, 2022-2023

Advantages & Disadvantages of CI+D’s Unique Program Mix

Innovative ideas generally cannot be centrally planned. As an incubator of new programming, the College must be an effective home to diverse ideas. This means that a broad portfolio of programs is not really an active choice, but rather it is necessary outcome of supporting and promoting innovation.

There are some advantages of the mix of programs housed in CI+D are that the College; it allows the College to simultaneously run several different types of experiments in different strategic areas. For example, the College is home to Human Environment-Systems, a very small unit with five extremely high-performing, top-tier

Section III. College Characteristics & Overview of Programs

researchers who bring in millions of dollars in funded research and advise dozens of graduate students. They teach small-enrollment graduate classes in-person. In this unit, the College has experimented with completely revising Tenure and Promotion policies to emphasize community-engaged, impact-oriented research in addition to more traditional metrics. The work of HES faculty advances the research mission of the university in significant ways, *and* is also community-aligned, and their reward structures recognize both types of contribution.

At the opposite end of the spectrum are our Google Certificates. These are all introductory-level certificates made up of two classes offered in 7-week, fully online formats. They require no prerequisites and provide an industry certification to every student upon completion, whether that student ever formally graduates from Boise State or not. Every student who receives a Google Certificate is receiving a credential that has real workplace value, and they can accomplish this in a semester of study. This experiment tests the impacts of stackability as it pertains to workforce preparation. It is also increasing the value proposition of attending college for students who may not be able to proceed through the college experience in four consecutive years.

This diverse program mix is also sometimes a disadvantage. CI+D is staffed in a lean way, considering all that the College undertakes. Because of our diverse portfolio, every person who works for the College must be good at many things and must also be curious and ambitious to try out new things as new projects come along. This means that CI+D is an exciting and stimulating place to work, but also one that is always pushing the edges of possibility. For example, we do not have a large number of full-time faculty who can share service loads and meet university obligations in the same way other Colleges do. Many of our staff are handling multiple types of projects or programs in addition to teaching and performing university service. For these reasons we aim to be very efficient and to take good care of the people who work for us for them to maintain this high level of performance.

Timeline of Program Development

Six programs were established in CI+D at its founding in 2015. Since then, the college has launched 1-6 new programs a year, which is shown in Figure 3.

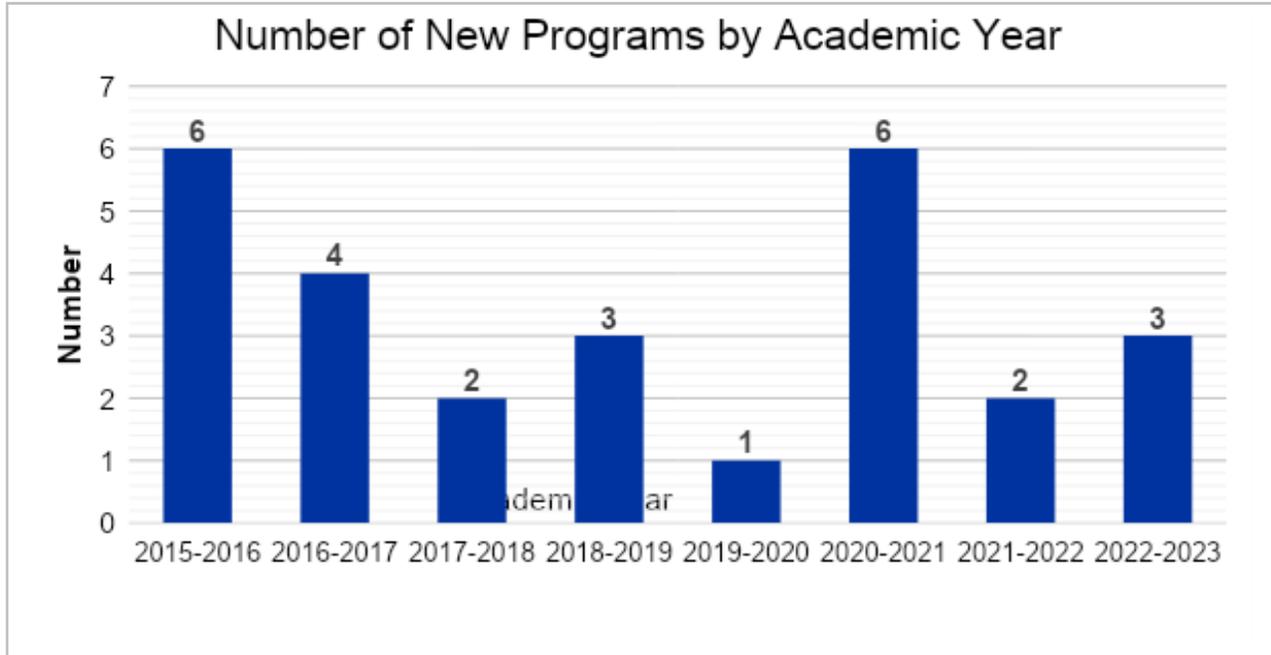
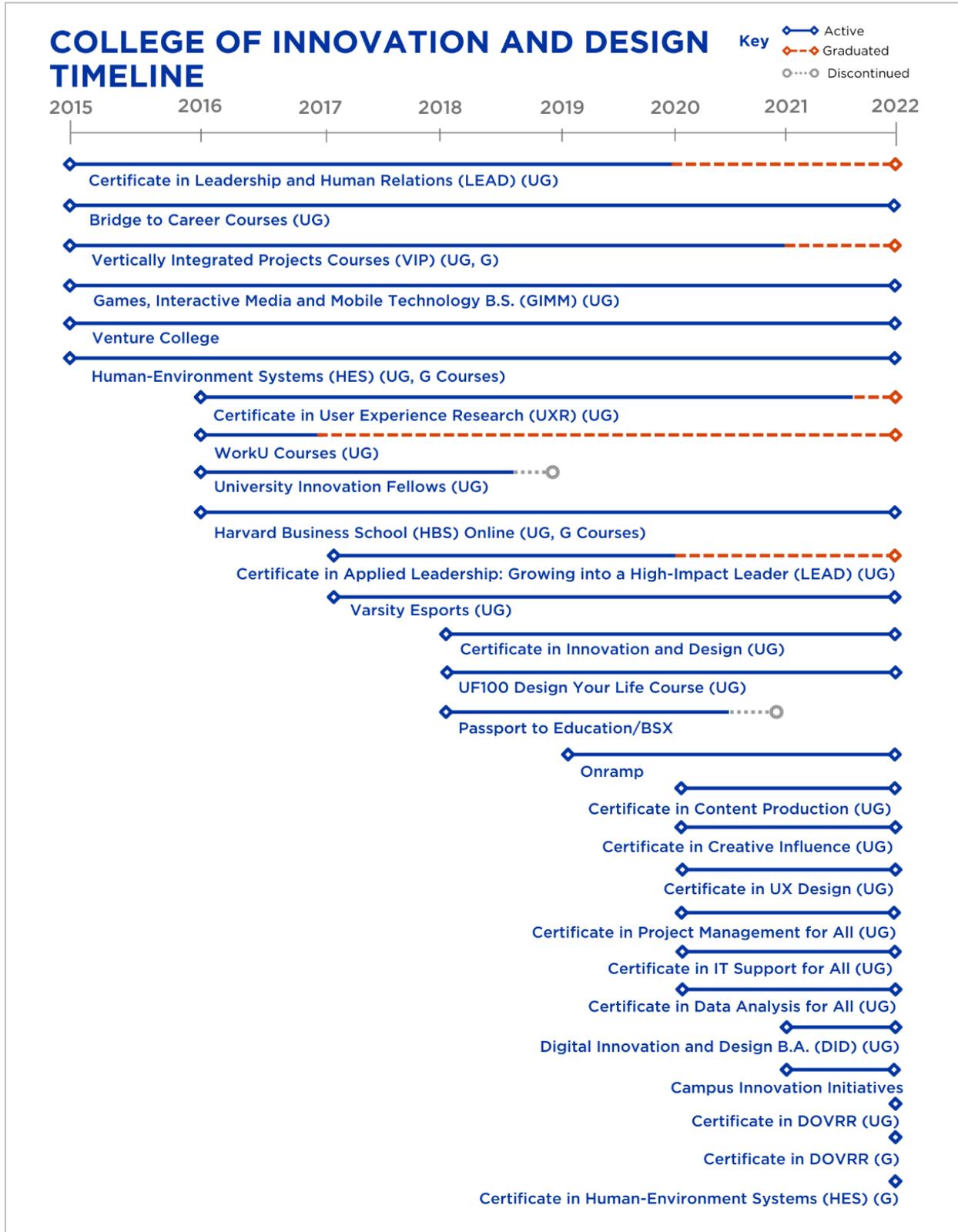


Figure SEQ Figure * ARABIC 3 Number of new programs by academic year

The College has been home to 27 programs, five programs have graduated, and two have been discontinued. The programs vary in scale from full degrees to individual courses, span disciplines, and meet a variety of strategic goals of the University. The timeline in Figure 4 below depicts how our portfolio has changed over time.

Section III. College Characteristics & Overview of Programs



Overview of Active Instructional Programs

Active Degrees

Games, Interactive Media, and Mobile technology (GIMM) ([website](#)) ([degree plan](#)): *Bachelor of Science degree; in-person only; launched Fall 2015 at founding of College.* Graduates use their skills in immersive gaming technologies to solve complex challenges in industry, education, and the community. Graduates of this undergraduate program build competencies in animation, visual design, game design, programming, and multimedia.

Digital Innovation and Design (DI+D) ([website](#)) ([degree plan](#)): *Bachelor of Arts degree; online only; launched in Spring of 2022.* The degree integrates digital and design skills with foundational training in collaboration, creativity, critical thinking, and communication. Students complete a certificate each year. Core required curriculum includes student success class each year for career and academic advising. Graduates of this program build competencies in innovation; leadership; managing and using new and emerging digital technologies; project management; creative content creation; and data analytics.

Active Undergraduate Certificates

Certificate in Drone Operations for Visualization, Research, and Resource Management (DOVRR) ([UNGD plan](#)) ([website](#)): *7 credits; in person; launched 2021; sub-program of Human Environment Systems (HES).* The DOVRR certificate was created by HES faculty in collaboration with faculty from Biology and Geoscience departments. This interdisciplinary certificate program trains participants to plan, lead, and implement projects using drone technology, also commonly referred to as unoccupied aerial systems, or UAS. Upon completing the program, students will be licensed drone operators.

Google Career Certificates ([website](#)): *Three 7-credit undergraduate certificates; online; no prerequisites; launched 2021.* A partnership with Coursera and Google to offer Google-created content with a Boise State faculty instructor. The focus is on building learners' understanding and skills in problem solving, working with data, finding patterns/trends, communication, and teamwork. Learners gain perspectives from practitioners in each of the certificate areas, earn a professional certificate, and gain access to career resources as part of completing the courses.

Certificate in Project Management for All ([website](#)) ([UNGD plan](#)) Covers foundational project management terminology; documentation and artifacts; Agile project management and Scrum events; strategic communication, problem-solving, and stakeholder management.

Certificate in IT Support for All ([website](#)) ([UNGD plan](#)) trains in fundamentals of day-to-day IT support; networking basics, basics of operating systems, system administration, and IT infrastructure services; IT security concepts, tools, and best practices to address threats and attacks.

Certificate in Data Analysis for All ([website](#)) ([UNGD plan](#)) teaches foundational skills necessary to source, prepare, process, analyze, and present data findings using spreadsheets, SQL, R programming, and data visualization.

Society for Ideas (SFI) Certificates ([website](#)): *Three (12-credit) undergraduate certificates; online and in person; no prerequisites; first certificate developed in 2018.* A set of three certificates created by marketing and branding experts that allows students to augment their degrees and work experience for a digital-first world and grow their creative, critical thinking, collaboration, and communication skills.

Certificate in Innovation and Design ([UNGD plan](#)): *Online and in-person. 12-credits; launched in 2019.* Students develop a creative mindset by learning how to innovate and grow ideas through prototyping and gathering insights.

Certificate in Content Production ([UNGD plan](#)): *Online only. 12-credits; launched in 2020.* Students learn how to produce and activate their ideas using design, audiovisual, and digital means.

Certificate in Creative Influence ([UNGD plan](#)): *Online only. 12-credits; launched in 2020.* Students learn how to be effective communicators and leaders who influence others with their ideas.

User Experience Design (UX-D) ([website](#)) ([UNGD plan](#)): *12-credit certificate; launched 2020 in hybrid format, now online only.* The UX-D Certificate integrates curriculum from internationally recognized content experts through Interaction Design Foundation (IDF); provides students with a broad foundation in design thinking and methodologies, a fluency in user experience design tools and processes, and the ability to develop and apply metrics for evaluating the success of design choices.

Active Graduate Certificates

Graduate Certificate in Human Environment Systems ([website](#)) ([GRAD plan](#)): *graduate 9-credit certificate; in person; launched Fall 2022; sub-program of Human Environment Systems (HES)*. Human-environment systems science integrates a unique combination of disciplines, approaches, and skills. This certificate program gives students a fundamental grounding in the skills needed to become leaders in the environmental field, which implicitly requires systems-level understanding of anthropogenic and biophysical processes.

Graduate Certificate in Certificate in Drone Operations for Visualization, Research, and Resource Management (DOVRR) ([website](#)) ([GRAD plan](#)): *10-credit graduate certificate launched in Fall 2022; sub-program of Human Environment Systems (HES)*. The DOVRR certificate was created by HES faculty in collaboration with faculty from Biology and Geoscience departments. This interdisciplinary certificate program trains participants to plan, lead, and implement projects using drone technology, also commonly referred to as unoccupied aerial systems, or UAS. Upon completing the program, students will be licensed drone operators.

Other Active Instructional Programs and Courses

Bridge to Career (B2C): Created in 2016 with a successful request for appropriated funding. B2C was an umbrella term for courses that were open to all majors that provide distinct professional skills and certifications. The goals are for students to differentiate their degrees and improve outcomes for themselves post-graduation. This umbrella was also a testing ground for courses that would eventually become certificates or programs. This functionality continues, but the branding and program name are no longer needed or used in external communications.

Harvard Business School Online at Boise State (HBS) ([website](#)): Undergraduate, Upper-division (2) and Graduate (2) courses; not-for-credit professional development courses (5); launched in 2017. First-of-its-kind partnership with Harvard Business School Online, these courses provide access to a world-class immersive learning experience in analytics, economics, and financial accounting for non-business majors. Courses are online, serve Harvard's global community, and are coupled with meetings with Boise State coaches. Successful completion leads to a Harvard-issued Credential of Readiness (CORE). Non-credit classes are offered through Boise State Professional and Continuing Education (PACE), a department in Extended Studies.

Human Environment Systems (HES) ([website](#)): Faculty group offering undergraduate and graduate courses and certificates; launched in 2017. HES is a transdisciplinary research-intensive faculty group focused on using community-based research to find real-world solutions to pressing environmental challenges. Their research integrates social and biophysical disciplines to reveal unique systems-level understanding and create actionable knowledge. Faculty oversee DOVRR and HES certificates and other distinctive [courses](#).

University Foundations 100 (UF 100) Design Your Life ([website](#)): Boise State requires all first-year students to take a 3-credit course, University Foundations (UF) 100, to become a more active learner and build skills in critical inquiry and oral communication. Faculty submit proposals to offer themes for a UF 100 course, offering students a variety of options. Since 2018, CI+D has offered Design Your Life based on the [Stanford d.School class](#) and book, *Designing Your Life*. This course is taught to approximately 100 students every spring and has moved from in-person to remote since the pandemic. A fully online course is in development for a first offering scheduled in Summer 2023.

Active Administrative and Support Programs

Campus Innovation Initiatives: In 2022, under Interim Dean Shawn Benner, new initiatives were launched to support the campus community in growing innovation in their programs. Campus Innovation Initiatives include, but are not limited to, the following:

- [Innovation Incubator](#): CI+D is beta-testing the use of the College's 8,000 sq. ft. of open gathering space in support of faculty and staff collaboration and empowerment. The first phase of a permanent remodel of the space is scheduled for late spring/early summer 2023.
- The [Request for Proposals \(RFP\)](#): offers financial and development resources to faculty and staff to support and launch new initiatives across campus.
- *Innovation Network & Awards* (in development): Network brings together innovators to build a culture of innovation and formalize recognition and best practices in innovation. Presidential Innovation Awards and special events are planned beginning Spring 2023.

Onramp Program ([website](#)): Started in 2019, Onramp is a collaboration with Extended Studies, the College of Education, and Apple. Onramp works with schools in need

(60%+ Free/Reduced Lunch eligibility) to provide educators the tools, training, and resources to create coding experiences for K-12 students. Through the program, educators have integrated challenge-based learning along with Apple's *Everyone Can Code* and *Everyone Can Create* into their classrooms and curriculum.

Venture College (VC) ([website](#)): Prior to the founding of the College of Innovation and Design (CI+D), Venture College existed as part of the Department of Research and Economic Development at Boise State with permanent funding. Venture College supports students and faculty in building entrepreneurial skills and launching their ventures through incubator programs, pitch competitions, and mentorship.

Varsity Esports ([website](#)): The Boise State Varsity Esports team was launched in 2017 in collaboration with professors from College of Education's Educational Technology program. Student athletes compete both regionally and nationally, developing teamwork and representing Boise State on the "virtual blue turf" from their state-of-the-art training and broadcast center. The team and its coach have won multiple national awards.

Graduated Programs

The following programs have successfully graduated from the College of Innovation and Design:

Leadership Certificates (LEAD) ([website](#)): *Two undergraduate certificates; graduated 2020.* These two certificate programs integrate the fields of leadership and personal development and approach leadership as a personal and relational process. The program graduated to the School of Public Service and has since added a graduate certificate.

Certificate in Leadership and Human Relations ([16-credit UNGD plan](#))
in-person certificate launched 2015.

Certificate in Applied Leadership: Growing into a High-Impact Leader
([12-credit UNGD plan](#)) *12-credit, online certificate launched in 2017.*

User Experience Research Certificates (UX-R) ([website](#)): *Two 12-credit undergraduate certificates; online; graduated 2022.* Launched in 2016, the UX-R offerings created a new pathway to learning essential, practical skills from Anthropology and offered non-majors cutting edge job skills in user experience (UX). The program graduated back to Anthropology in the College of Arts and Sciences.

Certificate in User Research Professional (UX-PRO) ([12-credit UNGD](#)) targets working adults, international students.

Certificate in User Experience Research (UX-R) ([12-credit UNGD](#)) for currently enrolled Boise State students.

Vertically Integrated Projects (VIP) ([website](#)) ([UNGD courses](#)) ([GRAD courses](#)): *Variable 1-3 credit, repeatable, undergraduate and graduate courses; unique projects listed as special topics of VIP 100-500; launched in January 2016 and graduated in 2021.* Provides students vertically integrated experiential education opportunities throughout major study involving hands-on projects and mentoring with faculty that impacts upward mobility and professional identity development. VIP graduated to the Office of Undergraduate Research and currently housed in the Institute for Inclusive and Transformative Scholarship (IFITS).

WorkU ([website](#)) ([UNGD courses](#)): *Upper-division undergraduate courses, variable credit, repeatable for credit; created in Fall 2017, graduated in 2018.* WorkU is a career preparation program where students do ten hours a week of hands-on professional internship experience with a local employer and attend a for-credit course with a career counselor. Now successfully housed in the Career Services Department.

Discontinued Programs

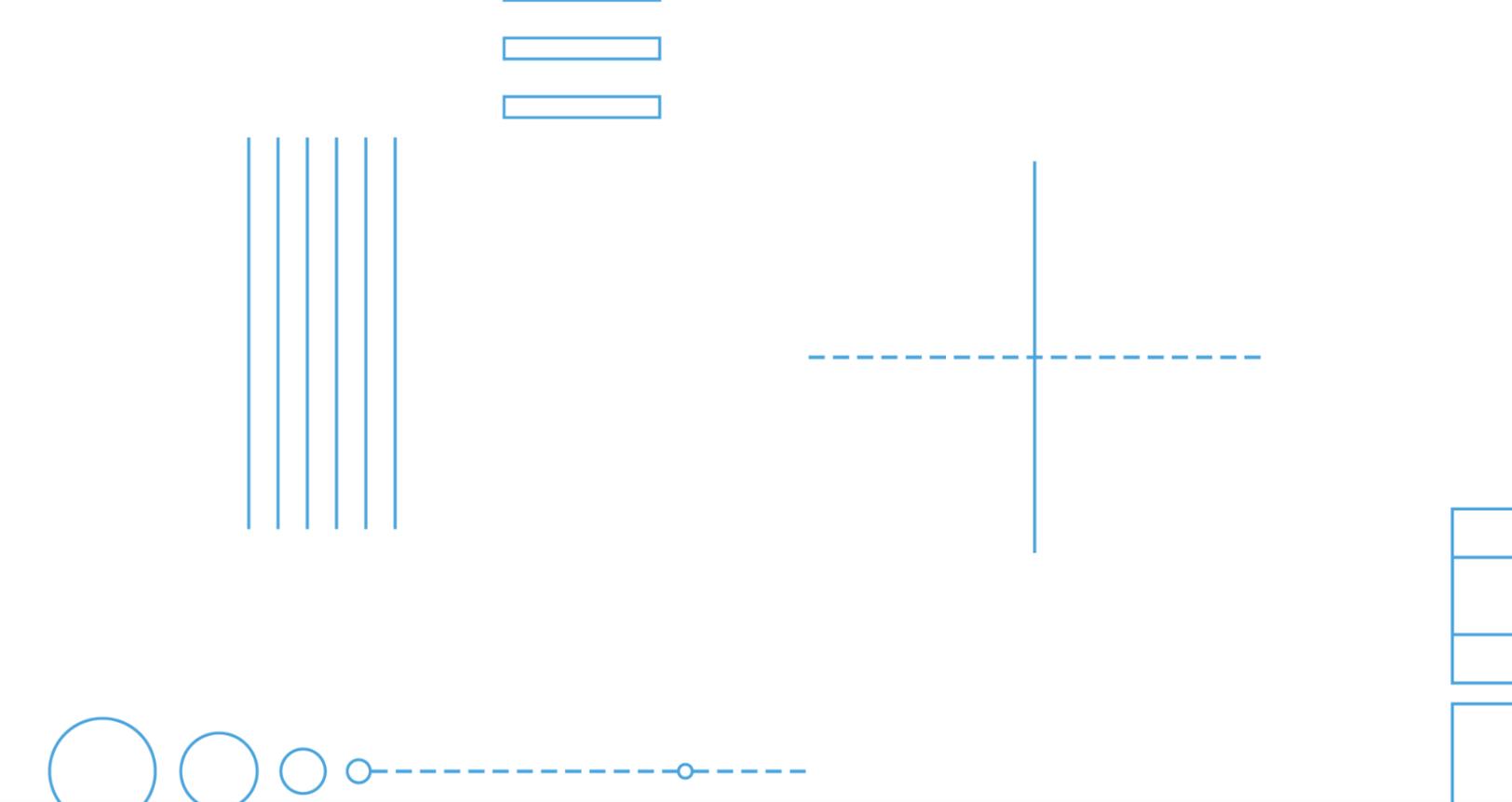
The following programs were discontinued, either because they were not financially sustainable and/or did not prove to have partnerships that could be maintained long term.

University Innovation Fellows ([website](#)): A program run through the Stanford University d.School that Boise State adopted from AY2016-19. A cohort of students were selected for the year and sent to Stanford for a training on design thinking. They were then coached and supported to implement projects to create innovative change at the university.

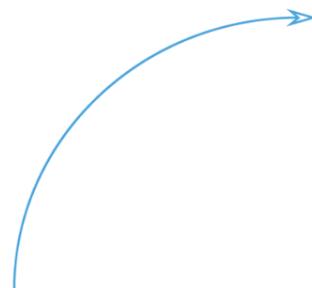
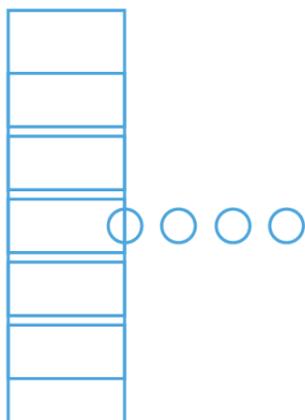
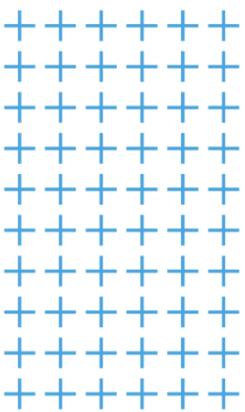
Passport to Education/BSX. In 2018, Boise State developed a monthly subscription model for paying tuition with a local credit union as a partner. Members of the credit union were exclusively offered a discounted subscription to Boise State for a certain number of credits per term. Participants had a 6-credit (15% discount) and a 9-credit

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option (25% discount) and monthly payments were allowed, which is a convenience Boise State does not currently offer to its students.



Section IV. Resources and Capacity



IV. Resources and Capacity

Organizational Structure

The College maintains an organizational structure that supports the vision, mission, and goals of the College. In 2022, the Dean's Office underwent a significant reorganization when the founding Dean, Gordon Jones, assumed the position of President of College of Western Idaho. Additional vacancies by CI+D's Business Manager, Director of the Venture College, and Associate Director of the Venture College occurred in 2022. This presented CI+D the opportunity to evaluate the effectiveness of the current organizational structure and modify it to meet the shifting needs of the College and the University under new leadership.

Staffing and Operations

When founded, the College adopted a lean organizational structure that focused almost exclusively on the start-up of new initiatives and enabled a significant amount of autonomy for each of our programs and their founders. In this flat organizational structure, nearly all CI+D staff and leaders of our programs regularly engaged with each other and most reported directly to the Dean. This organizational structure was highly efficient when CI+D was smaller and focused on rapid launch of programs. As the College has matured and evolved, its organizational structure has also evolved to address expanded operational elements; this has necessitated more hierarchy. More detail is provided below.

Before 2022, CI+D was organized in the following way, generally speaking:

- The Dean was primarily focused on seeking out and maintaining external relationships.
- The Associate Dean oversaw the development of innovative programs and supervised program staff.
- The Business Manager was responsible for reporting, financial support, administration, hiring, and operations.
- Program Directors (3) developed programs from inception to implementation, including often teaching in them.

Since the College was founded in 2015, CI+D has almost tripled its programs and initiatives. This includes the expansion of its Mission to include Campus Innovation

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Initiatives such as the Innovation Incubator, a fully functional event center currently in beta testing that serves faculty and staff on campus. This growth has required a restructuring of the Dean's Office, which got underway in late spring 2022 under the leadership of the Interim Dean.

This restructuring has had implications for staffing and operations. The following changes have been implemented in response to changing needs:

- **Oversight of operations and assessment:** The College needed an administrator charged with overseeing operations, assessment, and advising. An Assistant Dean was appointed in summer 2022 and is now responsible for these areas. This is an effort to ensure the College is meeting all its compliance requirements, is providing excellent customer service to faculty, staff, and students, and that there is a robust strategic planning and assessment focus in the Dean's Office.
- **Timely and accurate completion of business tasks:** The Business Manager's duties have now been split between a Senior Business Manager and an Administrative Assistant 2. This is meant to assist with timely completion of business tasks such as grant management, making travel arrangements, purchasing, and ensuring compliance with university policies and procedures.
- **Event space management and program promotion:** A staff member (the Project Director) formerly focused solely on the promotion and marketing of programs, now manages the Innovation Incubator, provides Venture College and Esports with event support, and serves as an advisor liaison and marketing support for college programs.
- **Shift in resources to support Campus Innovation Initiatives:** Instead of three program directors, the Dean's Office now has one Director of Programs who is charged with overseeing the development of innovative programs in CI+D and with campus partners. This position also oversees the remodel and design of the Innovation Incubator. Because of the importance and size of these projects, this position reports directly to the Dean.
- **Making Venture College more efficient:** The Venture College has been restructured so that the Executive Director and two supporting staff members are embedded in the Dean's Office. This creates efficiencies that allows Dean's Office staff to support Venture College during its busiest, largest events, and vice versa.
- **Restructuring of supervisor reporting lines:** The Esports Head Coach, Venture College Executive Director, and coordinator of the Onramp program are directly supervised by the Interim Dean as part of his portfolio of external

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relationship management, while the Associate Dean oversees most internal credit-bearing programs and their staff.

- **Esports support:** The Dean's Office is also overseeing the hire of a part-time Administrative Assistant for the Esports program. This position will be trained by the Assistant Dean but may eventually be directly supervised by the head coach of Esports.
- **Additional events and program support:** Additional part-time, temporary staff are brought on as needed, such as to assist with event support or to complete special projects.

The organizational chart below illustrates the current College structure (Fall 2022) and is published on the [College's website](#):

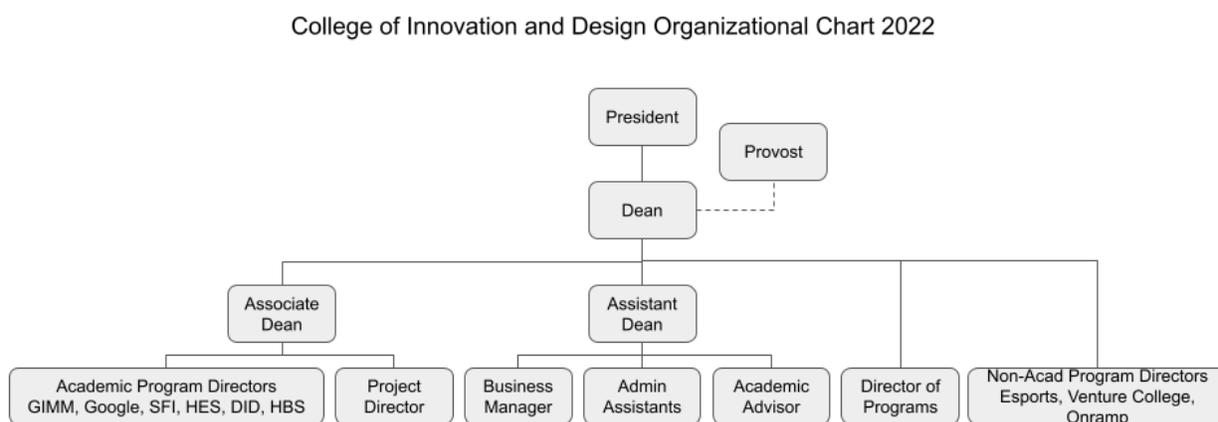


Figure 5 CI+D organizational chart, 2022

Currently, the Dean's Office has 7.0 FTE (compared with 6.0 in previous years) with staff time focused on supporting existing programs, teaching, college operations, or supporting the development of newly launched initiatives. The budgetary ramifications of this restructuring and personnel responsibilities are discussed in greater detail below.

Employee Retention & Professional Development

The College of Innovation and Design is committed to supporting the whole employee. Intentional efforts are made by the College to support the goals of its faculty and staff, while exploring opportunities to increase job satisfaction and retention of employees. Since November of 2021, the College has hired for several key positions: Dean, Associate Dean, Business Manager, Director of the Venture College, Associate Director of the Venture College, and one faculty member. Many of these hires were due to restructuring that occurred when the former Dean departed the university. But

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restructuring also coincided with significant national economic and hiring trends: for example, the College has found that, given shifts to the Treasure Valley economy—where housing prices have risen by over 50% since pre-2020—employees are seeking higher pay levels and more flexible work opportunities. The College remains committed to exploring ways it can overcome these challenges. Where possible and to the extent possible, for example, faculty and staff have received pay increases, and the College offers flexible work arrangements when possible.

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Furthermore, within the College of Innovation and Design, faculty and staff are supported in attending at least one professional development opportunity each year. In addition, the College regularly encourages attendance of workshops hosted by Boise State's Center for Teaching and Learning (CTL). CTL workshops and events often include educational opportunities for faculty and staff to explore best-practices in teaching, assessment, and supporting students. The College also supports professional development opportunities congruent with personal and professional goals outside of what is necessary for current job duties.

Dean's Office Responsibilities

As it is currently constituted, the College of Innovation and Design Dean's Office reporting lines, roles, and responsibilities are as follows:

Interim Dean

- Reports directly to the President, with an active 'dotted line' report to the Provost. The Dean attends both the Executive and the Dean's meetings.
- Provides academic management, leadership, and vision to support and implement the College's strategic initiatives in teaching, service, and research.
- Cultivates relationships with community partners, donors, and alumni.
- Directly supervises Associate Dean, Assistant Dean, Director of Programs, Director of Esports, Director of Venture College
- Is ultimately responsible for all financial decision-making, strategic goal setting, personnel management, and crisis management in the College.

Associate Dean

- Serves to support Interim Dean in all capacities as needed, including representing the College on committees, at events, and with university leadership, partners, and donors
- Serves on Dean's Office leadership team (with the Interim Dean and Assistant Dean) to oversee strategic, financial, and personnel management of the College
- Supervises academic program directors (credit-bearing degrees, certificates, academic programs, and courses)
- Manages campus innovation support including building an Innovation Network and Innovation Awards
- Coordinates the work of the Dean's Office staff
- Supports the Operations team as needed

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- Serves as Program Director for Human-Environment Systems program

Assistant Dean

- Responsible for College assessment and reporting
- Supervises Senior Business Manager
- Supervises Administrative Assistant II, who provides office reception, scheduling, ordering, and travel arrangements, and part-time AA2 (Esports support)
- Supervises Academic Advisor
- With the Interim Dean and Business Manager, prepares all College and program budgets
- Oversees CI+D Scholarships
- Serves as CI+D Internship Coordinator
- Serves as CI+D representative on undergraduate curriculum committee and coordinates development of new curricula

Senior Business Manager

- Acts as Department Recruitment Manager to oversee employment for all new employees, adjuncts, GAs, and students
- Manages finance and budget processes and procedures, including purchasing, bank deposits, invoicing
- Maintains individual budgets for each program
- Performs grants management from pre-award to post-award
- Facilitates strict compliance with Boise State policies and procedures
- Provides reports and analytics using Boise State reporting platforms

Dean's Office Director of Programs

- Oversees launch of new certificates and Campus Innovation Initiatives as needed
- Serves currently as Director of UX Design Certificate
- Responsible for build out of Innovation Incubator (space and facilitation services)

Dean's Office Project Director

- Manages events in the Innovation Incubator, including collecting and tracking data about event performance

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- Provides event support to Venture College and Esports
- Attends and coordinates representation at campus-wide recruitment, retention, and celebration events
- Supports marketing and communications efforts in the College

Administrative Assistant II

- Acts as department travel coordinator and delegate
- Assists with purchasing, invoice payments, and other administrative duties
- Provides event support
- Provides executive support to the Deans
- Manages the CI+D front desk
- Assists with CI+D website updates

A full list of staff and assigned responsibilities can be found in [CI+D Personnel & Responsibilities](#).

Governance Structure

Distinctive Reporting Structure to President

The Dean of the College of Innovation and Design reports to the President. This is unique at Boise State where all other college Deans report to the Provost. This structure was implemented by President Kustra during the founding of the College and continued with the transition to President Tromp. This reporting structure was adopted to ensure that the College could act from a university-wide perspective and follow strategic direction directly from the President.

However, for many operational elements the CI+D Dean and staff often operate as a traditional Dean's office, engaging with the Provost's office and with fellow deans across campus. In Practice, the Interim Dean of CI+D has adopted a dual reporting line approach, assuming a "dotted-line" for reporting to the Provost. The CI+D Dean has separate monthly 1:1 meetings with the President and Provost individually, and both of those meetings are treated like supervisor check-in meetings. The CI+D Dean attends both the Executive Team meeting (which includes all direct reports to the President) and the Dean's meeting (mostly direct reports to the Provost).

Advantages and Disadvantages of Current Reporting Structure

While this distinctive reporting structure requires additional coordination, it does have some distinct advantages. First, it ensures that the college is aligned with presidential

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priorities; this is particularly important given the College's mission to promote positive change across the campus. Second, participation in Executive Team meetings reinforces the College's charge to operate from a whole-university perspective. Finally, in the rare instances when a traditional college or colleges are opposed to a CI+D initiative, reporting to the president reduces the risk that opposition would prevent CI+D from moving that initiative forward when it is in the best interests of the university.

There are two potential downsides to this reporting structure. The first is the potential for misalignment between the President and Provost regarding the College of Innovation and Design. This risk is currently mediated by a strong relationship between our current President and Provost and CI+D Interim Dean's efforts to communicate with, and be responsive to, both leaders. The second downside of the reporting structure is that it could potentially create animosity with the other deans, who report directly to the Provost. This is not entirely avoidable but is currently mediated by the CI+D Interim Dean by fostering collegial, peer-based relationships with the other university deans.

Reporting Structure Within the College

Within the Dean's Office, the governance structure is not dissimilar to traditional disciplinary colleges. A leadership team made up of the Dean, Associate Dean, and Assistant Dean oversee Dean's office staff, projects, and operations.

Outside of the Dean's Office, established programs are led by Program Directors, who in some cases function similarly to Department Chairs. These Program Directors each report to a member of the Dean's leadership team. Within each of our programs, staff and faculty generally report to their respective Program Directors.

Biannual College-level meetings are hosted by the Dean's Office. The Associate Dean convenes monthly meetings of all Program Directors in the College. The Dean's Office leadership team meets regularly (often weekly) one-on-one with supervisees. Dean's Office staff meet weekly. The leadership team seeks to foster an environment of collaboration, listening, openness to feedback, and celebration of successes. For our newer and rapidly growing programs, the Dean's office is in ad hoc meetings, as often as weekly, with program staff to provide support and guidance.

The CI+D Financial Model

Upon its founding, CI+D became the home for a portfolio of programs from across campus; some programs were recently created, and others were in development. These

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founding CI+D programs each arrived with an established budget. In addition, the College was given a fixed-budget innovation fund to support creation of new programs. These funds were expanded by the State Board of Education in 2019.

In fiscal year 2019, Boise State adopted an instructionally focused, incentive-based budget model (Bronco Budget 2.0). CI+D, like other Colleges at Boise State, became a revenue center, meaning that our base budget is incrementally modified every year based on our academic productivity (as measured by student credit hours, majors, and graduates). Additionally, when programs graduate out of CI+D, that results in a corresponding reduction of CI+D's base budget. To put this another way, the base budget of the College will vary each year primarily by two mechanisms: increased revenue from growing enrollment in new programs and decrease in base budget due to programs successfully graduating.

It is important to note that since its founding, CI+D has not received funds through the university's strategic budget request process to grow new programs. In practice, this has limited new program development to those that are sustainable under the Bronco Budget 2.0 reimbursement rate or to programs that can generate revenue from other sources. This limitation has supported a strong culture of efficiency and fiscal sustainability.

Budget

The College of Innovation and Design's mission and activities necessitate a specific financial approach to assure fiscal alignment with College and University priorities. This approach continues to evolve in response to university and college-level changes in budgeting processes and strategic planning. The College has a fixed budget—it does not receive additional funding to launch new programs. This means that new programs must become financially self-sufficient and, ideally, graduate out of the College, so that the available seed funding can be reallocated to the next batch of new programs.

Table 1 Total CI+D Appropriated Budget Over Time

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Amount	\$1,385,220	\$2,641,294	\$3,753,793	\$4,622,314	\$4,865,469	\$4,840,456	\$4,483,301	\$4,723,234

Section IV. Resources and Capacity

% Change	-	91%	42%	23%	5%	6%	-1%	3%
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Program Budgeting at Boise State

The College operates within the somewhat complex university-level budget environment. Historically, Boise State University has operated nearly all academic and non-academic units on an incremental/base budget model. In 2018, a limited incentive-based fiscal model was adopted that made a portion of college budgets dependent on performance of academic (credit-bearing) activities; this budget approach is called Bronco Budget 2.0 (BB2.0).

The BB2.0 model annually adjusts each college's budgets up or down based on prior-year changes in student credit hours, number of majors, and number of graduates. For mature (steady state) degree programs, the reimbursement rate is approximately \$170/credit hour; for individual classes the reimbursement rate is \$130/credit hour. This is considered a limited incentive-based model because this reimbursement rate is less than half the average college level-cost of delivering academic programming and incentive funding is only applied to instructional activities.

Another important point to understand about BB2.0: In practice, the colleges are the terminal cost centers, and their budgets shift up or down in response to Bronco Budget 2.0, while units within the colleges (departments) effectively continue to operate within an incremental budget model allocated annually to them by their college. In other words, at Boise State University, the sub-college unit's budgets are typically *not* explicitly tied to Bronco Budget 2.0. As will be explained below, CI+D is innovating within this system by explicitly tying both college and sub-college units' budgets to BB2.0.

Another quirk of budgeting at Boise State is that the university's online programming is budgeted outside of BB2.0. Fully online programs are treated as "self-support" programs with student revenue coming to the university via fees (rather than tuition). The expectation is that those revenues cover the cost of delivering those programs. These fees and associated revenues are currently outside the Bronco Budget 2.0 process and are instead managed by the unit charged with overseeing online education, Extended Studies. Extended Studies administers these programs such that colleges are

generally reimbursed at a rate of \$170 credit/hour for online instruction. In many cases, those funds are often dispersed to the units/departments that deliver the instruction.

CI+D Budget Process for New and Existing Programming

In nearly every year of CI+D's existence, the College has made fiscal investments in, and commitments to, launch new programs. Programs are selected for investment based on alignment with the College's mission, values, and strategic goals. That assessment is made by the Dean's Office team with the final decision to move forward resting with the Dean. Any plans to make a significant programmatic investment are also reviewed by the President and the Provost.

The college tends to invest in two types of programs: those with the potential to be fiscally self-sustaining, and those funded via a fixed base because they maximize other important institutional and College values. For fiscally self-sustaining programs, the amount, structure, and duration of the fiscal investment is designed to provide a high probability of fiscal success while maximizing programmatic return on investment for the College. For new academic programs, it is generally assumed that multiple years of investment will be required, with established annual benchmarks influencing funding decisions for the following year. For fixed-base programs, funding is typically secured via support from federal funding, donors, and sponsorships or other business revenue. All programs are required to be clearly aligned with the College's strategic planning goals and the mission. Both types of program budgets, self-sustaining and fixed-base, are described below.

Self-sustaining

Funding amounts and commitments to a new program are specific to the needs of that program, but funding decisions in general are tied to the likelihood that programs will eventually become fiscally self-sustaining over time. The College only commits to funding programs whose financial models predict potential success within the BB2.0 or Online Program Fee models. Furthermore, because the reimbursement rates for both budget models are well below average program costs at Boise State, programs we fund must be quite fiscally efficient. In practice, this means we generally only launch programs that are likely to have both high enrollment and low instructional costs. In short, the College invests heavily in programs during their start-up phases, but there is an expectation that these investments drop off over time as programs become self-sufficient.

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An important complicating factor when considering how the College budgets program support is that, under the BB2.0 budget model, revenues lag costs by a year. For example, CI+D might invest in a program that will be functional during the academic year 2023-2024. That program's enrollments may be excellent and revenues significant, but the College will not see those revenues until the following year, academic year 2024-2025. Because of this, faster-growing programs may require larger investments early on (relative to revenues received) while the college waits for revenue disbursements to catch up. This can also make anticipatory budgeting/modeling somewhat challenging.

When we refer to programs as "self-sustaining," we mean that program revenues will meet expenses. For example, our Society for Ideas (SFI) certificate programs were launched three years ago. In the initial growth phase, we provided substantial support for both instructional and development efforts. During that time, the program grew rapidly and is now one of the most successful series of certificates in Boise State history. We anticipate more moderate growth in the coming years, certainly, but the program is on excellent footing to become self-sustaining soon. The College still subsidizes approximately 20% of SFI's budget, an amount that we anticipate will decrease as enrollments stabilize.

Our diverse program portfolio means that we have programs at varying stages on the path from start-up to fiscal sustainability. Programs that are on their way to fiscal sustainability include our degrees in GIMM and DI+D and the certificates in UX-D, the Google Certificates, and the Society for Ideas Certificates.

Fixed-Base Budgeting

The College also has programs in our portfolio that do not generate significant tuition or credit-based fee revenue. Each of these programs bring value to the institution and our students in other ways. We effectively manage each of these programs using a fixed-base budget approach, but each has pursued substantial growth by also developing external funding mechanisms. A description of each of these programs and their funding is provided below.

Human-Environment Systems: The primary value this program brings is in the areas of high-impact research, graduate program excellence, and community engagement. Base funding for this program was established upon its creation via a National Science Foundation grant and matching institutional support. We effectively manage this program on a fixed-base budget; any substantial growth can only occur via investment

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from outside of the College of Innovation and Design. External grants and contracts to support the graduate education and scholarship mission of this program have grown substantially since inception; the Human-Environment Systems faculty currently raise about \$1M annually, generating almost \$500k in graduate student support.

Venture College: The primary value of this program is its support for student success via experiential learning and community engagement. Base funding for this program was established upon its creation via legislative funding. We effectively manage this program using a fixed-base budget; any substantial growth can only occur via investment from outside of the College of Innovation and Design. Venture College, in partnership with their community collaborators, currently raises approximately \$200k to support its growing portfolio of entrepreneurship programs.

Varsity Esports: The primary value of this program is its support for student success via community building and its contribution to growing Boise State's national recognition and our student recruitment capacity. Our Collegiate Varsity Esports Program is fiscally unique within our portfolio, in that this program has zero base funding. The College currently invests between \$25-100k annually in start-up support. The College makes this investment because Esports is rapidly growing its programming and revenue. A portfolio of revenue streams includes donations (mostly in support of scholarships), sponsorships (associated with physical space and digital broadcasting), broadcasting services, and events. The annual budget/revenue of Esports is currently about \$500k and growing at over 25% a year.

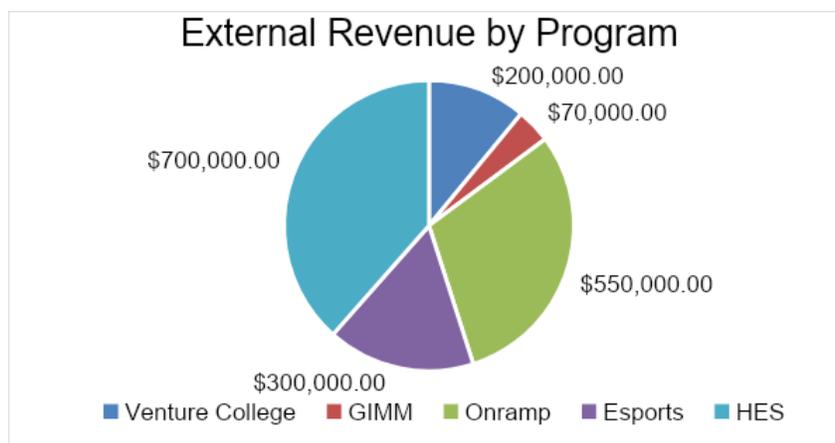


Figure 6 Estimated external revenues by program

Advantages & Disadvantages of the Current Budget Model

Prior to the implementation of BB2.0, the College of Innovation and Design did not have a sustainable budget model. At that time, the College was effectively on a fixed budget model, which meant no new funds were coming to the College. Since the creation of new programs takes resources, once the initial seed funding had been allocated, there was no fiscal mechanism to create new programs. With BB2.0, that changed. Now, new programs generate revenue and, at least theoretically, wean themselves from CI+D seed funds, freeing those funds for the next experiment. While more a weakness than disadvantage, the revenue rate of the current incentive budget model is quite low, making it difficult for all but the most efficient new programs to be truly self-sustaining.

Aligning CI+D Budget Decisions with the University

Like all colleges at Boise State, CID's mission and strategic goals are written to ensure strategic alignment with the university's mission and goals as outlined in *Blueprint for Success*. Operational alignment is also achieved via supervisory reporting: The Dean of the College of Innovation and Design reports monthly to both the President and the Provost. All major budget decisions are reviewed during those meetings.

Planning for potential budget shifts

The College of Innovation and Design's portfolio and associated overall budget is highly dynamic, varying substantially from year to year in response to the addition and growth of programs and termination and/or graduation of programs. For example, our year-over-year enrollment is currently projected to be up by around 20% (FY22 to FY23). Because that increase will be driven by the growth of specific programs, the

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associated new revenue will primarily “flow through” directly to those programs and will likely result in reduced CI+D investments in those programs, freeing funds to start new programs. To reiterate, this is distinct from what happens in other colleges, where such new revenue would likely be retained centrally by the college and not necessarily be reinvested in high-enrollment programs.

There are also years where it might appear, on paper, as if the College’s overall budget declines. For example, in 2021-2022, our overall budget looked to have declined by about 5% when the Leadership program certificates graduated to the School of Public Service. However, viewed over time, the net fiscal impact of a graduation-induced decline is nominally zero because the decline in revenue is accompanied by a corresponding decline in expenses.

In the event of a large increase in funding not related to enrollment increase (say, an influx in appropriated funds from the legislature), the College would be able to catalyze more program development, both within the College and in collaboration with our partners across campus.

In the event of a large decline in funding not related to graduation, the college would have at least two options to adjust to a lower funding level. The first option would be to reduce investments in new program development and/or our campus-wide innovation initiatives. Such a decision would likely result in some staff loss within the Dean’s office, but the primary loss would be for the university. New, innovative programs would not be developed, and we would not be able to continue our work to help build a campus-wide culture of innovation, which is core to the university’s strategic plan. Such a reduction is likely to substantially erode, and perhaps eliminate, the College’s capacity to achieve its core mission. It would also threaten to erode the University’s ability to achieve its second strategic goal, “Innovating for Institutional Impact.”

The second option would be to eliminate or dramatically reduce the budget of one of our programs that are not self-sustaining on tuition/fee-based revenues. This option would be highly disruptive to the discontinued program and its associated students. Generally, our academic programs are highly efficient and self-supporting. Therefore, while it may be possible to achieve some cost savings within these programs, dramatically reducing their budget would trigger a reduction in enrollments, decreasing revenues. In other words, eliminating academic programming would not generally alleviate a significant budget deficit for the college as any reduction in program, expenses and associated scope, would result in a corresponding reduction in revenue.

Planning for a shift to a Responsibility Center Management (RCM) budget model

If the university were to move to a true RCM, the College of Innovation and Design would most likely operate as a revenue center, but, like all colleges, it would also have service center elements. The adoption of a true RCM model would almost certainly be a positive development for the College, increasing our capacity to accomplish our mission.

Physical infrastructure and space

The College occupies space in three main physical locations:

1. On Boise State's main campus in the Albertsons Library, which houses the Dean's Office, Venture College, GIMM labs/classrooms, and the Innovation Incubator space
2. HES faculty offices and graduate assistant space in the Environmental and Research building and in a temporary converted residence near campus known as the "HES House" (slated for demolition, perhaps by 2027)
3. Downtown Boise, off Capitol Blvd., where Varsity Esports team events and broadcasting take place

It is important to note that we manage much of our space in support of the College's *grow and graduate* model. Generally speaking, we preserve our central space in the library for shorter-term occupancy. Programs are not given *permanent* space in CI+D because once they graduate, they need to make room for the next batch of programs. Therefore, as programs grow, we request new space to accommodate that growth. Alternatively, the new college home of a graduating program can be expected to find space for them. In practice, we find whatever short or long-term space solution we can to help new programs be successful.

Detailed space needs and capacities

CI+D has a total of **30,807 ft² in three buildings** ([upload 4.1](#)):

- Albertsons Library (20,957 ft²)
- Environmental Research Building (2,100 ft²)
- Downtown (7,467 ft²)

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Current space needs are met or under development, except for the case of our GIMM program. Space is a pressing concern for GIMM, and we are actively seeking campus space for students and community partners to work together. A description of our spaces, their uses, and accompanying physical infrastructure is as follows:

Albertsons Library Building (20,957 ft²)

Houses GIMM labs and classrooms, Dean's Office space, Venture College space, and Innovation Incubator.

1. 1st floor: Games, Interactive Media, and Mobile (GIMM) degree: 3,275 ft²
 - a. 1984 ft² in two classrooms/lab space
 - i. Lab Classroom 111A holds a maximum capacity of 36 people
 - ii. Lab Classroom 111B holds a maximum capacity of 36 people
 - b. 1236 ft² collaboration space for student team collaboration
 - i. collaboration space in the GIMM Lab lobby (room number 111A) has the capacity to allow 12 students to work and also supports one administrative employee's desk space.
 - ii. Room 111C (storage closet) is located in this space as well and holds a multitude of equipment items such as Apple iPads, Macbooks, Oculus Rifts and Quests, and many other items needed for GIMM curriculum needs.
 - c. Lab Classroom 111A houses the following:
 - i. 36 Alienware R12 Tower computers with Dell UltraSharp 24" monitors
 - ii. 2 Oculus Rift/Virtual Reality workstations
 - iii. 1 Epson Bright Light Pro 1460 OUi Interactive 3LCD Projector,
 - iv. and a VIZIO 65-inch V-Series 4K UHD LED HDR smart TV with Apple Airplay and Chromecast Built-in, Dolby Vision, HDR10+, HDMI 2.1, Auto Game Mode and Low Latency Gaming V6655-J09 2021 model.
 - d. Classroom 111B houses the following:
 - i. 35 Apple Desktop iMac 21.5 3.46GHz computers with monitors
 - ii. 1 Epson Bright Light Pro 1460 OUi Interactive 3LCD Projector
 - iii. 1 Alienware desktop and monitor to support
 - iv. 1 Oculus Rift workstation
 - v. and a full green screen for video production.

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- e. Room 122 has multiple storage closets that hold all the GIMM equipment ([upload 4.2](#)) and provides work space for up to 12 student development employees and 5 faculty members.
2. 2nd floor: College events and offices 17,962 ft² total
- a. Office/staff/faculty space: 1694 ft²
 - i. 786 ft². for 6 private offices and 792 ft². of open office space that seats 6 desks for Dean's office staff
 - ii. 363 ft² of for three desks/computers open to any CI+D faculty/staff and storage for the College
 - iii. 201 ft² conference room
 - iv. 344 ft² kitchen/break room
 - b. Event and meeting space: 15,460 ft². Renovation of this space is scheduled for Summer 2023. 9276 ft² has been mostly undeveloped and/or used informally since 2018 due to construction and then pandemic delays. In the Spring 2022 Interim Dean Benner directed staff to create an active prototype of event and meeting space for faculty and staff. We learn from each event what we need in a permanent space and use that to make immediate improvements and inform final construction designs.
 - i. 954 ft² classroom/event and meeting space
 - ii. 5,132 ft² of open space that was formally student study space, will be converted to faculty/staff lounge and collaboration area
 - iii. 9,276 ft² for "Innovation Incubator" space
 - iv. 98 ft² space for storage

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Environmental Research Building: (2,100 ft²)

Houses Human-Environment Systems faculty and graduate student offices, labs, and meeting spaces. HES faculty are intentionally co-located with colleagues in the School of Public Service and Geosciences to promote collaboration.

1. 955 ft² in 8 private offices for Human Environment Systems faculty and post-doctoral research assistants
2. 423 ft² for 4 cubicles for graduate students (there is also campus-adjacent office space for graduate students, located in a modified residential building slated for demolition potentially in 2027).
3. 166 ft². conference room
4. 555 ft² research/non-class lab

Downtown: 301 S. Capitol: (7,467 sq ft) ([upload 4.3](#))

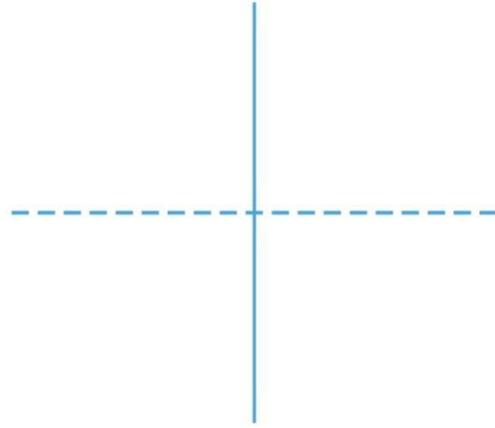
Houses the Esports Arena, Events, and Practice Space. Leased by the university in a highly visible downtown block, the space was also home to Venture College until academic year 2022-2023, when it moved to co-locate with the Dean's Office. Esports moved fully into the Capitol location in 2019 and with donor support built out a state-of-the-art esports arena and broadcasting center.

1. 730 ft² conference room/instructional room
2. 2,017 ft² Esports Arena
3. 1,321 ft² individual offices
4. 924 ft² practice and event space
5. Broadcasting room
6. 165 ft² Esports Team Room
7. Equipment valued over \$2,000:
 - a. HP Omen 30L Desktop Computer
 - b. Airpack 2 custom A/V carrying case
 - c. HP 42" Widescreen LCD Interactive Digital Display
 - d. Display, HP 42" widescreen interactive LCD
 - e. Stage, portable collapsible 8'x12'
 - f. Switch, Catalyst 9300 48 port
 - g. (13) HP Omen 17.3" Gaming Laptops
 - h. Omen X Desktop PC 900-260XE

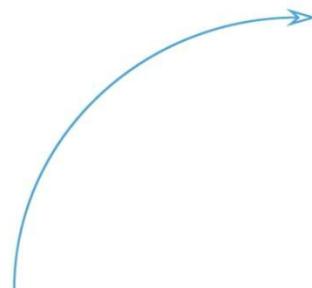
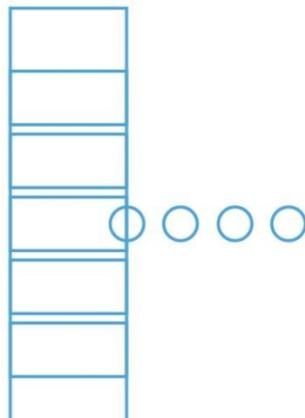
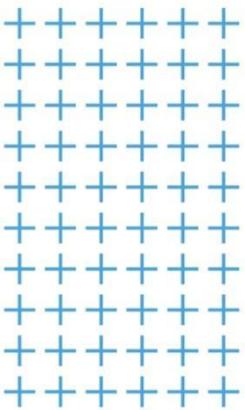
CI+D Offices and the Future of Work

CI+D embraces hybrid and flexible work arrangements. Conference rooms and meeting spaces are equipped with technologies that permit hybrid collaboration. Office space is frequently configured in a “hoteling” or flexible shared space model that permits staff and faculty to work comfortably in-office when needed but frees that space up when they work from home. The Dean’s Office maintains one private office reservable by any CI+D staff or faculty and 5 drop-in docking stations. Leadership has ensured that those who work from home have the equipment they need to be successful and comfortable. As a result, many faculty, instructors, and staff work from home or use flexible workspace in CI+D.

CI+D is also invested in building campus capacity for diverse working styles and configurations. Two examples illustrate this: first, as part of its Innovation Incubator remodel, the College will build additional hoteling workspaces to host faculty, staff, and select community partners who wish to work flexibly and collaboratively in the CI+D space. Second, in partnership with Boise State’s Provost’s Office, CI+D has embarked on a study of “Future of Work” practices at universities and businesses nationwide, and of perceptions of work at Boise State via focus groups and interviews. The College will also host best practices panels on these topics in spring 2023. This research will inform the development of remote work policies for the university moving forward and is part of our “CI+D Tackles” Campus Innovation Initiatives (described in more detail at the end of Section VI). In short, we see these investments as part of our efforts to scale workplace innovation across campus.



Section V. Planning and Implementation



V. Planning and Implementation

Introduction to Planning and Implementation at Boise State

As was described in the Introduction to this self-study, Boise State University underwent an institution-wide strategic planning process that resulted in the 2021 adoption of *Blueprint for Success, 2021-2026*. In 2022, the Provost's Office led the colleges in academic affairs to use the *Blueprint* template—which breaks strategic activities down into Goals, Strategies, and Tactics—to develop or update their own strategic plans.

College of Innovation and Design Strategic Planning

The College of Innovation and Design had guiding documents and materials in place before 2022, but nothing formalized as a strategic plan per se. The process of developing a formal strategic plan for the College and its programs began in spring 2022. At that time, CI+D used the university's *Blueprint for Success* to complete its own strategic plan, with goals, strategies, and tactics ([upload 5.1](#)). Shortly thereafter, programs in CI+D were also asked to complete program-level strategic plans of their own ([upload 5.2](#)).

In Summer 2022, CI+D Dean's Office staff developed a detailed project management plan for implementing, tracking, and assessing strategic planning activities. This plan was transferred to the Dean's Office project management software, Monday.com. Individuals responsible for particular tasks and activities are assigned responsibility in the software, and staff make quarterly updates, timed to coincide with quarterly reports made to the Provost's and President's Offices. Programs are also asked to make quarterly updates to their strategic plans and report back to the Dean's Office.

New Program Development and Lifecycle

All programming decisions made in the College are made with the College's strategic plan and mission in mind, and this strategic plan and mission are deeply aligned with the university's *Blueprint for Success*, as described above. Indeed, the College's planning and implementation approach is perhaps the strongest expression of our mission and values. Central to that mission is the creation of new programming. Our philosophy for supporting new programming is influenced by the [Design Thinking approach](#), including the principles of user-centricity and empathy, collaboration, ideation, experimentation and iteration, with a bias towards taking action. We also embrace positive elements of "start-up" culture, including maintaining a relatively flat

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organizational structure, valuing speed, empowering faculty, and staff, and embracing risk and, sometimes, failure.

Structurally we incubate programming along a five-step life cycle:

1. Identification
2. Evaluation and partnership development
3. Design and launch
4. Growth
5. Graduation or discontinuation

Each of these steps is described below. The CI+D office has developed a detailed process in our project management software that allows us to track each step of program development and to evaluate performance over time.

Step 1: Identification

Potential ideas for program investment primarily emerge via one of three paths:

1. **RFP:** We periodically issue formal university-wide requests for proposals (RFP). Faculty and staff are invited to fill out a brief form articulating their ideas, and then CI+D staff meet with them to learn more and explore whether the proposal is aligned with CI+D's mission.
2. **Organic:** Faculty or staff from across campus approach us, unsolicited, with their ideas. This may happen via serendipitous conversations, because leaders across campus sent faculty or staff our way, or because of ideas spurred in meetings or other discussions.
3. **Executive-led:** CI+D is sometimes asked by leadership at the vice president- or dean-level to partner or take the lead in developing programs. At the founding of CI+D, many of its inaugural programs were already under development and they moved into the College at the direction of university leadership. These days, such projects are typically aligned with university-level strategic priorities and come from Executive Council or Dean's meetings and discussions.
4. **CI+D-grown:** Some ideas emerge from within the College. Many of the College's early programs were initiated by CI+D staff and leadership's own desire to tackle the big challenges facing higher education, such as how we might improve workforce readiness. Or CI+D staff and leadership may research top careers and industry-requested skill sets, identify gaps in what is currently offered at Boise

State, and then create courses or certificates accessible to students of any major. Alternatively, public-private partnerships may point to innovative programming; because CI+D is focused on workforce development, third-party content or industry credentialing have led to programs such as the Harvard Business School and the Google Certificates, to name a few.

In the last year the College's program portfolio has shifted to invite collaborative program proposals more explicitly, built with partners across campus, as we have shifted some of our resources toward Campus Innovation Initiatives. More information on these is provided in Section VI.

Step 2: Evaluation and Partnership Development

Once CI+D is presented with a new program idea, it is subjected to an initial assessment process that focuses on evaluating the viability, potential, and mission alignment of the program idea. A set of questions guides this evaluation. These questions include the following:

- Is there another unit on campus that is willing, interested, and has the capacity to develop this program or idea? If yes, we explore collaborations with that unit, or hand the project idea off to them. If not, we proceed.
- What campus partnerships will be necessary for this program to be successful long-term? Are those relationships in place, or can they be built?
- Is this new program idea aligned with our mission and strategic goals? Is it aligned with the university's strategic goals?
- Does this program idea have the potential to be fiscally self-sufficient or are there other sources of revenue or investment that will allow for a fixed-base budget to be developed?
- Does CI+D currently have the capacity, particularly in terms of personnel and financial resources, to devote to supporting the development of this program?

Because our mission and strategic goals emphasize student success, workforce development, and fiscal responsibility, important assessment metrics include student demand, workplace demand, and financial sustainability. Finally, the College prioritizes ideas that we subjectively believe are innovative and likely to thrive in the future Boise State.

Step 3: Design and Launch

The design and launch phases of building new programs are perhaps the most dynamic and exciting parts of the program life cycle in the College. These are also areas where we have developed substantial expertise; nearly the entire Dean's office team participates in this process. As with most start-up efforts, there is generally the expectation that substantial investment will be required during the design and launch phases.

Elements of the design and launch phases include:

- Determining the level of commitment of resources from CI+D and, when relevant, campus partners
- Conducting a formal feasibility study for the proposed program
- Detailed undergraduate curriculum planning
- Detailed budget development
- Completing scheduling, staffing, and marketing plans
- Shepherding proposals through university committees and State Board approval processes

In sum, the process includes team-based, creative, student-centered, and evidence-based program design coupled with a clear-eyed analysis of financial sustainability. The design and launch phases also require substantial engagement at the leadership level to ensure alignment of programmatic and budgetary expectations.

Step 4: Growth and Adaptation

Most academic programs require at least three years to reach financial sustainability. The faster enrollment grows, the sooner fiscal self-sustainability can be reached.

During the growth phase of CI+D programs, efforts are focused in three areas:

1. marketing and recruitment
2. iterative redesign and improvement
3. tracking performance metrics

The marketing and recruitment approach varies with program type. In the case of online programs, we rely on our partners in Extended Studies to lead these efforts. For on-campus programs, we lead marketing and recruiting via networking with professional

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advisors, direct (face-to-face) marketing, and digital marketing approaches. In some cases, the program serves a distinctive population that requires a highly customized marketing and recruitment approach, and at times we have partnered with a marketing and communications firm to design these efforts.

A program launch does not indicate that we have washed our hands of a program. The College commits to continuous improvement, and quickly redesigns or refines when necessary. We encourage program teams and partners to embrace the launch process as iterative and adaptive, not as a one-time event.

Finally, every new program launches with a set of semester-by-semester performance metrics. We actively monitor these metrics (e.g., enrollment, student feedback, success in achieving learning objectives) and this information informs marketing/recruitment efforts, program redesign/improvement, and the decision to graduate or discontinue the program.

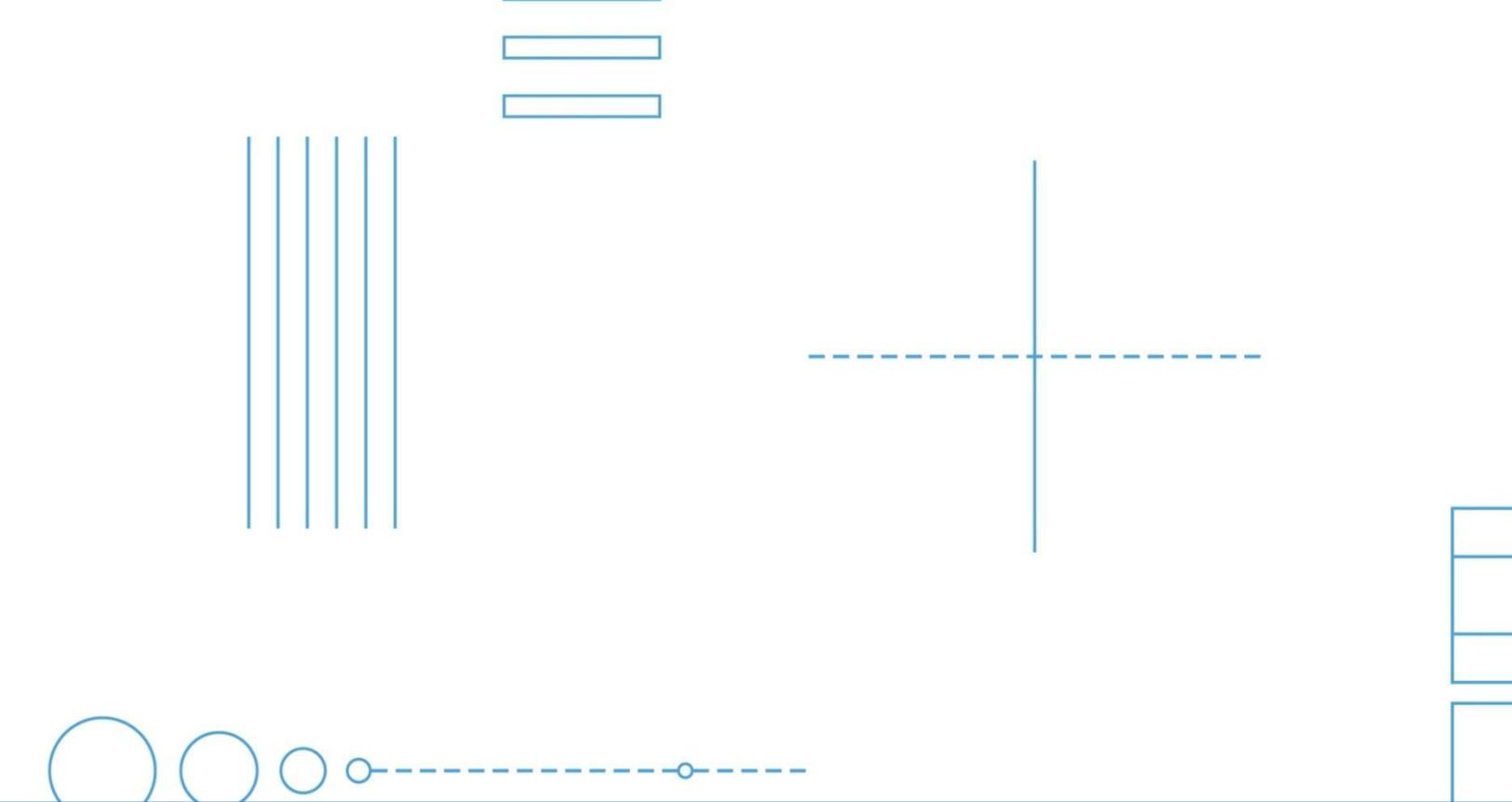
There are a number of institutional data sources CI+D draws on to evaluate program performance as well. These include the program prioritization process (described in Section IV), and the biannual Department Analytics Report (DAR) that provides university, college, and department-wide data and program level headcounts and graduates to support decision making. Additionally, the Office of Institutional Effectiveness (IE) produces a [fate data](#) dashboard that enables users to view different paths for students using Pell data, which is protected from other reporting tools at Boise State. The purpose of fate data is to view how many students have graduated, changed majors, been retained, or did not return to Boise State. CI+D considers this data as part of its holistic look at a program and uses it to complement graduation data in a program. Additional tools used for planning, implementing, and assessing programs include the results from the IE Graduating Student Survey, and quarterly reports to the President.

Step 5: Graduation/Discontinuation

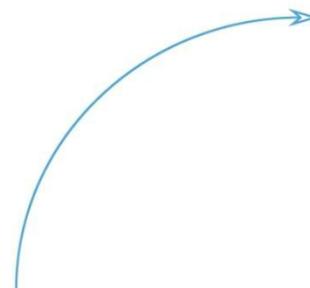
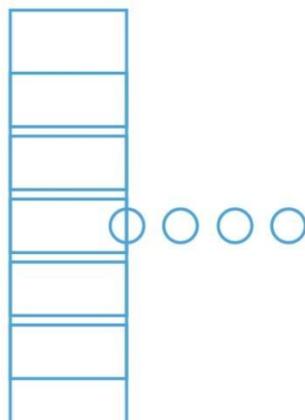
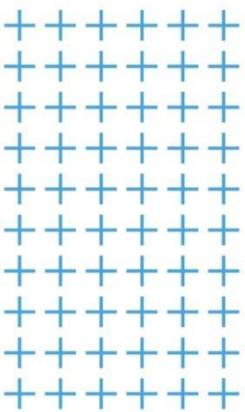
Graduation is pursued when a program has been validated for quality, has a growth trajectory, and is fiscally self-sustaining. In addition, graduation requires a willing and capable new home where the program will be welcomed and can thrive. We have successfully graduated four programs: WorkU; the Leadership Certificates; Vertically Integrated Projects; and the User Experience Research Certificates.

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When programs fail to meet performance benchmarks and the College cannot envision a path to sustainability, the program is discontinued. The College has opted to discontinue two programs: Passport to Education and University Innovation Fellows. Additional details about these programs are found in Section VI, Effectiveness and Improvement.



Section VI. Effectiveness and Improvement



VI. Effectiveness and Improvement

Challenges to Assessment Process in the College

Many of the traditional measures of effectiveness and improvement used by the university are challenging to apply to the College of Innovation and Design. Boise State relies heavily on the Program Prioritization process mandated by the SBOE, as well as the Program Assessment Reporting (PAR) process to assess degree programs. PAR, managed by the Office of Institutional Effectiveness, operates on a required three-year reporting cycle, and is used to assess student learning outcomes in degree programs. The PAR process assumes stationarity, and program growth rates are not typically measured, so new programs (typically defined as younger than 3 years) are excluded from the process. Because the majority of our programs are not degrees and the majority of our students are not enrolled as majors in our college, additional measures are needed to assess quality. Finally, not only are most programs in CI+D new, but they also “graduate” from the college, further complicating application of the Program Prioritization and PAR processes. Currently, the only program in CI+D that is formally reviewed by the PAR process is the Games, Interactive Media, and Mobile technology degree.

A second challenge to retrospective assessment of the College is that upon founding, a formal strategic plan was not developed. A strategic plan typically provides goals against which progress can be assessed. Founding documentation for College of Innovation and Design articulates that the college's overall goal is to “*generate pioneering degrees, badges and certificates as well as design new and innovative approaches to research, community engagement efforts and other initiatives that transcend conventional university boundaries, structures or disciplines.*” While the college’s current mission and strategic goals remain well aligned with this founding goal, in the absence of a formal strategic plan, it does not provide sufficient detail to guide assessment.

Recent Efforts to Improve CI+D Assessment

Historically, assessment in the College of Innovation and Design was performed as needed, without a formal structure or systematic approach. While the College was still actively capturing data and using it for continuous improvement, it was not well

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documented early on. CI+D *does* rely heavily on data to make decisions, maybe even more regularly or rigorously than other colleges might. We regularly gather workforce data and perform market analyses, constantly track enrollments, assess program-level revenue and expenses, examine program performance, and assess what is working and what is not. Student performance, satisfaction, and goal-attainment are central to nearly every decision we make. Our data may not look like the kind of data other colleges use, but we highly depend on what we do refer to and collect.

In recent years the assessment process has marginally improved, most notably starting in 2018 when the College recognized the need for a full assessment of its portfolio. Together with help from the program directors, the Dean's Office staff identified goals and strategies for each of the current programs in CI+D and prepared a report ([upload 6.1](#)). The results from this assessment helped prioritize programmatic decisions and opportunities for improvement aimed at shrinking the gap between the present and desired states of the College.

Since the portfolio review in 2018, Program Directors and leadership have held several meetings about the challenges CI+D faces with assessment. Those meetings have underscored the need for more consistent design and implementation of evaluation structures ([upload 6.2](#)). This need still exists and is an area where the College is actively working to improve moving forward.

As part of these efforts, in Spring 2022, the College adopted a new approach to assessing quality improvement efforts and achievement of the goals outlined in the strategic plan *Blueprint for Success*. The College's assessment plan uses the continuous improvement process to carry out the mission and vision of the College and university. Following assessment best practices, the College's new approach incorporates assessment that is intentional, informed by data, and follows a traditional assessment cycle (Figure 5).

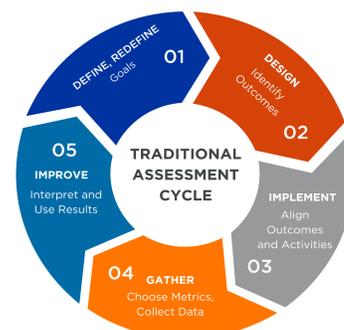


Figure SEQ Figure * ARABIC 7 Assessment cycle

The above history provides important context for understanding the sections that follow. CI+D's efforts at systematic assessment are fairly new. Existing data is somewhat idiosyncratic for the reasons articulated above. We are in the process of collecting and analyzing baseline data for performance, and also thinking critically about how best to assess programs that don't qualify for PAR review or that are not with the College very long. We anticipate these efforts to be ongoing and requiring experimentation.

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Given the above constraints, and the recognized absence of ongoing, systematic assessment efforts, the College has made the decision to frame this Effectiveness and Improvement section using the recently established *Blueprint for Success* strategic plan rather than prior frameworks. Below we review the College’s performance against the priorities laid out in *Blueprint for Success*. Then we review the performance of individual programs in CI+D. Data is included to support claims made about performance. Greater details about intended assessment, our efforts to determine benchmarks, and planned metrics are included in our future Strategic Plan Progress and Assessment document ([upload 6.3](#)).

It is worth emphasizing that this approach applies new goals, established in 2022, to previous activities and efforts that were not necessarily guided by those goals. Clearly, this poses some challenges. However, it has the distinct advantage of encouraging alignment of the College’s current and planned activities with those established by the *Blueprint for Success* strategic planning process. It also ensures that we make the most of the opportunity to learn from this self-study, our first.

Data Sources Used for Assessment

The College uses a variety of data sources to inform assessment to make decisions and measure performance. Because the College can’t rely on PAR and Program Prioritization for all its programming, the College is constantly pulling from other sources that align with state objectives, which are summarized in Tables 2 and 3 below.

Table 2 University-Prepared Data Used for Assessment & Decision-Making

Data Source	Frequency	Outcome
Department Analytics Reports	Bi-annually	Best report to review when equity measures, plan headcounts, SCH; useful for SERP initiatives.
Graduating Student Surveys	Annually; during program prioritization	Used to assess Goals 1,2,3 and opportunities for degree or certificate improvements.
Undergraduate Advising Survey	Every three years	Used to determine student satisfaction with college advisors; identify opportunities for improvement.

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Fate data	Twice per year	Reviewing where students are a given fall semester (10th Day) one year later in the following fall semester. Useful for SERP efforts.
Bronco Budget 2.0 data	bi-annually	Assessing fiscal sustainability, future budgets, productivity, efficiency.

Table 3 Additional Data Sources Used for Assessment & Decision-Making

Data Source	Frequency	Outcome
Program Prioritization	Every 5 years; last completed 2021	Used to align resources to strategic plan goals, priorities, and make decisions about programming.
Program Assessment Reports	Every three years	PAR reviewers provide feedback for opportunities to improve degree program assessment efforts.
End of session course evaluations	Each semester	Most programs review end of session course evaluations during faculty meetings, during meetings with college leadership, and during performance evaluations.
Enrollment numbers	6+ times per semester	Monitoring enrollment is often a critical indicator of new program success and requires careful monitoring for resource allocation, course scheduling and teaching needs.
Major Change Detail	Annually	Identification of retention opportunities.
Semester to Semester Cohort Retention	Prepared in Fall; reviewed in Spring semesters	Internally developed report to view attrition by semester and cohort in GIMM students.
Lightcast (formerly Burning Glass/EMSI) data	As needed	Primarily used for program development to align career and industry jobs with new educational paths, also used for competition analysis of existing degree programs, and (new) to determine alumni outcomes.
Idaho top 20 Job Data	As needed	Available from the Idaho department of labor to ensure programmatic decisions are aligned to industry needs.

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CI+D Student Surveys	As needed	Largest survey administered in 2020 for GIMM students to identify PLO attainment, satisfaction with advising, program, and overall areas of improvement; additional student surveys have looked for data regarding decisions to change majors.
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Assessment of CI+D at the college level

In this section, the performance of the College is assessed, followed by an assessment of each of the College's individual programs. In both cases, we utilize framework of the University's strategic plan. Although many of these programs were developed prior to the *Blueprint for Success*, the College has found it valuable to consider how programs historically have aligned under the *Blueprint* (*Figure 8 below*).

The College-level assessment is organized around each of the **five university goals** within the *Blueprint for Success*. For each goal, the specific focus of the College within that goal is articulated. Within each goal, we assess College-level alignment with each of the College's **strategies** adopted to achieve that goal. Alignment is scored on a 3-point scale: *Satisfactory*, *Needs Improvement*, and *Unsatisfactory*. Because each strategy has multiple elements, in some cases, a strategy may receive multiple ratings to reflect mixed attainment success. The scoring of strategy attainment is followed by **Evidence of Effectiveness** and **Opportunity** sections that highlight data in support the assessment and opportunities for improvement, respectively.

BLUEPRINT ALIGNMENT

	GOAL 1 Student Success	GOAL 2 Innovation	GOAL 3 Scholarship	GOAL 4 Community	GOAL 5 Partnerships
Bridge to Career Courses (UG)	+				+
Campus Innovation Initiatives	+	+	+	+	+
Certificate in Content Production (UG)	+	+			+
Certificate in Creative Influence (UG)	+	+			+
Certificate in Innovation and Design (UG)	+	+			+
Certificate in UX Design (UG)	+	+	+	+	+
Certificate in User Experience Research (UXR) (UG)	+				+
Certificate in DOVRR (UG)	+				+
Certificate in DOVRR (G)	+				+
Certificate in Data Analysis for All (UG)	+	+			+
Certificate in Project Management for All (UG)	+	+			+
Certificate in IT Support for All (UG)	+	+			+
Certificate in Leadership and Human Relations (LEAD) (UG)	+				+
Certificate in Applied Leadership: Growing into a High-Impact Leader (LEAD) (UG)	+				+
Certificate in Human-Environment Systems (HES) (G)	+			+	
Digital Innovation and Design B.A. (DID) (UG)	+	+			
Games, Interactive Media and Mobile Technology B.S. (GIMM) (UG)	+		+	+	+
Harvard Business School (HBS) Online (UG, G Courses)	+				
Human-Environment Systems (HES) (UG, G Courses)	+	+	+	+	+
Onramp					+
Passport to Education/BSX	+	+			
UF100 Design Your Life Course (UG)	+				
University Innovation Fellows (UG)	+	+			
Varsity Esports (UG)	+				+
Venture College	+		+		+
Vertically Integrated Projects Courses (VIP) (UG, G)	+	+		+	
WorkU Courses (UG)	+				+
TOTALS	26	13	5	6	20

Figure 8 CI+D historical program alignment with *Blueprint for Success*

Effectiveness and Improvement in Goal 1 (Student Success)

Goal 1: Improve Educational Access and Student Success

We can enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

The College of Innovation and Design focuses on increasing access and student success both as students and upon graduation, with an emphasis on enhancing employability and workplace competitiveness. The College is committed to measuring the performance of educational access and student success.

Assessment of Strategic Goal Attainment

The College is pursuing four strategies in support of attaining the goals to improve educational access and student success. An assessment of attainment for each strategy is presented here:

1. Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention/graduation, and addressing equity gaps.

Unsatisfactory. This strategy was not executed previously. The College is developing an enrollment and student success plan for every one of its degree programs. It also is piloting the use of embedded advising activities through required student success courses in the Digital Innovation and Design degree.

2. Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

Satisfactory. Since its inception, career and workforce education has been a strong focus of almost all the College's new program development.

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3. Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources, and education.

Satisfactory. The College has placed a strong emphasis on the development of online curriculum to expand its access to all Idahoans. In the last few years, we have expanded outreach and communication activities. In the area of philanthropy, we have been very successful supporting our Venture College and Esports programming.

Needs Improvement. While a select number of CI+D specific scholarships are available to students, the College has not yet developed a substantial financial aid program.

4. Cultivate a commitment to high-quality, new, and innovative learning experiences in all courses, curricula and co-curricula.

Satisfactory. The College has been very effective at supporting the development of new and innovative learning experiences in its programs.

Evidence of Effectiveness

Evidence of College effectiveness in Goal 1, Improving Educational Access and Student Success, includes:

- Launched 22 new programs
- Graduated five programs, discontinued two programs
- Starting with the year that CI+D was launched through to the present (from 2015-16 to 2022-23), GIMM's annual average growth rate was in the top 10% (top 10, in fact) of all bachelor's degree programs (n=136).
- 16% growth of the degrees and certificates awarded AY22 vs. AY21
- Between the first fall that the Innovation & Design certificate showed enrollment and the present (fall 2019 through fall 2022), the Innovation & Design certificate posted the largest 3-yr avg growth rate out of the 46 undergraduate certificate programs that also existed over this timeframe at the university.
- 64% retained first-generation students in degrees is just above university average (62%)
- 70% retained Hispanic students in degrees is above university average (70%)
- 45% Baccalaureate grads per JR/SR FTE is above university average (42%)
- 82% of graduating students felt they received sound academic advice

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- 67% of all CI+Ds programming has career-related focus or learning outcomes
- 7/11 (64%) of the instructional programs launched since 2019 could prepare students for one of the top 20 careers identified by the Idaho Department of Labor
- The Digital Innovation and Design degree offers embedded career exploration and advising activities in credit-bearing coursework
- Four of the newly developed certificate programs utilize practitioners to develop and deliver curriculum, further strengthening the connection between our students and industry.

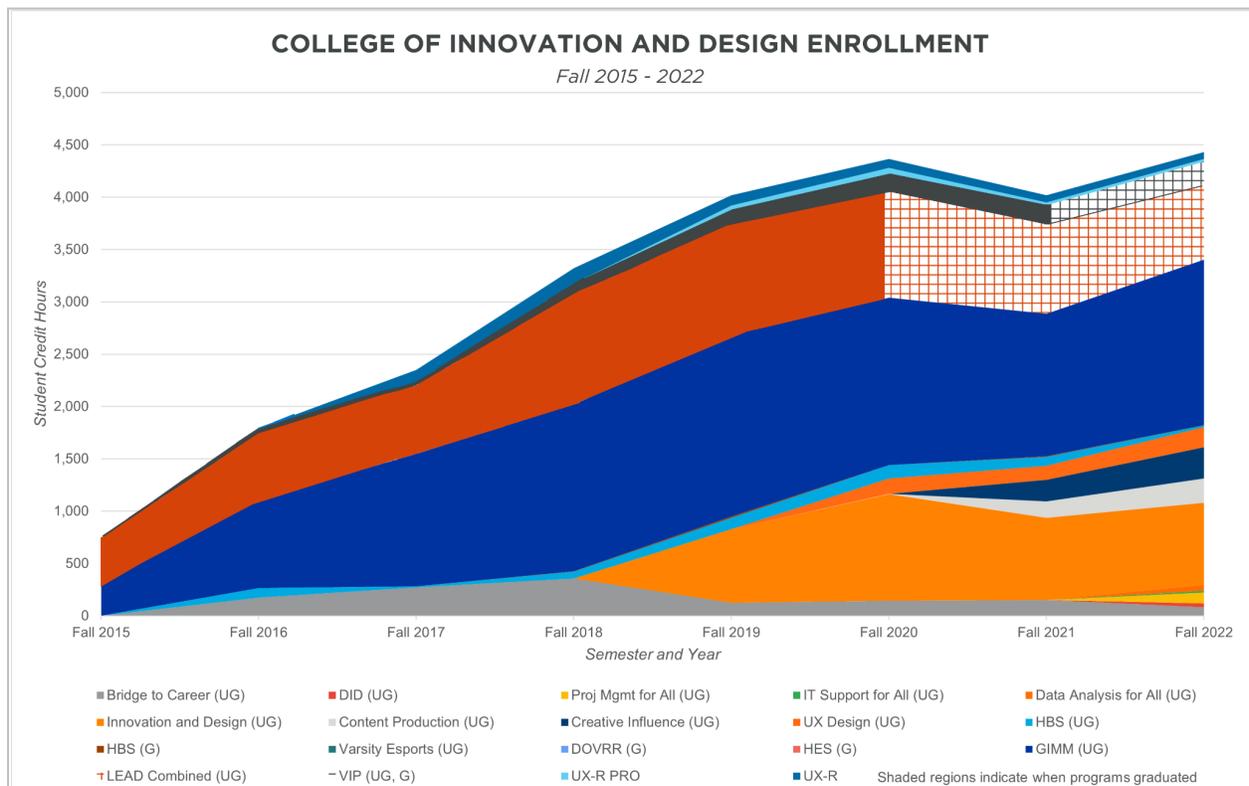


Figure 9 Historical CI+D enrollments by student credit hours over time

Perhaps the most important activity of the College of Innovation and Design is the creation of new programming. This activity addresses multiple Blueprint goals, but is perhaps most aligned with Goal 1, Student Success. As seen in Figure 10, College enrollments have grown by about 500 student credit hours per year since its founding. The College has launched a total of 22 programs, two were discontinued, and four have graduated. Collectively, this represents satisfactory progress for the College, especially when considering that many programs are at new stages of the program lifecycle.

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Figure 10 also illustrates the negative impact of the COVID-19 pandemic on college enrollments. Like most of our peers at other universities, we pay close attention to downward shifts that occurred during that time and are tracking how we are and are not rebounding from those decreases. The most impacted CI+D program from the pandemic was our GIMM degree, which relies heavily on face-to-face instruction and experienced challenges adapting curriculum to the online learning environment because the program is so dependent on students having access to expensive high-tech equipment and face-to-face mentoring. To address this, the program piloted an equipment checkout and mailing process, which is still in place when needed today.

The College also continues to see increasing declarations of majors and certificates over time. Several factors influence this increase, but we generally observe that declarations increase for new programs for at least 3 years prior to stabilizing. Those with very low declared students are brand new and will be tracked carefully in the coming semesters.

Table 4 Number of Declared Students in CI+D Majors or Certificates (Fall)

Major/Certificate Name	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Games Interactive Media Mobile, BS	41	122	176	223	254	250	224	212
Digital Design, BA Online				-	-	-	-	19
Innovation and Design Certificate					14	47	56	63
Content Production Certificate				-		6	18	24
Creative Influence Certificate				-		3	15	17
User Experience Design Certificate				-	-	4	13	21
Data Analysis All Certificate				-	-	-	-	1
Project Management for All Certificate				-	-	-	-	4
IT Support for All Certificate				-	-	-	-	1
Drone Operations UG Certificate				-	-	-	-	1

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Drone Operations GRAD Certificate				-	-	-	-	1
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CI+D is also invested in serving every student, regardless of their background—this kind of inclusivity is core to our Mission and Values. The College reviews equity measures to identify potential areas to address underserved populations and track changes to averages (Figure 10). Additional efforts towards supporting these populations will be seen in future years, which include first-generation college students, Pell Grant-eligible students, Latinx students, and rural students.

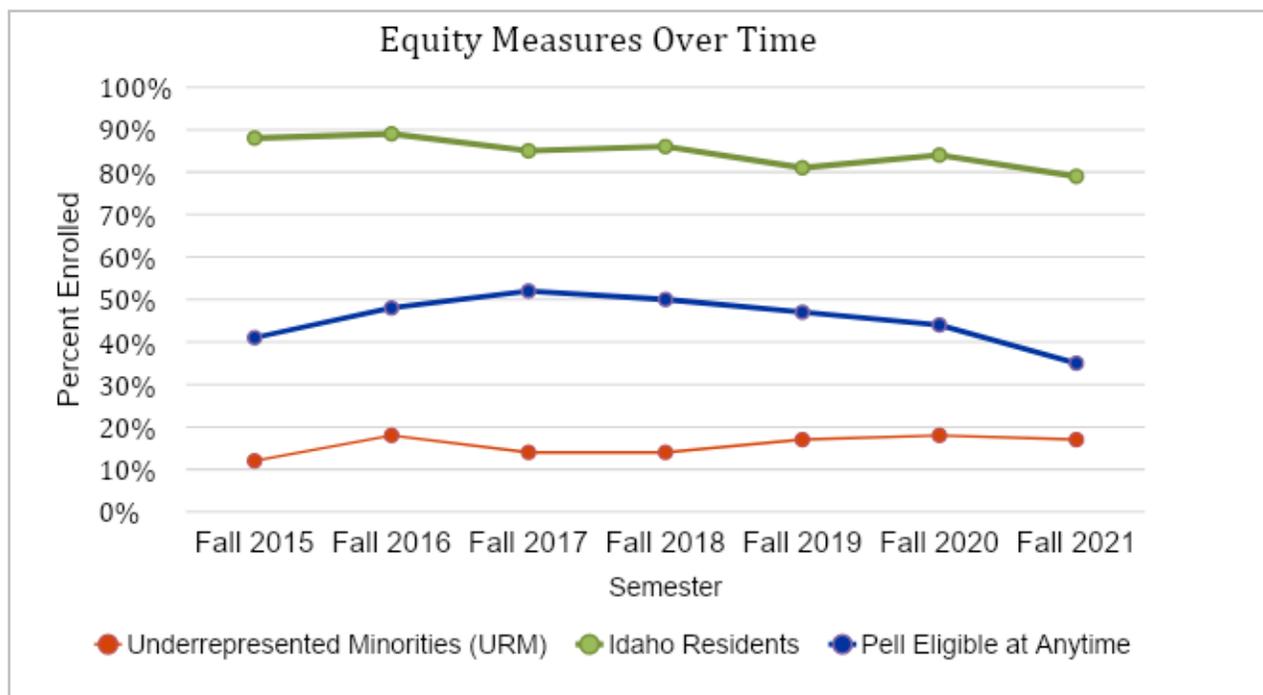


Figure 10 Equity measures of enrolled degree-seeking students

Goal 1, Strategy 2, states the College should be “Integrating career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes,” which has been a priority of the college since its founding. In 2021-2022, 67% of all CI+D programs had career-related learning outcomes, and nearly half of those offer opportunities for students to receive additional credentialing through industry-recognized certifications ([upload 6.1](#)). In addition, the College has launched seven programs since 2019 that meet Idaho workforce needs, often providing educational opportunities that match with top twenty careers on the Idaho Department of Labor Occupations in Demand list ([upload 6.2](#)).

Opportunities

CI+D is committed to improving the overall quality of the student experience. While several opportunities exist, the college is specifically devoting resources towards improving first to second semester retention in our degree programs, developing a strategic enrollment and retention plan for all degrees, providing new opportunities for career exploration activities in credit-bearing courses, and professional development to support innovative teaching and learning areas.

Effectiveness and Improvement in Goal 2 (Innovation)

Goal 2: Innovation for Institutional Impact

We will expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

The College of Innovation and Design aspires for all our activities to be innovative. We are placing substantial focus on promoting change in structures and processes that will make Boise State more efficient and responsive to current and future needs.

Assessment of Strategic Goal Attainment

The College is pursuing three strategies in support of attaining the goal of innovation for institutional impact. An assessment of attainment for each strategy is presented here:

1. Create an enduring culture of innovation

Satisfactory. Within the College, an enduring and strong culture of innovation has been created.

Needs Improvement. Until recently, the College of Innovation and Design has had limited success cultivating a culture of innovation across campus. One year ago, this was identified as an area needing improvement.

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2. Build scalable university structures and align philanthropic and strategic investments that support innovation

Satisfactory. The College has been successful in making strategic investments in innovation and has been very effective at aligning philanthropic investments.

Needs Improvement: The College has historically not done enough to build scalable university structures outside of the College in support of innovation.

3. Establish individual and collective accountability towards innovation

Satisfactory. The College of Innovation and Design has established strong individual and collective accountability towards innovation within the College, best exemplified by our efforts to empower our program directors to build, grow, and nurture their innovative programs.

Evidence of Effectiveness

Evidence of College effectiveness in Goal 2, Innovation for Institutional Impact, includes:

- Annually invest approximately \$300,000 to fund new innovative programming.
- Achieved considerable success bringing philanthropic support to innovation. In addition to our philanthropic success in support of Venture College and Esports, the College successfully obtained a major endowment gift of \$4,000,000
- Developed and implemented processes to identify, nurture and grow innovative programming
- Developed and implemented a program graduation process (VIP, LEAD, UX-R)
- Developed credit-bearing student success program (DI+D)
- Launched Boise State's inaugural certificate-first degree program (DI+D)
- Piloted a new collaborative innovation initiative to support innovative programming in other colleges
- Successfully beta-tested the new Innovation Incubator facility to foster university-wide innovation

As just one example of fostering innovation at the program level, consider the recently created Digital Innovation and Design degree, which is modeling three innovative elements:

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1. **Certificate-first:** Students start earning certificates as soon as they start the program, in their first year—they are credentialed early on in their university career, not just when they graduate with the degree.
2. **Stackable certificate model:** Students choose from a menu of certificates that align with their interests and career goals and that are “stacked” together into a major.
3. **Credit-bearing student-success courses:** Students take courses in every year of the major intended to support degree planning, student success, and career preparation.

Another example of innovative programmatic choice and structure is found in the Google Career Certificates (IT Support for All, Project Management for All, Data Analysis for All). These three certificates deliver high-quality instructional content from expert practitioners, but wrap-around instruction and guidance come from Boise State faculty. Students who complete the Google Career Certificates immediately earn an industry-recognized certification from Google.

Progress towards Goal 2, Strategy 3 is demonstrated by the College’s Request for Proposals (RFP) solicitation to campus. In 2021, the College received six submissions from faculty as part of the RFP process, and five submissions the previous year. Support for RFPs can be through financial support, or strategic consultation-type support to colleagues. It is important to note that 100% of funded RFPs support the Blueprint for Success goals.

Opportunities

Going forward, the College plans to collaborate with the President’s Office to host the Annual Innovation Awards, collaborate with Extended Studies to explore opportunities to support innovation in online education, and continue tracking collaborative RFP submissions to support campus-wide initiatives. There are also plans to survey campus attitudes about innovation at the university and improve dissemination of information through the website and other channels.

Effectiveness and Improvement in Goal 3 (Research)

Goal 3: Advance Research and Creative Activity

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We are developing research that positively impacts lives and breaking down traditional barriers so researchers and students can collaborate on big problems.

The College of Innovation and Design is focused on supporting scholarship that is interdisciplinary, solutions-oriented, and/or student-centered.

Assessment of Strategic Goal Attainment

The College is pursuing three strategies in support of attaining the goal of advancing research and creative activity. An assessment of attainment for each strategy is presented here:

1. Provide the physical space, policies, information systems, technology, budgetary resources, and human resources to sustain and grow research and creative activities

Satisfactory: The College has generally provided the needed infrastructure and support to sustain and grow our faculty members scholarship.

Needs Improvement: The GIMM program has unmet laboratory space needs. The College is making progress in providing the needed financial management support to our sponsored projects, but we are not currently fully operational in this area.

2. Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success

Satisfactory: The College has had considerable success in this area; the Human-Environment Systems program is arguably one of the most successful, and a strong model for, interdisciplinary research on campus.

3. Grow opportunities for undergraduate students to engage in research and creative activity that is community centered and interdisciplinary

Satisfactory: The College helped launch and grow the university's successful VIP program.

Evidence of Effectiveness

Evidence of College effectiveness in Goal 3, Advance Research and Creative Activity, includes:

- Launched, grew, and successfully graduated the VIP Student Research Experience Program, which now has active teams in every college across campus and continues to exhibit double-digit enrollment growth
- Launched and grew the Human-Environment Systems program, one of the most successful interdisciplinary research programs at Boise State University
- Developed new tenure and promotion policies to support interdisciplinary team science that brings value to local communities
- More than doubled our externally funded scholarly activities in the last year
- HES received over \$4M of external research funding, with over \$2.6M of new funding focused on Idaho-relevant environmental research in the last 2 years
- HES currently generates about \$400k annually for graduate student assistantships
- Developed the student-research-experience program GIMM Dev Team, which as provided highly-workforce relevant experience to hundreds of students while also developing technological solutions to dozens of local entities in service. Partner organizations include Idaho Fish and Game, the Anne Frank Memorial, the Ada County Highway Department, and the James Castle House.
- Venture College launched a go-to-market program for faculty to commercialize their research and is currently partnering with the Office of Research and College of Business and Economics on a NSF funded project to grow this capacity across all of Idaho's research institutions.

Goal 3, Strategies 2 and 3, can be assessed by reviewing department analytics reports, and Graduating Student Surveys (GSS). Although the GSS often has a low participation rate, it can still be used to provide some baseline measurement. Specifically, we use the data to look at whether students in bachelor's degree programs agree/strongly agree that faculty members seem genuinely interested in the welfare of students, and to capture the percent of students who work with faculty on a research, service, or creative project. Table 5 provides a look at some of the metrics being analyzed within the College, and Figures 11 & 12 demonstrate the research activities within the College.

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Table 5 CI+D Goal 3 Metrics

Goal 3 Metrics	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Sponsored Projects funding	n/a	n/a	\$472,926	\$424,903	\$541,282	\$297,970	\$1,685,252
% bachelor's degree graduates who agree/strongly agree: faculty members seemed genuinely interested in the welfare of students	n/a	n/a	83%	94%	n/a	98%	91%
% Students who work with faculty on a research, service, or creative project	n/a	n/a	n/a	36%	n/a	89%	67%

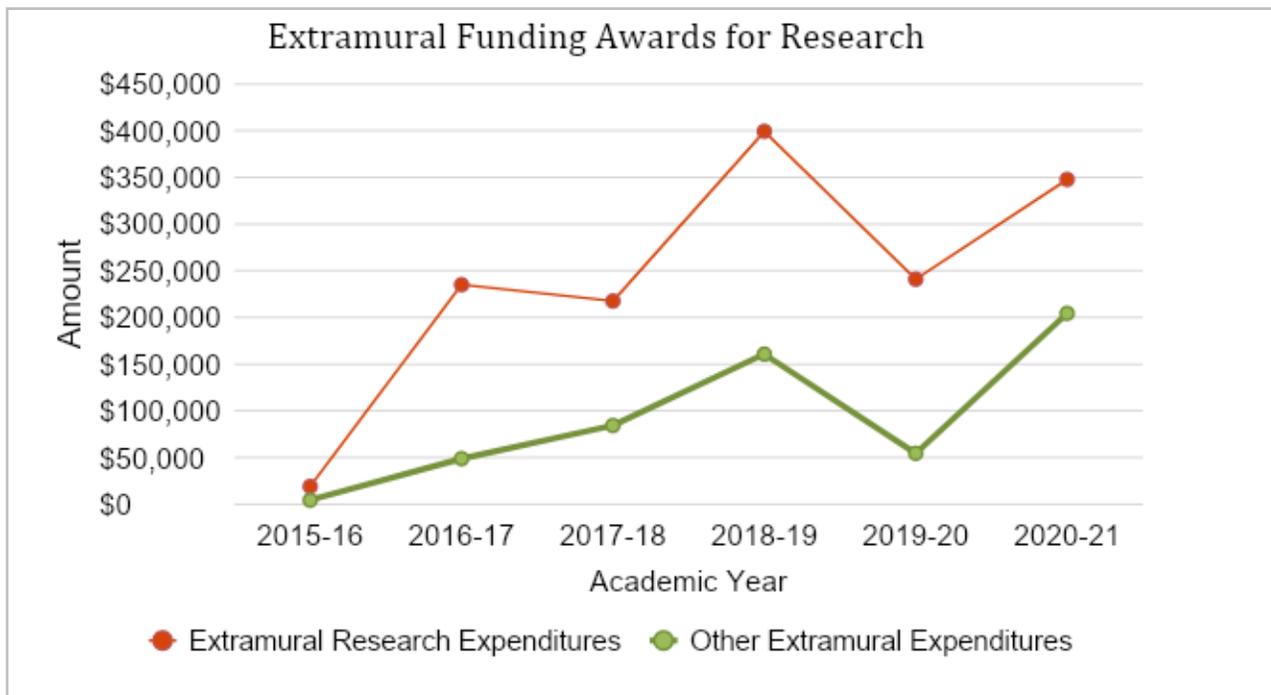


Figure 11 Amount of extramural funding awards for research (2021-2022 DAR)

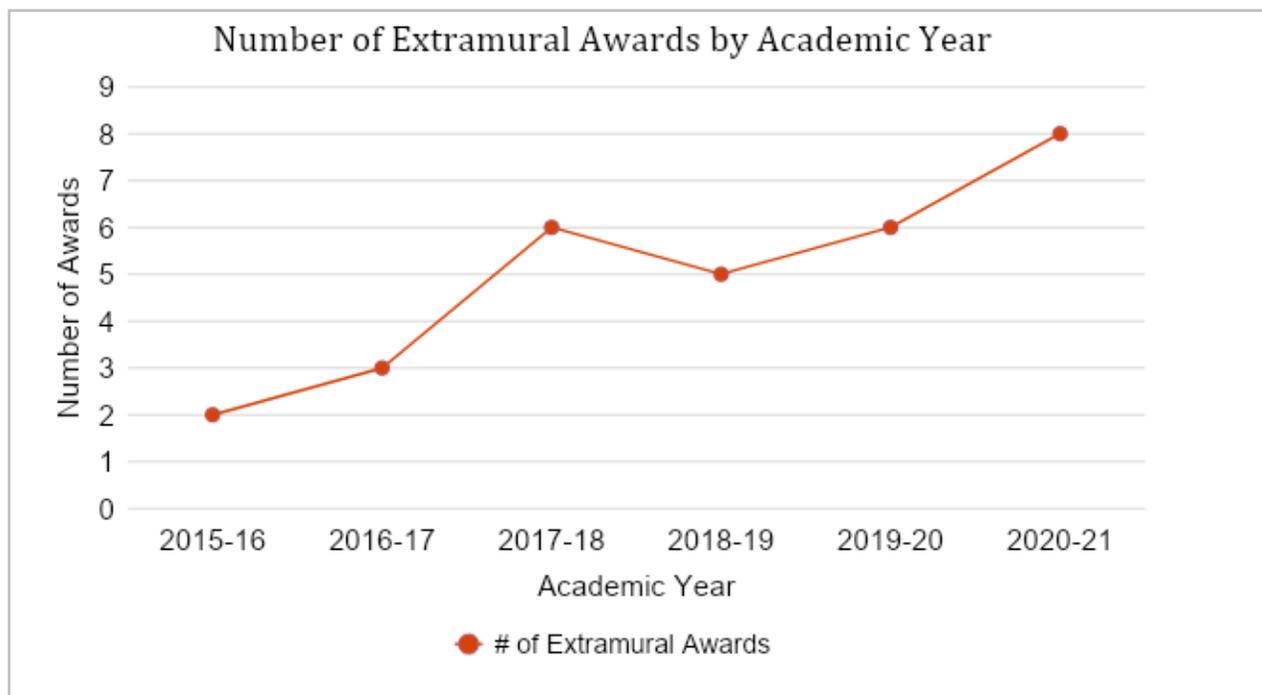


Figure 12 Number of extramural funding awards for research (2021-22 DAR)

One specific example of how CI+D meets Goal 3 comes from how GIMM faculty work with local, state, and national funders and sponsors to develop projects that marshal the talents of students in service of community needs. The work completed by these student-led projects includes a [project for Idaho Fish and Game](#) to teach field dressing an elk, creation of a [ABC Stories](#), a free augmented reality handwriting app to teach autistic or developmental delayed children, and a partnership with the School of Nursing at Boise State to create a [virtual reality tool for training nursing students](#).

Opportunities

The College seeks to support scholarship and creative activity that is interdisciplinary, student-focused, and/or community-centered. To achieve this, the College plans to partner with the Division of Research and Economic Development to support Boise State’s Grand Challenges and share out the Tenure and Promotion policies and process created by HES faculty.

Effectiveness and Improvement in Goal 4 (Community)

Goal 4: Foster Thriving Community

Boise State will promote and advance a fair, equitable and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

The College of Innovation and Design is focused on cultivating a culture of innovation and empowering faculty and staff to implement and enable innovative projects that help create the future Boise State.

Assessment of Strategic Goal Attainment

The College is pursuing four strategies in support of fostering a thriving community. An assessment of attainment for each strategy is presented here:

1. Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among students, faculty, staff, alumni, and friends of the university.

Satisfactory: The College of Innovation and Design is now utilizing its space in the library to promote campus-wide innovation, creativity, and collaboration in support of a thriving community.

2. Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

Satisfactory: The College is investing in the development of robust processes and support around our teaching (Clinical) faculty.

Needs Improvement: The College plans to conduct a college-wide survey of faculty and staff wellbeing.

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3. Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

Satisfactory: The College has high expectations of all our programs to become fiscally responsible, efficient, and sustainable, resulting in some of the most efficient programs on campus.

Needs Improvement: We are actively developing a centralized budget model that will empower our programs with revenue-based incentives to make good fiscal decisions, provide robust multi-year budget predictions, and integrate all college finances to ensure the college is sustainably, and fully, utilizing its resources.

4. Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

Unsatisfactory: The College does not have a formal sustainability plan and needs to engage with the Sustainability Governance Council to do so.

Evidence of Effectiveness

Evidence of College effectiveness in Goal 4, Foster a Thriving Community, includes:

- Cultivated use of full-time teaching faculty positions (Clinical) in the College, including competitive salaries, three-year contracts, professional development, and strong promotion policies
- Launched and grew the Boise State Varsity Esports program that creates a massive, previously non-existent, community around competitive gaming, and extending that community nationally, reaching 15 million households monthly
- Developed a lean financial approach to new program development using BB2.0 structure and constraints
- Created the Innovation Incubator, which builds community, creativity and collaboration for Boise State faculty and staff
- Launched the informed voting app called allinfavor.org (GIMM Students)
- Grew the campus entrepreneurial community with Hacking for Homebuilding and Cybersecurity programs (VC)
- Hosted the nationally attended Diverse Environmental Perspectives Lecture Series (HES)
- Facilitated student-led workshops on Diversity, Equity, Inclusion, and Justice (HES)

One specific example of the College's efforts in support of a thriving community is the recently launched Innovation Incubator. This initiative created a dynamic and flexible interactive space and staff support structure designed to foster creativity, promote collaboration, and create community for Boise State faculty and staff. This endeavor supports Goal 4, Strategy 1 and Strategy 2. To assess performance, the College is currently capturing the number of workshops, events, and other engagement activities supported by CI+D in the Innovation Incubator and sending out surveys to participants (Figure 13). In just its first semester alone (Fall 2022), the College has hosted 55 events in the Innovation Incubator and has 20 planned for Spring 2023 already. Feedback has been overwhelmingly positive, with participants saying:

- "This space is so customizable from a large group to working groups to presentations and creative clusters."
- "Inspiring and ideal for our teams"
- "Reach out to CI+D for any event moving forward!"

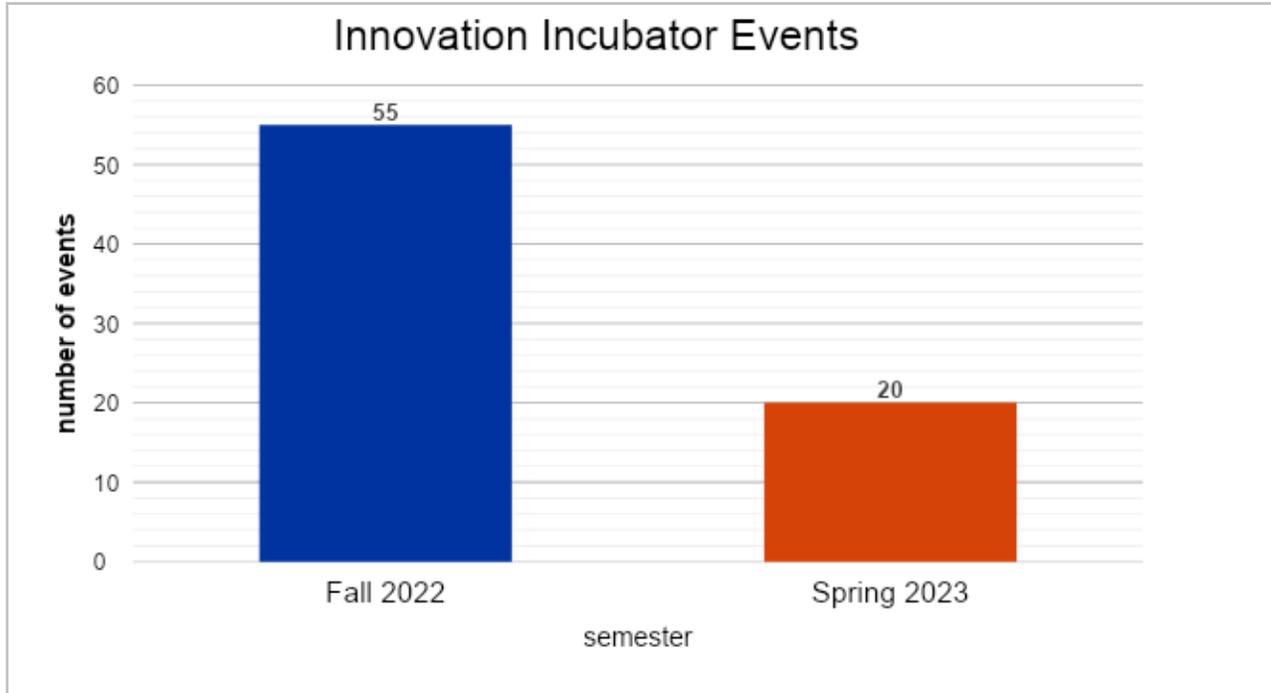


Figure 13 Innovation Incubator 2022-2023 events

Opportunities

Related to Goal 4 Strategy 3, the College also has a goal that by the start of FY24, all CI+D programs will be operating under revenue-based budget models. More details on this are provided in the budget narrative found in Section IV.

After receiving the 2022 results of the Supervisor Survey from Boise State Human Resources ([upload 6.3](#)) the College has committed to expanding several areas intended to benefit faculty and staff. Improvements will directly support attainment of Strategies 1 and 2. Highlights from the Supervisor Survey appear in Table 6 below.

Table 6 Sample Data from 2022 Supervisor Survey

Supervisor Survey Metric	2021-22
% Employees feel their supervisor recognizes the importance of personal and family life	100%
% Employees feel their supervisor recognizes the importance of personal and family life	91%
% Employees feel they receive sufficient learning opportunities	50%
% Employees feel they know what steps they need to take in order to move up in the organization in the next year	33%
% of employees feel they have supervisors who discuss their future within Boise State	33%

As seen in Table 6, the College has identified an opportunity to increase the percent of employees that can discuss their future at Boise State (33%) and know the steps necessary to advance (33%). Additional opportunities exist to improve the percent of employees who feel they receive sufficient learning opportunities (currently 50%). While professional development of individual program faculty and staff is often at the discretion the program directors, the College does assume responsibility to increase this for all its employees. The College has plans to develop an all-CI+D survey to understand employees' well-being and career growth needs, and then use the data to make investments in those areas.

Effectiveness and Improvement in Goal 5 (Partnerships)

Goal 5: Trailblaze Programs and Partnerships

By partnering with industry, Boise State will enhance and foster pathbreaking interdisciplinary programs and activities that transcend traditional fields of study and offer students new opportunities to grow, thrive, and contribute to our state and our nation.

The College of Innovation and Design is focused on growing partnerships that bring distinctive value to our programs, the student experience, and our community partners.

Assessment of Strategic Goal Attainment

The College is pursuing three strategies in support of attaining the goals to improve educational access and student success. An assessment of attainment for each strategy is presented here:

1. Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, and service needs.

Satisfactory: The College has strong partnerships with the private sector in support of workforce development, education, and scholarship, especially our public-private partnership curriculum relationships, Venture College and Esports sponsorships, and our extensive collaboration network supporting the Human-Environment Systems program.

2. Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Satisfactory: The College has grown strong partnerships that specifically service Idaho rural communities, including the Venture College's High School Idaho Entrepreneur

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Challenge, the Apple supported Onramp program, and GIMM's partnerships with the Idaho Gear-Up program.

3. Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.
4. **Satisfactory:** The College is a campus leader in the development of interdisciplinary programs; almost every program created in the college has strong interdisciplinary elements. The College is also actively supporting the creation of the interdisciplinary schools in COAS and has developed model tenure and promotion policy in support of interdisciplinary team science.

Evidence of Effectiveness

The College of Innovation and Design has demonstrated a strong commitment to growing and nurturing partnerships that bring value to our students, the institution, and the community, shown in

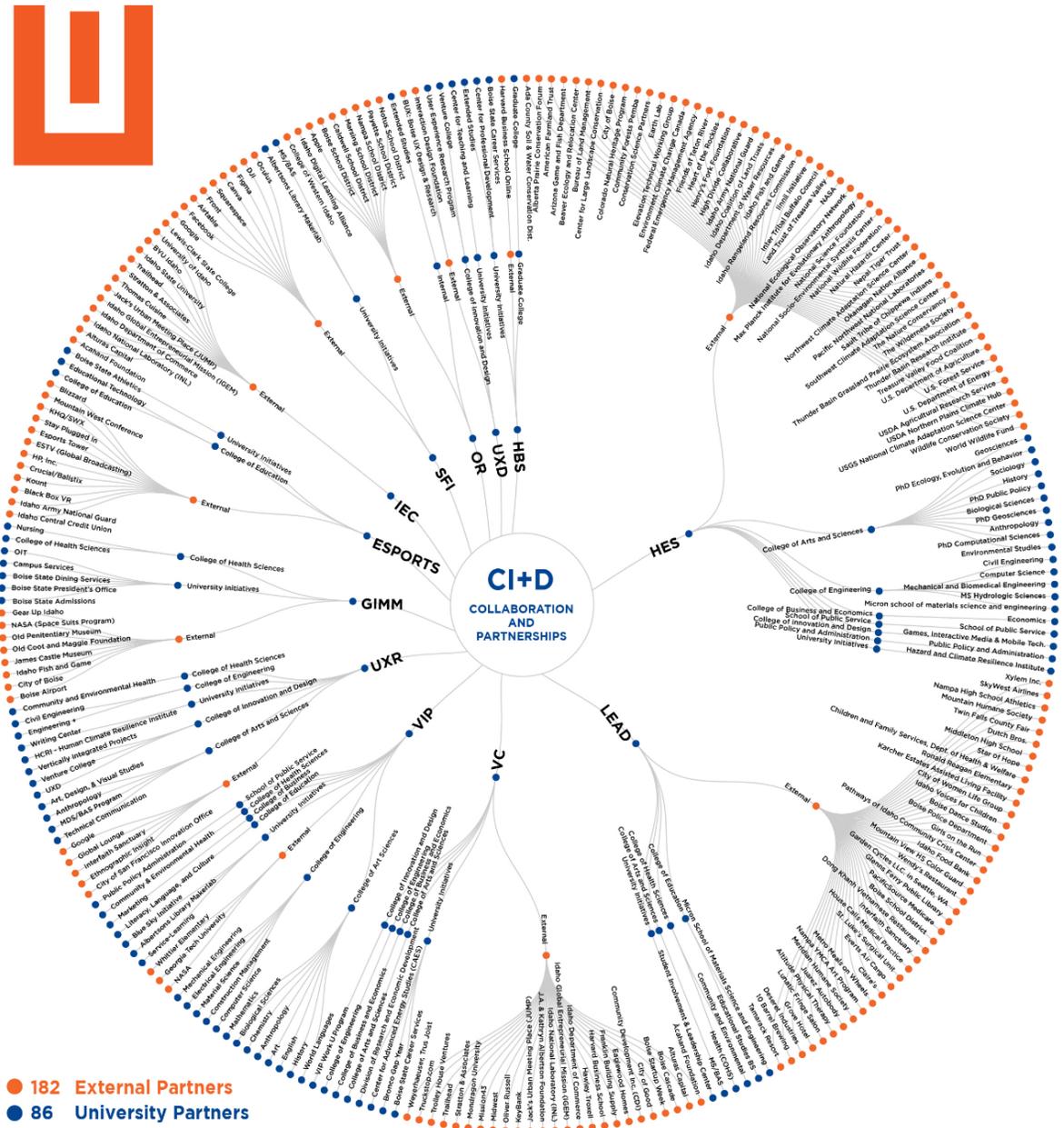
- The number of external partnerships in support of scholarship provide a core metric of success for the Human-Environment Systems program. In 2021-2022, Human Environment-Systems faculty had 73 total relationships, with 53 external partners, and 23 internal partnerships and collaborations that have been fostered as a result of their research. Important national external partners include the U.S. Forest Service, NASA, U.S. Department of Agriculture, The Nature Conservancy, and the National Science Foundation. Example local partnerships include the Treasure Valley Food Coalition, Idaho Fish and Game, and the City of Boise. Notably, the HES faculty have partnerships with four tribal organizations as well.
- External sponsorship partnerships have been essential to sustainably pursuing dramatic growth of both Venture College (approximately \$200k annually) and Esports (approximately \$300k annually). Some specific examples: Franklin Building Supply raises \$50k annually in support of Hacking for Homebuilding, Idaho Central Credit Union provides \$150k in scholarship support to Esports, and the Old Coot & Maggie Foundation has a long history of supporting student research experiences for the GIMM program.
- The College has been a leader in the development of public-private educational partnerships, with ongoing and productive relationships with Coursera, Google, Apple, the Interdisciplinary Design Foundation, and Harvard Business School.
- The College has recently begun growing their partnerships within the university and we now have active and productive program development partnerships with

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the College of Business and Economics, College of Health Sciences, College of Arts and Sciences, and the School of Public Service. These partnerships do not include the dozens of new relationships developed via the Innovation Incubator over the last 4 months.

- Additional partnerships and collaborations are captured by the College ([upload 6.4](#)) and are described in our 2019, 2020, and 2021 Annual Dean's Reports (uploads [6.5](#), [6.6](#), [6.7](#)).

Figure 14 CI+D collaborations and partnerships (from 2021 Dean's Report)



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As just one detailed example of college effort and success in growing partnerships, below is a summary of partnership-building efforts within the Venture College over the last year:

- Franklin Building Supply: Venture College launched the Hacking for Homebuilding reverse pitch competition in fall 2020, in partnership with Boise State's College of Engineering. Franklin Building Supply has been the lead funder since inception and has helped secure funders and partners for the competition each year since then. In its first year, Hacking for Homebuilding had six program funders/partners, which grew to 14 by 2021. Hacking for Homebuilding expanded to offer a public track the second year and has played a key role in the formation of the [Housing and Innovation Hub](#).
- Boise Entrepreneur Week: Venture College programs play a large role in the annual [Boise Entrepreneur Week](#) (BEW). Both the Hacking for Homebuilding and Cybersecurity Entrepreneur Challenges culminate at BEW. This past year, \$60,000 in cash prizes were awarded at BEW, contributing 20% of the overall cash prizes distributed at BEW. The Idaho Entrepreneur Challenge also partners with BEW as the final pitch competition winner receives a golden ticket to the 2 Minute Pitch during this event each fall.
- Trailhead: Venture College has a strong relationship with [Trailhead](#). During the Spring 2022, Venture College partnered with Trailhead to host the Hackfort Tech Challenge during the [Treefort Music Festival](#). Not only did the teams pitching receive free passes to Treefort, but the winning team also received cash prizes and a ticket to the 2022 BEW, sponsored by Trailhead.

Opportunities

To further advance the College's attainment of Goal 5, the College plans to pursue opportunities for connections between co-curricular programs and community colleges.

Table 7 CI+D Self-Evaluation Summary

CI+D Strategic Plan Strategy Self-Evaluation	
Goal 1 Student Success Strategies	
Create and enact a comprehensive, strategic enrollment and student success plan, supporting the whole student, recruitment, retention/graduation, and addressing equity gaps	U
Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes	S
Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education	S
Cultivate a commitment to high-quality, new and innovative learning experiences in all courses, curricula and co-curricula.	NI
Goal 2 Innovation Strategies	
Create an enduring culture of innovation	NI
Build scalable university structures and align philanthropic and strategic investments that support innovation	NI
Establish individual and collective accountability towards innovation	S
Goal 3 Scholarship Strategies	
Provide the physical space, policies, information systems, technology, budgetary resources, and human resources to sustain and grow research and creative activities	NI
Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success	NI
Grow opportunities for undergraduate students to engage in research and creative activity that is community centered and interdisciplinary	NI
Goal 4 Community Strategies	
Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among students, faculty, staff, alumni, and friends of the university.	S
Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.	NI
Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.	NI
Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.	U

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Goal 5 Partnership Strategies	
Leverage existing partnerships and programs and develop new opportunities with ID employers and private partnerships to address workforce, research, educational, and service needs.	
Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.	
Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.	

S = Satisfactory

NI = Needs Improvement

U = Unsatisfactory

Assessment of Degrees

All degrees at Boise State adhere to the reporting and assessment processes implemented by Boise State's Office of Institutional Effectiveness. Additionally, all the instructional programs offered by the College adhere to evaluation based upon Idaho State Board of Education's Program Prioritization (Policy Section III.F), which states that all instructional programs, which include academic and career technical programs, shall be evaluated with an emphasis on:

- a. external demand
- b. quality of outcomes
- c. costs and other expenses

In accordance with SBOE and university policies, the College also takes into consideration additional criteria for program quality, relevance, productivity, and efficiency, which include but are not limited to external and internal demand, quality of inputs and processes, quality of outcomes, revenue and other resources generated, opportunity analysis, and impact.

Below, we provide a review of the assessment activities for each program. Elements include the following:

- Links to the program or initiative's website and degree plan
- A program/initiative description
- Notable successes
- A table describing the program or initiative's value and key innovative elements
- Details regarding how the program/initiative is aligned with strategic planning efforts
- Assessment processes, data, and improvement (when available)
- Details about program needs and graduation, when relevant

Bachelor of Science in Games, Interactive Media and Mobile (GIMM)

(Website)

(UNGD plan)

Program Description

Launched in 2015, the Bachelor of Science in Games, Interactive Media, and Mobile (GIMM) technology prepares graduates to use their skills in immersive gaming technologies to solve complex challenges in industry, education, and the community. This four-year degree admits students each fall semester into the program as a cohort to build community and ensure learning outcomes are met. Students develop competencies in computer-generated animation, visual design, immersive virtual and augmented reality, multimedia storytelling, project management, and user experience.

GIMM has celebrated many successes outside of the university metrics, receiving national and local recognition for work on projects that incorporate augmented and virtual reality for projects that serve more than just the Boise State community.

GIMM in the News

2015 Idaho Statesman: [Boise State video 'game' could transform nursing education](#)

2015 Boise State News: [Gaming, Nursing Team Wins National Education Award](#)

2016 Boise State News: [Student Earns National Recognition for VR App](#)

2019 Idaho Statesman (front pg): [Students Create Hunter Education for Fish & Game](#)

2019 NBC-7KTVB: [GIMM partners with Boise foundation to address social problems](#)

2019 Idaho Press Tribune: [VR app makes the airport less daunting for kids with autism](#)

2019 Boise State News: [Students participate in NASA design challenge in Houston](#)

2019 Idaho Statesman: [Students create app, target food insecurity at Boise State](#)

2021 Boise State News: [Students create an app for autistic children to learn handwriting](#)

2022 Boise State News: [Students collaborate with Grammy winner](#)

Games, Interactive Media and Mobile (GIMM)	
Value and Innovative Elements	<ul style="list-style-type: none"> → Interdisciplinary degree (computer science, art, and design) in a rapidly growing field that provides distinctive skills and career paths. → Cohort model with high faculty-student engagement → Community partnership-based research/experiential learning → Modeling valued teaching faculty program
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 2. Innovation for Institutional Impact</p> <p>Goal 3. Advance Research and Creative Activity</p> <p>Goal 4. Foster Thriving Community</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Strategic Connection

Although GIMM's focus on its strategic plan addresses four goals, GIMM advances all five of the goals in the *Blueprint for Success* in the following ways:

Goal 1: Improve Educational Access and Student Success

- Cohort model for community
- Project- and community- based assignments for students
- We teach digital tools in rural Idaho in partnership with Gear Up.
- Peer advising, and peer mentoring provide additional support for students.
- Embedded career education and experiential learning opportunities are found in required courses, senior showcase and portfolio

Goal 2: Innovation for Institutional Impact

- Student-led projects from Development Team
- Clinical faculty model

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- Leading-edge innovations are used in high-quality teaching, service, research/creative activities.

Goal 3: Advance Research and Creative Activity

- Undergraduate, interdisciplinary teams perform research, prototype, and create.
- Grant work and development of research activities positively impacts lives and overcomes traditional barriers. In 2021, our augmented reality handwriting tool, ABC Stories, won a silver at the Serious Games conference.

Goal 4: Foster Thriving Community

- Commitment to creating serious games (e.g., tools for children with special needs).
- Projects like Beam Tours address food insecurity on campus, uses augmented reality for automated campus tours, and fosters informal peer mentorship through its social tutoring function.

Goal 5: Trailblaze Programs and Partnerships

- Local industry partnerships enhance the educational experience for students.
- Foster interdisciplinary programs and activities that transcend traditional fields of study.

Evidence of Effectiveness

GIMM is staffed with 7.0 FTE, which includes one Director, one Administrative/Program Manager, and five Clinical Faculty. It currently offers all required GIMM courses in one of two labs, each allowing occupancy for up to approximately 36 people. The GIMM program uses a mix of both formative and summative assessments in the program and uses the following data:

- PAR
- Program Prioritization ([uploads 6.8, 6.9](#))
- Use of course evaluations
- Additional data collection (surveys to students)
- Viability for graduation: quality, growing, financial soundness, identification of future home

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The Games, Interactive Media, and Mobile technology degree program saw an average annual growth rate in the top 10% of all bachelor's degree programs (n=136), and its graduates are finding success in the workplace. Additionally, GIMM's 7-yr average growth rate was 22.86 whereas the median 7-yr avg growth rate across all 136 programs was -2.57. GIMM's growth was achieved while maintaining and improving critical structures to support student retention and engagement. It is important to consider when reviewing our number of graduates (Table 8 below), that our degree enrolls students into the program each fall in a cohort. The fastest that a student can graduate from the program is three years. Most students who begin the program require four years to graduate to achieve the rigorous program learning outcomes.

Table 8 GIMM Majors and Graduates Over Time

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate Majors	41	122	176	223	254	250	224
Number of Graduates	-	-	-	18*	38	48	49

*GIMM's inaugural graduating class

The figures below provide details about CI+D's overall retention numbers for GIMM. The percent of baccalaureate grads per JR/SR FTE (Table 9) has increased from 19% to 45% from 2018-2019 to 2021-2022. These figures are significant, as CI+D both explore strategic enrollment and retention initiatives and look at career preparation. On average, the percentage of students retained in CI+D exceeds the numbers achieved by the university.

Table 9 GIMM Student Progression Metrics as of 10th Day Enrollment

Student Progression Metrics	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
% FR Left the Univ.	31%	31%	27%	27%	27%	40%	Avail. Winter 2023
Freshmen N	16	49	44	48	52	42	
% SO Left the Univ.	50%	7%	20%	15%	10%	20%	

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Sophomore N	6	29	49	48	52	51	
JR/SR FTE of majors in unit	10	29	59	95	114	120	108
Baccalaureate grads per JR/SR TE	.00	.00	.00	.19	.33	.40	.45

Assessing Quality, Relevance, Productivity & Efficiency

Overall, the program prioritization and program assessment activities required by the university have reinforced the need for GIMM to continue with its ongoing holistic assessment.

Table 10 GIMM 2021 Program Prioritization Scores

AVG Relevance Percentile	AVG Quality Percentile	AVG Productivity Percentile	AVG Efficiency Percentile	Weighted sum of average Percentiles	ANALYSIS RESULTS College-level percentiles
64.11%	1.65%	58.17%	30.56%	40.75%	100%

Improvements from Data

Several improvements from data have been used to make programmatic and curricular changes in the GIMM program. Since program prioritization, the GIMM faculty and staff have committed significant time and resources to a holistic program review. Coinciding with the program's Program Assessment Reporting (PAR) requirements, the process of planned learning outcome assessment, and the generation of a new curriculum map has led to fruitful discussions between faculty. The curriculum map has allowed GIMM to see clearly the strengths of the program as well as work on potential improvements.

Improvement Example 1: In our discussions of the last Program Assessment Review (PAR) report, faculty discovered that the production cycle for the individual game project did not give students adequate time to make improvements to their projects after they were assessed. To enhance the student experience, faculty modified the schedule of these projects in order to give students more time to learn from their prior experience and build a better portfolio artifact in Spring 2020.

Improvement Example 2: Faculty assessed the value of the non-GIMM (ITM, CS) courses that are part of our program requirements using data from current students and market analysis. It was determined that some of these non-GIMM courses should be replaced with new courses that are part of the GIMM curriculum. To address this need, 12 additional credits were added to the GIMM major (GIMM 260: Mobile Web Services, GIMM 285: Mobile Web Services II, GIMM 300 Mobile Web Development, GIMM 375 Advanced Game Development). Curricular changes were submitted and approved

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through Quali (the university's curriculum management software) and UCC in Fall 2019 for implementation in the 2020-2021 school year.

Improvement Example 3: Related to #2 above, in the last PAR assessment report GIMM found that physical computing was not developed in the third year and could be introduced as early as year two. To address this deficiency, faculty created GIMM 340: Mobile web Development and Internet of Things, which directly fulfills this curriculum gap by using the physical computing skills to create Internet of Things devices.

Improvement Example 4: A new faculty member was hired in the GIMM program in Spring 2021 to teach new GIMM course offerings and maintain GIMM's desired faculty to student ratio, and a clinical faculty workload policy was developed.

Improvement Example 5: In the last Program Learning Outcome report GIMM found that user-centered development methodologies and skills needed further development in the second year. This was addressed by changing the GIMM 200 course to incorporate these specific outcomes in the 2021-2022 school year.

Improvement Example 6: In 2020-2021, GIMM piloted a peer advising model to help support first-year students. This pilot was driven by student data that suggested additional meeting times were desired during high-volume advising periods (e.g., fall registration). The impact of this program enhances a program goal to provide additional skills and training to advanced third and fourth year GIMM students. Additionally, it created opportunities for upper-division students to engage with lower-division students and connect through shared experiences.

Opportunities & Resources Needed

Attrition and Student Retention. GIMM enrollments were hit hard by the COVID-19 pandemic—as were many other programs. We are hopeful their numbers will rebound and, indeed, it looks like that trend is beginning. However, an analysis of GIMM enrollment numbers from the 100-level to the 200-level suggests that even pre-pandemic, GIMM loses approximately half of the students enrolled in the first year ([upload 6.11](#)).

The first improvement the College made to address this issue was to hire a professional advisor to replace the sole faculty advisor. The professional advisor has made

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significant improvements, which include the creation of cohort-tracking and management, an advising communication calendar, and assessment support to faculty.

However, additional opportunities still exist for retention within the program. The College has identified the following options:

1. Reduce the initial acceptance numbers somewhat so that fewer students are lost after the first semester. Essentially, we are asking for the first-year group to be “right-sized.”
2. Create admission criteria prior to a student joining GIMM. Criteria could include High School GPA, Introduction to Programming, and a Foundations of Math course.
3. Offer an Introduction to Coding workshop or camp prior to the student’s first semester in the program.
4. Offer third-party curriculum alongside GIMM coursework to build student knowledge more quickly.

Growth and Space. GIMM currently offers all classes in one of two labs. With the 2020-2021 curriculum change where four classes were added to the curriculum, if program growth and/or improved retention were to occur in the first year of the program, a third lab would be necessary. One of the current challenges with the existing lab spaces is their limited capacity of 35 students per room. Another challenge is that the required hardware and technology to support a third lab space constitutes a significant expense. A view of the current class schedule by room that demonstrates classes are held all day, between 9:00 am and 8:45 pm ([upload 6.12](#)).

Graduation. GIMM meets all the criteria for graduation, except it does not have a willing and supportive permanent home in another unit on campus. This continues to be a challenge for programs that are interdisciplinary. College leadership continues to explore and discuss options looking forward.

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Bachelor of Arts in Digital Innovation and Design degree (DI+D)

[\(Website\)](#)

[\(UNGD plan\)](#)

Program Description

Launched in 2022, the Bachelor of Arts in Digital Innovation and Design degree (DI+D) degree integrates digital and design skills with foundational training in collaboration, creativity, critical thinking, and communication. Students complete a certificate each year. Core required curriculum includes student success classes each year for career and academic advising. The degree builds competencies in innovation, leadership, managing, and using new and emerging digital technologies, project management, creative content creation, and data analytics.

Digital Innovation and Design (DI+D)	
Value and Innovative Elements	<ul style="list-style-type: none">→ Interdisciplinary degree (design, user experience, marketing, management, digital skills) that provides distinctive workplace skills and career paths→ Fully online modality increases student access→ Stackable certificates are a brand-new curricular structure→ Credit-bearing, whole student success curriculum
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 2. Innovation for Institutional Impact</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Strategic Connection

DI+D primarily seeks to advance three Blueprint for Success goals, the first two with greater emphasis:

Goal 1: Improve Educational Access and Student Success

- This degree is designed to increase access, retention, and success. As Boise State's inaugural "certificate-first" degree, DI+D has developed an embedded student retention and success strategy in required coursework. Research

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indicates that students who complete a certificate early in their educational journey will be more likely to persist and be retained at the university.

- As an online program, we are increasing access to students globally, not just those who can attend Boise State in-person.
- Additionally, integrated (credit-bearing) advising, student skills, and career planning are likely to further improve student success.

Goal 2: Innovation for Institutional Impact

- By modeling three innovative elements (certificate-first, stackable certificate model, student success courses) we are demonstrating new future-focused educational approaches that can scale across campus.

Goal 5: Trailblaze Programs and Partnerships

- The DI+D degree hopes to establish connections with local industry that will enhance the educational experience for students through projects and internship pathways.

Evidence of Effectiveness

While the formal assessment process and data is not yet established for DI+D, the program is currently tracking student progress and retention along with certificate completion. As part of the program's planning and design activities, an assessment workbook was created that contains planning worksheets, which include program learning outcomes using bloom's taxonomy, and a curriculum map ([upload 6.13](#)).

While the program and its assessment process are still in its infancy, the launch director of DI+D and CI+D's Assistant Dean have reviewed course evaluations and qualitative feedback from two offerings of COID 101 *Introduction to Digital Innovation and Design*. Fall 2022 course evaluation responses exceed or meet college mean scores for course evaluations. A sample of scores appear below in Table 11.

Table 11 COID 101 Course Evaluation Scores (Fall 2022)

	# of Responses	Response Rate	Section Mean	Instructor Mean	Course Mean	Subj. Mean	Dept. Mean	Coll. Mean	SD	1	2	3	4	5	NA
This course met my expectations.	9	81.82%	4.78	4.78	4.78	4.34	4.35	4.16	0.44	0	0	0	2	7	0
This course complemented or enhanced my field of study.	9	81.82%	4.67	4.67	4.67	4.36	4.38	4.32	0.50	0	0	0	3	6	0
The course content covered concepts applicable in the workplace.	9	81.82%	4.67	4.67	4.67	4.47	4.47	4.41	0.71	0	0	1	1	7	0
This course allowed me to access new and relevant information.	9	81.82%	4.44	4.44	4.44	4.45	4.47	4.42	0.88	0	0	2	1	6	0
I gained a skill to add to my resume and/or portfolio (i.e. technology, certification)	9	81.82%	4.00	4.00	4.00	4.31	4.30	4.30	1.12	0	1	2	2	4	0

Improvements from Data

Improvement Example 1: As a result of feedback received in the initial offering of COID 101 *Introduction to Digital Innovation and Design*, the instructor added a group project to the course for the second offering in Fall 2022. After creating and adding a group project, 60% responded that the group project was their favorite learning activity. Those who have used group assignments in their classes know that this is not always the case! Yet the qualitative feedback, shared below, indicates positive student experiences:

“What was your favorite learning activity from this week?”

- “Group project”
- “group project”
- “My favorite learning activity this week was creating my recipe roundup with my group!”
- “My favorite learning activity from this week was the group project.”
- “It was fun to connect with my classmates and create something amazing together.”
- “Working in a group!”

Improvement Example 2: The original degree proposal contains four required student success courses in the DI+D degree, for a total of 10 credits of coursework. A curriculum proposal has been submitted that will likely take effect in the 2023-2024

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academic year to allow the four required courses to total of credits instead. This reduction in credits resulted from feedback from advising staff and course designers, who determined that it would better meet the needs of the students to reduce credits.

Opportunities & Resources Needed

Enrollment continues to be monitored because growth in the DI+D degree has been slower than anticipated. Continued monitoring, and increased marketing efforts are expected.

Assessment of Undergraduate Certificates

Certificate in Drone Operations for Visualization, Research, and Resource Management (DOVRR)

(Website)

(UNGD plan)

Program Description

Launched in Fall 2022, the seven-credit undergraduate certificate in Drone Operations for Visualization, Research, and Resource Management (DOVRR) was created by Human-Environment Systems faculty in collaboration with faculty from Biology and Geoscience departments. This interdisciplinary certificate program trains participants to plan, lead, and implement projects using drone technology, also commonly referred to as unoccupied aerial systems, or UAS. Upon completing the program, students will be licensed drone operators.

DOVRR in the News

2021 Boise State News: [Boise State students restore local trails](#)

2022 Boise Public Radio: [Restoring sagebrush at Boise's Military Reserve Park](#)

Drone Operations for Visualization, Research, and Resource Management (DOVRR) (UG)	
Value and Innovative Elements	<ul style="list-style-type: none">→ Emerging, high demand skills training→ Accessible to all students, brings value across disciplines→ Experiential learning element
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Strategic Connection

This certificate was just launched and will need to be assessed for how it performs in alignment with the strategic plan moving forward. Anticipated ways DOVRR seeks to advance three *Blueprint for Success* goals are:

Goal 1 Improve Educational Access and Student Success

- The first DOVRR course, COID 481 Introduction to Unoccupied Aerial Systems (UAS) Flying, is offered as an in-person 5-week course that is open to all majors. This is intentionally designed to enable students to add the next course in the sequence in the same semester, which is COID 482, Unoccupied Aerial Systems (USA) Flight Planning and Operations (2-credits).
- The Certificate in DOVRR offers a hybrid delivery of courses, with some being in-person and some offered online.

Goal 5 Trailblaze Programs and Partnerships

- DOVRR hopes to establish connections with local industry that will enhance the educational experience for students through projects and internship pathways.

Planned Assessment Process

Formal assessment for the DOVRR certificate is currently being planned. Certificate courses are evaluated on an ongoing basis based on instructor experience and student evaluations. All certificates participate in program prioritization measures to determine quality, relevance, productivity, and efficiency. At a minimum the certificate will be evaluated in terms of its ability to

- effectively align with the university's strategic goals
- reach its intended audience as measured by enrollment or engagement
- articulate learning from the experiments and innovations

Opportunities & Resources Needed

Staffing for the program is currently done in addition to the HES faculty director's existing workload. Should this program grow quickly, additional administrative and faculty support will be necessary to support the program's long-term viability. The biggest current opportunity needed for each one of the DOVRR certificates is promotion

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of the certificate programs at the College level. Enrollment management and promotion has primarily been through academic advisors at Boise State.

Certificate in Project Management for All

(Website)

(UNGD plan)

Program Description

Launched in Fall 2021 as special topics courses, the seven-credit certificate Project Management for All covers foundational project management terminology; documentation and artifacts; Agile project management and Scrum events; strategic communication, problem-solving, and stakeholder management.

Learners earn industry credentials in high-demand fields while earning college credit as part of CI+D’s “For All” Certificate program. The program pairs high quality online content delivered by expert practitioners with diverse perspectives and backgrounds with personalized feedback, instruction, and guidance from Boise State faculty. The certificate program develops learners’ understanding and skills in problem solving, finding patterns/trends, communication, and teamwork. Learners create portfolio artifacts and gain access to career resources as part of completing the certificates. “For all” means that the courses are:

- Accessible: fully online/asynchronous
- Achievable: 2 courses/7 credits per certificate
- Always on: 7-week starts, Fall, Spring, Summer
- All majors: no prerequisites or prior experience required

Certificate in Project Management for All

Value and Innovative Elements	<ul style="list-style-type: none">→ Emerging, high-demand skills with industry certification/endorsement→ Online modality increases access→ Accessible to all students (no prerequisites), any major→ Third party curriculum lowers cost, delivers sustainable quality→ Low credit load, maximizes ROI, increases student success
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Section VI. Effectiveness and Improvement

Impact Areas	Goal 1. Improve Educational Access and Student Success Goal 2. Innovation for Institutional Impact Goal 5. Trailblaze Programs and Partnerships
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Strategic Connection

The Certificate in Project Management for All seeks to advance three *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- This degree is meant to offer students an opportunity to receive industry-recognized credentials through Google.
- Online opportunities of this kind, which are easy to complete, fully asynchronous, and online become accessible to rural communities.
- Plans are being developed for a teaching assistant program that will be established to support program growth and encourage student engagement and feedback as TAs.

Goal 2: Innovation for Institutional Impact

- All three of the For All Certificates are innovative in their structure and goals. They combine high-quality online content delivered by expert practitioners with diverse perspectives and backgrounds with personalized feedback, instruction, and guidance from Boise State faculty.

Goal 5: Trailblaze Programs and Partnerships

- The Google Career Certificates, as is implied in their name, offer excellent opportunities to explore and test public-private partnerships in higher education. They are also delivered through Coursera.

Evidence of Effectiveness

Certificate courses are evaluated on an ongoing basis based on instructor experience and student evaluations. We also gathered input from Boise State staff who have taken the courses to determine where improvements might be made. All certificates

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participate in program prioritization measures to determine quality, relevance, productivity, and efficiency.

Examples of student feedback are as follows:

- “I learned several aspects of project management that I was completely unaware of.”
- “I valued the templates we were able to use and fill in to have actual hands-on learning.”
- “The module information was so clear and helpful, it made it SO easy to keep up with online course requirements!”
- “I attempted to take this program last summer on my own, and failed. Only completed Coursera Course 1, paid for a subscription for an additional 3 months before canceling. The due dates really helped instill additional diligence and discipline to complete the whole program, and I did while taking multiple other courses!”

Improvements from Data

The program director has implemented improvements across all courses based on what was learned in the Extended Studies eCampus online course process.

Improvement Example 1: Clarifying course structure and expectations.

Improvement Example 2: Clarifying assignment requirements, expectations, and rubrics.

Improvement Example 3: Improving the reflection and discussion experience for students.

Opportunities & Resources Needed

The Google Career Certificates need better promotion university-wide; the College should take responsibility for these activities. Enrollment management and promotion has primarily been through academic advisors at Boise State and could be expanded.

Certificate in Data Analysis for All

[\(Website\)](#)

[\(UNGD plan\)](#)

Program Description

Launched in 2022, the Certificate in Data Analysis for All teaches foundational skills necessary to source, prepare, process, analyze, and present data findings using spreadsheets, SQL, R programming, and data visualization. Learners earn industry credentials in high-demand fields while earning college credit as part of CI+D’s “For All” Certificate program. The program pairs high-quality online content delivered by expert practitioners with diverse perspectives and backgrounds with personalized feedback, instruction, and guidance from Boise State faculty. The certificate program develops learners’ understanding and skills in problem solving, finding patterns/trends, communication, and teamwork. Learners create portfolio artifacts and gain access to career resources as part of completing the certificates. “For All” means that the courses are:

- Accessible: fully online/asynchronous
- Achievable: 2 courses/7 credits per certificate
- Always on: 7-week starts, Fall, Spring, Summer
- All majors: no prerequisites or prior experience required

Certificate in Data Analysis for All	
Value and Innovative Elements	<ul style="list-style-type: none"> → Emerging, high-demand skills with industry certification/endorsement → Online modality increases access → Accessible to all students (no prerequisites), any major → Third party curriculum lowers cost, delivers sustainable quality → Low credit load, maximizes ROI, increases student success
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 2. Innovation for Institutional Impact</p>

Section VI. Effectiveness and Improvement

Goal 5. Trailblaze Programs and Partnerships

Strategic Connection

The Certificate in Data Analysis for All seeks to advance three *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- This degree is meant to offer students an opportunity to receive industry-recognized credentials through Google.
- Online opportunities of this kind, which are easy to complete, fully asynchronous, and online become accessible to rural communities.
- Plans are being developed for a teaching assistant program that will be established to support program growth and encourage student engagement and feedback as TAs.

Goal 2: Innovation for Institutional Impact

- All three of the For All Certificates are innovative in their structure and goals. They combine high-quality online content delivered by expert practitioners with diverse perspectives and backgrounds with personalized feedback, instruction, and guidance from Boise State faculty.

Goal 5: Trailblaze Programs and Partnerships

- The Google Career Certificates, as is implied in their name, offer excellent opportunities to explore and test public-private partnerships in higher education. They are also delivered through Coursera.

Evidence of Effectiveness

Certificate courses are evaluated on an ongoing basis based on instructor experience and student evaluations. We also gathered input from Boise State staff who have taken the courses to determine where improvements might be made. All certificates participate in program prioritization measures to determine quality, relevance, productivity, and efficiency.

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Improvements from Data

The program director has implemented improvements across all courses based on what was learned in the Extended Studies eCampus online course process.

Improvement Example 1: Clarifying course structure and expectations.

Improvement Example 2: Clarifying assignment requirements, expectations, and rubrics.

Improvement Example 3: Improving the reflection and discussion experience for students.

Opportunities & Resources Needed

The Google Career Certificates need better promotion university-wide; the College should take responsibility for these activities. Enrollment management and promotion has primarily been through academic advisors at Boise State and could be expanded.

Certificate in IT Support for All

(Website)
(UNGD plan)

Program Description

Launched in 2022, the Certificate in IT Support for All trains in fundamentals of day-to-day IT support; networking basics, basics of operating systems, system administration, and IT infrastructure services; and IT security concepts, tools, and best practices to address threats and attacks. Learners earn industry credentials in high-demand fields while earning college credit as part of CI+D’s “For All” Certificate program. The program pairs high-quality online content delivered by expert practitioners with diverse perspectives and backgrounds with personalized feedback, instruction, and guidance from Boise State faculty. The certificate program develops learners’ understanding and skills in problem solving, finding patterns/trends, communication, and teamwork. Learners create portfolio artifacts and gain access to career resources as part of completing the certificates. “For All” means that the courses are:

- Accessible: fully online/asynchronous
- Achievable: 2 courses/7 credits per certificate
- Always on: 7-week starts, Fall, Spring, Summer
- All majors: no prerequisites or prior experience required

Certificate in IT Support for All

Value and Innovative Elements	<ul style="list-style-type: none"> → Emerging, high-demand skills training with industry certification and endorsement → Online modality increases access → Accessible to all students (no prerequisites), any major → Third party curriculum lowers cost, delivers sustainable quality → Low credit load, maximizes ROI, increases student success
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Section VI. Effectiveness and Improvement

Impact Areas	Goal 1. Improve Educational Access and Student Success Goal 2. Innovation for Institutional Impact Goal 5. Trailblaze Programs and Partnerships
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Strategic Connection

The Certificate in Data Analysis for All seeks to advance three *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- This degree is meant to offer students an opportunity to receive industry-recognized credentials through Google.
- Online opportunities of this kind, which are easy to complete, fully asynchronous, and online become accessible to rural communities.
- Plans are being developed for a teaching assistant program that will be established to support program growth and encourage student engagement and feedback as TAs.

Goal 2: Innovation for Institutional Impact

- All three of the For All Certificates are innovative in their structure and goals. They combine high-quality online content delivered by expert practitioners with diverse perspectives and backgrounds with personalized feedback, instruction, and guidance from Boise State faculty.

Goal 5: Trailblaze Programs and Partnerships

- The Google Career Certificates, as is implied in their name, offer excellent opportunities to explore and test public-private partnerships in higher education. They are also delivered through Coursera.

Evidence of Effectiveness

Certificate courses are evaluated on an ongoing basis based on instructor experience and student evaluations. We also gathered input from Boise State staff who have taken

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the courses to determine where improvements might be made. All certificates participate in program prioritization measures to determine quality, relevance, productivity, and efficiency.

Improvements from Data

The director has implemented improvements across all courses based on what was learned in the eCampus online course process.

Improvement Example 1: Clarifying course structure and expectations.

Improvement Example 2: Clarifying assignment requirements, expectations, and rubrics.

Improvement Example 3: Improving the reflection and discussion experience for students.

Opportunities & Resources Needed

The Google Career Certificates need better promotion university-wide; the College should take responsibility for these activities. Enrollment management and promotion has primarily been through academic advisors at Boise State and could be expanded.

Section VI. Effectiveness and Improvement

Certificate in User Experience Design (UX-D)

(Website)

(UNGD plan)

Program Description

Launched in 2020, this 12-credit certificate in User Experience Design (UX-D) integrates curriculum from internationally recognized content experts. It also provides students with a broad foundation in design thinking and methodologies, a fluency in user experience design tools and processes, and the ability to develop and apply metrics for evaluating the success of design choices.

UXD in the News

- 2020 Boise State News: [Designer at Intuit and UXD instructor shares his practitioner perspective](#)
- 2022 Boise State Event: [Panel discussion on user experience with recent graduates working in creative, human-centered fields.](#)

User Experience Design (UX-D)

Value and Innovative Elements	<ul style="list-style-type: none">→ Modern workplace skills certificate that teaches creativity, collaboration, critical thinking, and communication coupled with digital skills and tools→ Practitioners in the classroom→ Accessible to all students (no prerequisites)→ Online to increase accessibility→ Third party partnership→ Lean budget model
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Section VI. Effectiveness and Improvement

Impact Areas	Goal 1. Improve Educational Access and Student Success Goal 3. Advance Research and Creative Activity Goal 4. Foster Thriving Community Goal 5. Trailblaze Programs and Partnerships
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Strategic Connection

The Certificate in User Experience Design seeks to advance three *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- Track UX-D certificates earned
- Align college efforts to distribute career placement and satisfaction surveys
- Increase retention through additional advising opportunities
- Explore opportunities for an advanced UX-D certificate

Goal 3: Advance Research and Creative Activity

- The Certificate in UX-D will grow opportunities for students to engage with community partners as they solve real-world problems with applied creative problem-solving skills.

Goal 4: Foster Thriving Community

- To continue achieving its goals, the Certificate in UX-D will continue to seek out and support professional development and community connection opportunities for adjunct professors. The current co-teaching model relies on highly qualified, industry professionals to deliver its content.

Goal 5: Trailblaze Programs and Partnerships

- UX-D will continue to grow external partnerships with Idaho small businesses to inform curriculum design and provide students with hands-on experience and potential internship opportunities.

Assessment Process + Cycle

Certificate courses are evaluated on an ongoing basis based on instructor experience and student evaluations. Additional expertise and insights are obtained from connections to UX organizations and professionals. All certificates participate in program prioritization measures to determine quality, relevance, productivity, and efficiency.

Assessing Quality, Relevance, Productivity & Efficiency

CI+D has found that the use of a co-teaching model (pairing a UX industry professional with a learning designer), implementation of 3rd party content (Interaction Design Foundation), collaborative team development of program courses, and integration of emerging UX tools for digital creation are highly effective strategies to impact overall program effectiveness. The integration of real-world project collaborations has the potential to build quality depth and breadth.

Graduating student survey data for 2021 were not useful due to low response rates (n=1), but evidence of and support for the program's quality is found in high end-of-course evaluations (4.5/5). Students commented, "I think that both instructors had feedback and comments that together created a full learning experience," and "Both views are valuable, but fields like design are constantly evolving so getting that dynamic view is really good."

According to Indeed, UX is currently one of the fastest-growing in-demand career paths in the United States. UXD students continue to report that the program has improved their confidence in tackling new design challenges and provided them with industry credentials that are resulting in more career opportunities. Students have anecdotally reported receiving job offers prior to completing their certificate.

Program productivity continues to grow, as is evidenced by growing enrollments (Table 12). Fall 2022 had the largest UX-D enrollments to date with a 62% increase over the previous fall term. Further relevance and productivity happen in UX-D through new collaborations. These collaborations are leading to the creation of prototypes and product ideas that will have an impact on small businesses, community partners, and individuals in Idaho.

Table 12 UX-D Enrollments by Term (Census Date)

UX-D Course	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
COID 350	20	15	16	18	26
COID 351	9	12	10	16	12
COID 352	16	21	12	14	21
COID 353	5	10	6	8	5

Improvements from Data

Improvement 1. The quality of the UX-D program increased significantly over the past year in part due to the implementation of the co-teaching model and dynamic design response to student feedback.

Improvement 2. The program has shifted delivery of the UX-D program to 100% asynchronous online as of the Fall 2022 semester. Student satisfaction and learning will continue to be monitored to ensure this shift from a remote offering to fully online meets the student and industry needs.

Opportunities & Resources Needed

Staff Needs. The UX-D program director responsibilities are currently assigned to a member of the Dean’s Office staff, who often also teaches in the program. To ensure future program growth and success, the College has identified a need for a program director that is not one of the Dean’s Office staff. We believe this will allow for additional teaching duties to be assigned to this person, and improved management of the industry professionals currently teaching the courses as adjuncts.

Section VI. Effectiveness and Improvement

Certificate in Innovation and Design

(Website)

(UNGD plan)

Program Description

The Certificate in Innovation and Design was developed and launched as special topics courses in 2018. In 2019, it was launched as the Innovation and Design of Emerging Applications (ID:EA) Certificate and renamed in 2021. In this certificate students develop a creative mindset by learning how to innovate and grow ideas through prototyping and gathering insights. It is one of three certificates created by marketing and branding experts who are Clinical Faculty in the College. The certificate allows students to augment their degrees and work experience for a digital-first world and grow their creative, critical thinking, collaboration, and communication skills.

The Certificate in Innovation and Design impressively posted the largest 3-year average growth rate out of the university's 46 existing undergraduate certificates during this timeframe.

Certificate in Innovation and Design	
Value and Innovative Elements	<ul style="list-style-type: none">→ Modern workplace skills certificates that teach creativity, collaboration, critical thinking, and communication coupled with digital skills and tools→ Practitioners in the classroom→ Accessible to all students (no prerequisites)→ Online to increase accessibility→ Lean budget model
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 2. Innovation for Institutional Impact</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Section VI. Effectiveness and Improvement

Strategic Connection

The Certificate in Innovation and Design seeks to advance three *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- The Certificate in Innovation and Design is working to improve its completion rate by using College resources such as advising expertise.
- The program also plans to continue its social media campaign to market the certificate and connect to student enrollments. Student work will be shared with permission on social media channels to give students exposure and highlight the work being done in courses.

Goal 2: Innovation for Institutional Impact

- The Certificate in Innovation and Design is implementing industry-leading technology into courses and recording high-production lectures.

Goal 5: Trailblaze Programs and Partnerships

- Faculty use alumni data and employer interviews to improve the transfer of classroom skill to employability.

Assessment Process + Data

The Certificate in Innovation and Design program is the most successful stand-alone certificate in CI+D history. Graduates from the 2019-2020 school year have grown from 14 to 44 in 2020-2021. Further, this program has been grown using a highly efficient and sustainable budget model. Enrollment data is provided in Table 13 below.

Table 13 Certificate in Innovation and Design Course Enrollments by Term (Census Date)

Course	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
COID 330	62	93	91	81	78	104	85
COID 331	67	86	91	65	65	85	59
COID 332	41	84	74	68	53	60	65
COID 333	65	103	84	87	65	72	53

Section VI. Effectiveness and Improvement

Assessment in all three Society for Ideas certificates happens each semester by the co-directors, and their teaching staff at staff meetings. Using both the experiences of the instructors, and feedback from students, certificates are improved prior to the next seven-week offering. Often these improvements are made to assignments and activities, but also larger improvements such as those shared below are the result of these meetings.

Although the graduating student survey had low response rates for the Certificate in Innovation and Design (formerly ID:EA), the scores that were received are amongst the highest of CI+D's programs. In 2021, 100% of students indicated faculty in this program were outstanding teachers and 85% of students agreed that the Certificate in Innovation and Design helped them secure post-graduation plans on the graduating student survey. Additionally, the average score on end-of-course evaluations is 4.8/5. Qualitative student feedback has led to comments such as:

- "This is the best course I've ever taken at Boise State,"
- "This course changed my life,"
- "I just got my first job because of this course."

Improvements from Data

Improvement Example 1. To create coherence with newer certificates the ID:EA Certificate was renamed Certificate in Innovation and Design.

Improvement Example 2. Benefitting all three certificates, a global inbox was created to automate the response times and monitoring of student questions. While the creation took a significant investment of upfront resources, the automation has reduced the time it has taken to respond to student emails.

Improvement Example 3. Scaled program staff with new adjuncts and teaching assistants to support growth.

Opportunities & Resources Needed

None at this time.

Section VI. Effectiveness and Improvement

Certificate in Content Production

(Website)

(UNGD plan)

Program Description

Launched in 2020. Students learn how to produce and activate their ideas using design, audiovisual, and digital means. The certificate is one of three fully online certificates created by marketing and branding experts that allows students to augment their degrees and work experience for a digital-first world and grow their creative, critical thinking, collaboration, and communication skills.

Certificate in Content Production	
Value and Innovative Elements	<ul style="list-style-type: none">→ Modern workplace skills certificates that teach creativity, collaboration, critical thinking, and communication coupled with digital skills and tools→ Practitioners in the classroom→ Accessible to all students (no prerequisites)→ Online to increase accessibility→ Lean budget model
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 2. Innovation for Institutional Impact</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Strategic Connection

The Certificate in Content Production seeks to advance three *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

Section VI. Effectiveness and Improvement

- The Certificate in Content Production is working to improve its completion rate by using College resources such as advising expertise.
- The program also plans to continue its social media campaign to market the certificate and connect to student enrollments. Student work will be shared with permission on social media channels to give students exposure and highlight the work being done in courses.

Goal 2: Innovation for Institutional Impact

- The Certificate in Content Production is implementing industry-leading technology into courses and recording high-production lectures.

Goal 5: Trailblaze Programs and Partnerships

- Faculty use alumni data and employer interviews to improve the transfer of classroom skill to employability.

Assessment Process + Data

Assessment in all three Society for Ideas certificates happens each semester by the co-directors, and their teaching staff at staff meetings. Using both the experiences of the instructors, and feedback from students, certificates are improved prior to the next seven-week offering. Often these improvements are made to assignments and activities, but also larger improvements such as those shared below are the result of these meetings. Course enrollments are shown in Table 14 below.

Table 14 Certificate in Content Production Enrollments* (Census Date)

Course	Fall 2021	Spring 2022	Fall 2022
COID 334	21	48	26
COID 335	23	47	28
COID 336	9	24	23

**This certificate shares one course with the Certificate in Innovation and Design and therefore is not counted here.*

Section VI. Effectiveness and Improvement

Improvements from Data

Improvement Example 1. Benefitting all three certificates, a global inbox was created to automate the response times and monitoring of student questions. While the creation took a significant investment of upfront resources, the automation has allowed for a reduction in time it has taken to respond to student emails.

Improvement Example 2. Scaled program staff with new adjuncts and teaching assistants to support growth.

Opportunities & Resources Needed

None at this time.

Section VI. Effectiveness and Improvement

Certificate in Creative Influence

(Website)

(UNGD plan)

Program Description

Launched in 2020, the fully online Certificate in Creative Influence teaches students how to be effective communicators and leaders who influence others with their ideas. It is one of three certificates created by SFI faculty, who are marketing and branding experts, that allows students to augment their degrees and work experience for a digital-first world and grow their creative, critical thinking, collaboration, and communication skills.

Certificate in Creative Influence	
Value and Innovative Elements	<ul style="list-style-type: none">→ Modern workplace skills certificates that teach creativity, collaboration, critical thinking, and communication coupled with digital skills and tools→ Practitioners in the classroom→ Accessible to all students (no prerequisites)→ Online to increase accessibility→ Lean budget model
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success Goal 2. Innovation for Institutional Impact Goal 5. Trailblaze Programs and Partnerships</p>

Strategic Connection

The Certificate in Creative Influence seeks to advance three *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

Section VI. Effectiveness and Improvement

- The Certificate in Content Production aims to improve the completion rate of its certificate by using College resources, such as advising expertise.
- The program also plans to continue its social media campaign to market the certificate and connect to student enrollments.
- Student work will be shared with permission on social media channels to give students exposure and highlight the work being done in courses.

Goal 2: Innovation for Institutional Impact

- The Certificate in Creative Influence is implementing industry-leading technology into courses and recording high-production lectures.

Goal 5: Trailblaze Programs and Partnerships

- Faculty use alumni data and employer interviews to improve the transfer of classroom skill to employability.

Assessment Process + Data

Assessment in all three Society for Ideas certificates happens each semester by the co-directors, and their teaching staff at staff meetings. Using both the experiences of the instructors, and feedback from students, certificates are improved prior to the next seven-week offering. Often these improvements are made to assignments and activities, but also larger improvements such as those shared below are the result of these meetings. Course enrollments are provided in Table 15 to show the quick program success.

Table 15 Certificate in Creative Influence Course Enrollments* (Census Date)

Course	Fall 2021	Spring 2022	Fall 2022
COID 334	6	34	24
COID 335	17	40	25
COID 336	46	60	51

**This certificate shares one course with the Certificate in Innovation and Design and therefore is not counted here.*

Section VI. Effectiveness and Improvement

Improvements from Data

Improvement Example 1. Benefitting all three certificates, a global inbox was created to automate the response times and monitoring of student questions. While the creation took a significant investment of upfront resources, the automation has allowed for a reduction in time it has taken to respond to student emails.

Improvement Example 2. Scaled program staff with new adjuncts and teaching assistants to support growth.

Opportunities & Resources Needed

None at this time.

Assessment of Graduate Certificates

Graduate Certificate in Drone Operations for Visualization, Research, and Resource Management (DOVRR)

(Website)

(GRAD plan)

Program Description

Launched in Fall 2022, the ten-credit graduate certificate in Drone Operations for Visualization, Research, and Resource Management (DOVRR) was created by Human-Environment Systems faculty in collaboration with faculty from Biology and Geoscience departments. This interdisciplinary certificate program trains participants to plan, lead, and implement projects using drone technology, also commonly referred to as unoccupied aerial systems, or UAS. Upon completing the program, students will be licensed drone operators.

Drone Operations for Visualization, Research, and Resource Management (DOVRR) (G)	
Value and Innovative Elements	<ul style="list-style-type: none">→ Emerging, high demand skills training→ Accessible to all students, brings value across disciplines→ Experiential learning element
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Strategic Connection

This certificate was just launched and will need to be assessed for how it performs in alignment with the strategic plan moving forward.

Section VI. Effectiveness and Improvement

This certificate was just launched and will need to be assessed for how it performs in alignment with the strategic plan moving forward. Anticipated ways DOVRR seeks to advance three *Blueprint for Success* goals are:

Goal 1: Improve Educational Access and Student Success

- The first DOVRR course, COID 581 Introduction to Unoccupied Aerial Systems (UAS) Flying, is offered as an in-person 5-week course that is open to all majors. This is intentionally designed to enable students to add the next course in the sequence in the same semester, which is COID 582, Unoccupied Aerial Systems (USA) Flight Planning and Operations (2-credits).
- The Certificate in DOVRR offers a hybrid delivery of courses, with some being in-person and some offered online.

Goal 5: Trailblaze Programs and Partnerships

- DOVRR hopes to establish connections with local industry that will enhance the educational experience for students through projects and internship pathways.

Planned Assessment Process

Formal assessment for the graduate-level DOVRR certificate is currently being planned. Certificate courses are evaluated on an ongoing basis based on instructor experience and student evaluations. All certificates participate in program prioritization measures to determine quality, relevance, productivity, and efficiency. At a minimum the certificate will be evaluated in terms of its ability to:

- effectively align with the university's strategic goals
- reach its intended audience as measured by enrollment or engagement
- articulate learning from the experiments and innovations

Opportunities & Resources Needed

Should this program grow quickly additional administrative and faculty support will be necessary to support the program's long-term viability. The biggest need for each one of the DOVRR certificates is promotion of the certificate programs at the college level. Enrollment management and promotion has primarily been through academic advisors at Boise State.

Graduate Certificate in Human Environment Systems

[\(Website\)](#)

[\(GRAD plan\)](#)

Program Description

Launched in 2022, this is a graduate-level, 9-credit certificate. Taught in person, the certificate is a sub-program of Human Environment Systems (HES).

Human-environment systems science integrates a unique combination of disciplines, approaches, and skills. This certificate program gives students a fundamental grounding in the skills needed to become leaders in the environmental field, which implicitly requires systems-level understanding of anthropogenic and biophysical processes.

Value and Innovative Elements	
Value and Innovative Elements	Interdisciplinary training in an emerging field
	Accessible to all graduate students (no prerequisites), brings value to many graduate programs
Impact Areas	Goal 1 Improve Educational Access and Student Success
	Goal 3 Advance Research and Creative Activity

Strategic Connection

This certificate was just launched and will need to be assessed for how it performs in alignment with the strategic plan moving forward. Anticipated ways HES graduate certificate seeks to advance three *Blueprint for Success* goals are:

Goal 1: Improve Educational Access and Student Success

- Students will work on interdisciplinary research projects

Goal 5: Trailblaze Programs and Partnerships

- The Graduate Certificate in Human-Environment Systems hopes to establish connections with local industry that will enhance the educational experience for students through projects and internship pathways.

Planned Assessment Process

Formal assessment of the Graduate Certificate in HES is currently being planned. Certificate courses are evaluated on an ongoing basis based on instructor experience and student evaluations. All certificates participate in program prioritization measures to determine quality, relevance, productivity, and efficiency. At a minimum the certificate will be evaluated in terms of its ability to:

- effectively align with the university's strategic goals
- reach its intended audience as measured by enrollment or engagement
- articulate learning from the experiments and innovations

Opportunities & Resources Needed

Should this program grow quickly, additional administrative and faculty support will be necessary to support the program's long-term viability. The biggest current need for each of the HES certificates is promotion of the certificate programs at the college level. Enrollment management and promotion has primarily been through academic advisors at Boise State.

Assessment of Academic Initiatives and Courses

Bridge to Career

(name no longer in use)

Program Description

The Bridge to Career (B2C) program was created in 2016 with a successful request for appropriated funding. B2C was an umbrella term for courses that were open to all majors and that provided distinct professional skills and certifications. The goals were for students to differentiate their degrees and improve outcomes for themselves post-graduation. This umbrella was also a testing ground for courses that would eventually become certificates or programs. This functionality continues, but the branding and program name are no longer needed or used in external communications.

Bridge to Career (B2C)	
Value and Innovative Elements	<ul style="list-style-type: none">→ Workplace skills and certifications open to all majors→ Accessible to all students (no prerequisites)
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Strategic Connection

Bridge to Career seeks to advance two *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- Targeted, professional preparation for first job or next career
- Reviews national trends for most in-demand jobs combined with salary commensurate for a bachelor's degree.
- Alignment with local industry needs and emerging markets.
- Courses that extend beyond the disciplinary areas currently being offered at Boise State and other state institutions.
- Building Targeted, professional preparation for first job or next career

Section VI. Effectiveness and Improvement

Goal 5: Trailblaze Programs and Partnerships

- Bridge to Career uses alumni data and employer interviews to improve transfer of classroom skill to employability.

Evidence of Effectiveness

Many B2C offerings are stand-alone courses that are evaluated on an ongoing basis based on instructor experience and student evaluations. Additional considerations are given to the course's ability to reach its intended audience as measured by enrollment and to articulate learning from the experiments and innovations within the course. Course enrollments for various B2C courses are provided in Table 16.

Table 16 Bridge to Career Enrollments by Term (Census Date)

Course	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
B2C 197			5	7	12	9								
B2C 297	60	73	114	81	83	54	6							
B2C 297SO				3										
B2C 397				19	23	19								
B2C 494					3									
B2C 497			9				4							
B2C 597			4				1							
COID 210						47	60	44	64	68	58	58	46	40
COID 397					18	3			13		71	1	6	
COID 497			11	8	1		9	7					11	3

Opportunities & Resources Needed

Graduation. One or more of the courses developed under the B2C umbrella still housed in CI+D should seek graduation in the next 1-2 years.

Section VI. Effectiveness and Improvement

Harvard Business School Online Courses at Boise State

(UNGD catalog)

(Website)

Program Description

Launched in 2017, this program represents a first-of-its-kind partnership with Harvard Business School Online. It offers two undergraduate, upper-division courses, two Graduate courses; and five not-for-credit professional development courses. These courses provide access to a world-class immersive learning experience in analytics, economics, and financial accounting for non-business majors. Courses are online, allowing students to study alongside Harvard's global student community, and are coupled with meetings with Boise State coaches. Successful completion leads to a Harvard-issued Credential of Readiness (CORe). Non-credit classes are offered through Boise State Professional and Continuing Education (PACE) department of Extended Studies.

Harvard Business School Online Courses at Boise State (HBS)	
Value and Innovative Elements	<ul style="list-style-type: none">→ High demand skills training with globally recognized credential→ Third party curriculum lowers cost, delivers sustainable quality→ Online modality increases access
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Strategic Connection

The Harvard Business School Online program at Boise State seeks to advance two *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

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- Continue offering courses online to reach rural communities
- Grow non-credit bearing offerings

Section VI. Effectiveness and Improvement

Goal 5: Trailblaze Programs and Partnerships

- HBS itself is an example of a partnership that benefits Boise State students.

Evidence of Effectiveness

Courses are evaluated on an ongoing basis based on course enrollment, instructor experience and student evaluations. The HBS program is distinctive because it offers students the opportunity to earn the Credential of Readiness (CORe) from Harvard Business School. Students completing the HBS program indicate they are satisfied and enjoy the material and course experience. As a stand-alone two-course offering, coursework is designed to bring value to any Boise State student who wants to grow their business skills.

Course enrollments in the for-credit option of HBS have trended downward (Table 17). While the instructional costs for this program are low, increasing enrollment would improve our efficiency and productivity. We can improve on simplifying the enrollment process and making the program easier to access for interested students.

Table 17 Harvard Business School Combined Enrollment by Academic Year (Census Date)

Offering	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For Credit	19	26	34	18	3
Not-For-Credit	7	4	2	7	18

Other considerations for assessing this program include the following:

- A 9-credit course is difficult for students to fit into their schedules
- Offering individual HBS Online courses was not as popular as we anticipated it would be for for-credit students
- The Idaho Launch Grant is driving a sharp increase in enrollments in not-for-credit enrollment

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Improvements from Data

Improvement Example 1. After initially launching a 9-credit only option, a two-semester option was created to allow students more flexibility in fitting the HBS courses into their schedules.

Improvement Example 2. Additional individual HBS Online courses were added to the offerings (in addition to CORE).

Improvement Example 3. HBS has experimented with a variety of partnerships and collaborations to drive awareness and enrollment in the program (corporate connections, Career Center, etc.).

Opportunities & Resources Needed

The current offerings in PACE have been successful and are worth continuing even as enrollment by Boise State Students has slowed. It is recommended that program graduation to PACE might be a better fit based on enrollment patterns.

Section VI. Effectiveness and Improvement

Human Environment Systems (HES)

(Website)

Program Description

Launched in 2015, HES is a transdisciplinary research-intensive faculty group focused on using community-based research to find real-world solutions to pressing environmental challenges. Their research integrates social and biophysical disciplines to reveal unique systems-level understanding and create actionable knowledge. Faculty oversee DOVRR and HES certificates and other distinctive [courses](#).

HES in the News

2017 The Conversation: [The world is facing a global sand crisis](#)

2018 NY Times: [Mammals Go Nocturnal to Avoid Humans](#)

2018 Idaho Press Review: [HES faculty presents to hundreds of farmers at Ag Forum](#)

2018 Atlantic: [The World's Most Valuable Parasite Is in Trouble](#)

2020 Boise State Events: [HES offers public seminars with national experts](#)

Student Awards

2019 [Graduate Student \(Laurent Hunt\) Receives National Science Fellowship](#)

2019: [Student \(Julianna Ramirez\) is awarded prestigious scholarship to study, intern in D.C](#)

2020: [Grad Students \(Clara Buchholtz and Callie Puntteney\) Receive NW Climate Fellowships](#)

2021: [College of Innovation and Design student \(Jamie Faselt\) earns NSF recognition](#)

2021: [Graduate Student \(Sarah Halperin\) receives Nature Conservancy fellowship](#)

Human Environment Systems (HES)

Value and Innovative Elements

- Interdisciplinary research
- Community-facing scholarship
- Collaborative team science
- Values based tenure and promotion

Section VI. Effectiveness and Improvement

Impact Areas	Goal 1. Improve Educational Access and Student Success Goal 2. Innovation for Institutional Impact Goal 3. Advance Research and Creative Activity Goal 5. Trailblaze Programs and Partnerships
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Strategic Connection

HES seeks to advance four *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- Grow enrollments in courses
- Explore development of online modality options

Goal 2: Innovation for Institutional Impact

- Scale HES values-based Tenure and Promotion policies and decision-making approach to campus

Goal 3: Advance Research and Creative Activity

- Develop and execute a graduation plan for HES to have a permanent home
- Highly active research faculty

Goal 5: Trailblaze Programs and Partnerships

- Grow regional collaborations in support of HES research objectives
- Support creation of interdisciplinary programming aligned with HES mission

Evidence of Effectiveness

The HES program is regularly evaluated within the Program Prioritization process. HES leadership, in collaboration with the CI+D Dean and the Vice President for Research, regularly review HES program performance. The HES faculty are also assessed using a distinctive T&P process that is explicitly aligned with the HES mission and values.

Section VI. Effectiveness and Improvement

The assessment of the HES program is undertaken using a blend of quantitative and qualitative metrics including publication impact (e.g., h-index, high impact journals), external funding, number of graduate students, community impact as measured by evidence of positive change and/or expressions of value from partners, collaboration (both total numbers and quality), and course enrollment and quality. Finally, there is an expectation to impact environmental challenges important to Idaho, so the number of projects and associated funding directed at these challenges is also assessed.

The HES program is among the most productive research programs at Boise State. Since their inception in 2018, the faculty and students in the Human-Environment Systems (HES) program have produced 25% of all the Boise State publications in the 'big three' journals Nature, Science and PNAS. They are authors of 2 of the top 3 of Boise State's most-highly cited papers over that same period. Using the common citation metric, the h-index, the HES faculty have among the highest scores among Boise State faculty at their respective career stages.

Importantly, they have done this while primarily focusing their efforts on solving environmental problems here in Idaho. In fact, of the \$2.9 M they raised to support their scholarship in the last two years, nearly all focus on finding solutions to environmental challenges that our communities face, including loss of farmland, wildfire recovery, and indigenous participation in natural resource management. At last count, the HES faculty were engaged with over 50 agencies, organizations, and citizens groups in Idaho, and across the region, many serving our rural communities. This approach ensures that the science is focused on solving problems, not *just* publishing papers.

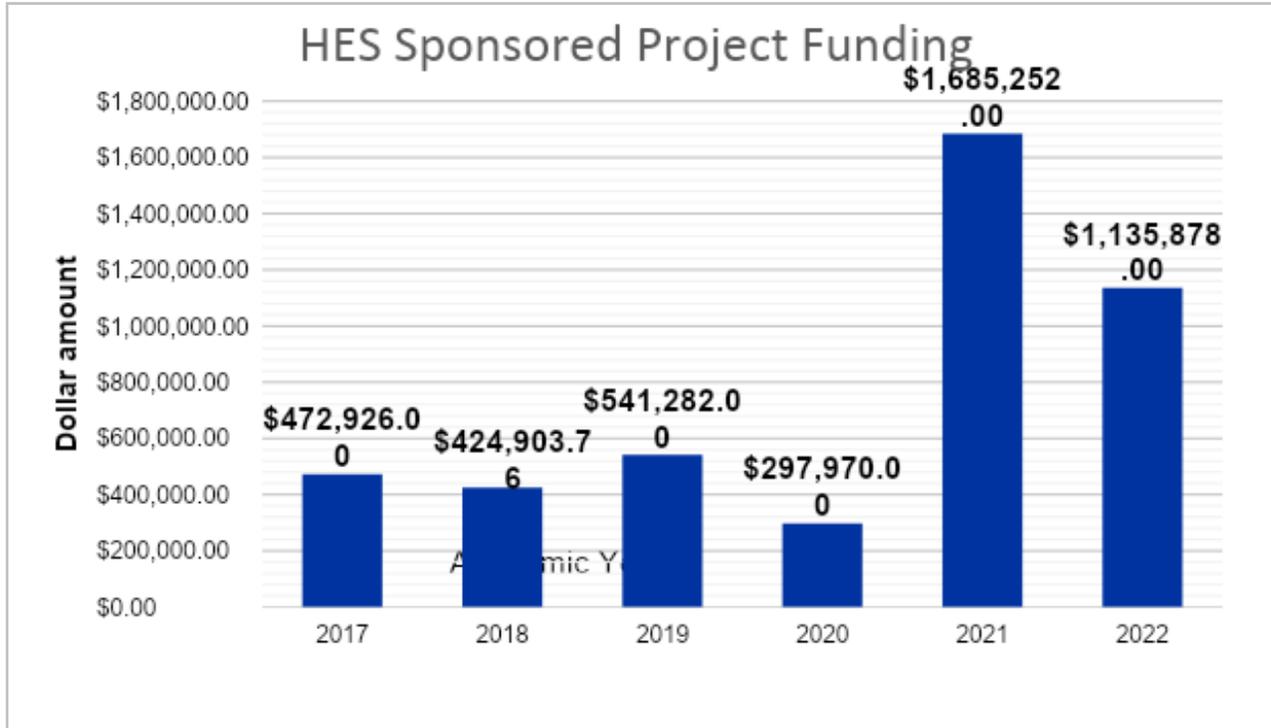


Figure 15 HES sponsored project funds by academic year

This exceptional level of research excellence, community engagement, and graduate education value is, at least in part, a product of the innovative structure of HES. These faculty are allowed to occupy distinctive transdisciplinary space, encouraged to focus on society-facing research, and rewarded for their collaborative approach. At the core of this model is a 'living our values' framework that guides all workload, tenure and promotion, and organizational decision making. The development of this approach was made possible by the flexible and supportive environment of the College of Innovation and Design and is now a model for units across campus.

In the area of teaching impact, the HES faculty are productive, especially in the area of graduate education. Collectively, the HES are currently providing excess of \$400k towards graduate student stipends from external grants and contracts annually. HES graduate students make up almost 1/2 of the university's interdisciplinary Ecology, Evolution and Behavior PhD program; HES students also participate in graduate programs in Geosciences and SPS.

Improvements from Data

Improvement Example 1. HES is seeking to grow enrollments. HES is in the process of moving to the School of the Environment, where it will continue to create certificates targeting students from other majors and participate in the new BS in Environmental Science (2023).

Improvement Example 2. Revamped values-based Promotion & Tenure and workload policies, which is currently under review by the Provost ([upload 6.14](#)).

Improvement Example 3. After a full-day retreat and several subsequent faculty meetings HES faculty developed key competencies for the program and linked them to existing PLOs ([upload 6.15](#)). This work is scheduled for completion in January 2023.

Opportunities & Resources Needed

Permanent Funding. While HES faculty positions are fully supported by appropriated funds, the associated support structure (graduate assistantships and director, administrative and budget support positions) has been on “one-time” funds since their inception. In 2022, HES was approved to receive permanent funding; however, due to transitions in the budget office, the permanent funding line was not allocated, and the program once again used one-time money for its operations. The College does not foresee any challenges with the guarantee of this funding in future years but hopes this will not be a continued issue as HES moves to graduate to the School of the Environment.

Section VI. Effectiveness and Improvement

University Foundations 100 (UF 100) Design Your Life

([website](#))

Program Description

Boise State requires all first-year students to take a 3-credit course, University Foundations (UF) 100, to become a more active learner and build skills in critical inquiry and oral communication. Faculty submit proposals to offer themes for a UF 100 course, so students have a variety of options. Since 2018, COID has offered Design Your Life based on the [Stanford d.School class](#) and book, *Designing Your Life*. The course is taught to 100 students every Spring and has moved from in-person to remote since the pandemic.

The course was created to reach first-year students with CI+D mindsets and exposure to our programs. Historically, first-year students are the least likely to enroll in our programs, and one goal was to create early awareness about CI+D program offerings. The other goal was to address a barrier our program directors encountered with students of low self-efficacy or agency. As most of our programs are elective certificates and courses, it is important for students to not just know about our programs but to have a sense of agency to choose them in service of their personal and professional goals. Course designers also sought to integrate peer mentorship into the course, connect students to campus resources, and practice networking with professionals from the community.

University Foundations (UF100) Design Your Life

Value and Innovative Elements	<ul style="list-style-type: none">→ Credit-bearing student success course that brings mentorship, advising, and life skill building into the classroom→ Accessible to all students (no prerequisites)→ Online to increase accessibility
Impact Areas	Goal 1. Improve Educational Access and Student Success

Strategic Connection

The Designing Your Life UF 100 course seeks to advance one of the *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- All University Foundations courses at Boise State aim to help students become critical thinkers and expand their oral communication skills.

Evidence of Effectiveness

The College's UF faculty conduct annual reviews and reflect on course evaluations by instructors, discussion group leaders, and teaching assistants. In addition, assessment is conducted by the University Foundations Office. Course evaluation data has proved to be a rich source of data for UF 100 improvements. Course evaluations from the Spring 2022 offering of UF 100 Designing Your Life met or exceeded subject means for the same content ([upload 6.16](#)). Opportunities existed because students reported feeling overwhelmed by the number of prototype and journal assignments; assessed all based upon student reflections and reduced the total number of prototypes and journals to include the most impactful assignments.

Overall, voluntary comments on the end of course evaluation has indicated positive student experiences:

- “The entire staff was extremely helpful and very giving of their time from the TAs to the DGLs and main instructors. Thank you all for your hard work during this class!”
- “Thank you for the best UF opportunity :)”
- “I love this class and would absolutely take it again or any other class that is structured in the same way. The atmosphere as well as the instructors, TA's and discussion group leaders are phenomenal and so inviting. They made me feel heard and very welcome.”

Improvements from Data

Improvement Example 1. Updated all grading rubrics to make assessment clearer for students. Students reported feeling overwhelmed by the amount of homework, reduced number of graded assignments.

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Improvement Example 2. Course improvements continued by integrating reading more explicitly into course discussions and assignments. Repeated odyssey planning, a major assignment/activity, across three units to improve scaffolding.

Improvement Example 3. Years 3 to 4: Jill Heney and Pamela Craig took over as co-instructors. Together they improved the remote learning environment and integrated new tools into plenary and discussion groups to improve student experience and engagement.

Improvement Example 4. In Year 4, UF100 was created as a fully asynchronous seven-week version of the course featuring:

1. a redesigned course and Canvas site for the asynchronous learning modality and seven-week semester;
2. a newly created designer's workbook as a hub for student ideation and reflection;
3. an innovative pilot using discussion leaders in an asynchronous setting to facilitate reading discussion forums and to further build upon student-support practices that have become a hallmark of CI+D's UF 100 section;
4. student-recorded videos showcasing class alumni sharing with future students their experiences and best practices of succeeding at key assignments: to amplify peer support for learning, course completion, and retention and to build a new library of student voices for the course; and

Opportunities & Resources Needed

Currently CI+D is dedicating additional resources for the development and offering of this UF 100 course as an asynchronous online course for the first time during the Summer 2023. No additional resources are needed.

Assessment of Administrative & Support Programs

Boise State Varsity Esports (Esports) (Website)

Program Description

The Boise State Varsity Esports team was launched in 2017 in collaboration with the College of Education with professors from the Education Technology program. Student athletes compete both regionally and nationally, developing teamwork and representing Boise State on the virtual blue from their state-of-the-art training and broadcast center. Boise State hosts competitive video game teams (esports) as an officially sanctioned varsity activity for students. Teams are recruited and selected from current students who have part- or full-time status at Boise State University and compete as part of the National Association of Collegiate Esports (NACE). Esports has its own dedicated sports arena that totals 6,200sq.ft. and includes a full broadcast studio, battleground practice space, and competitive sports arena for athletes.

Esports in the News

- 2017 Idaho Statesman: [Boise State planning scholarships for Esports](#)
- 2018 Boise Weekly: [BSU to Host First Idaho High School Esport Tournament](#)
- 2019 KTVB- 7: ['To be the Alabama of eSports': Boise State eSports big ambitions](#)
- 2021 The Independent: [90% of Esports scholarships go to men, Boise State an exception](#)
- 2021 Idaho Statesman (front page): [Boise State Esports ranks among country's top](#)
- 2022 KIVI-TV Idaho News: [Boise State Esports historic fall season/national championship](#)

Boise State Varsity Esports

Value and Innovative Elements

- Emerging collegiate community building program, building national reputation and recruitment
- Workforce training in emerging field
- Accessible to all students (no prerequisites)
- External community engagement

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	→ Primarily externally funded
Impact Areas	Goal 1. Improve Educational Access and Student Success Goal 5. Trailblaze Programs and Partnerships

Strategic Connection

Boise State Varsity Esports seeks to advance two of the *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- Esports provides academic coaching and homework support to student athletes
- Students have hands-on learning experience delivering broadcasts.
- Scholarships are provided to athletes

Goal 5: Trailblaze Programs and Partnerships

- Esports hosts a variety of organizations in the Esports arena
- Has held esports camps for local community free of charge
- Key partnerships have enabled Varsity Esports to award up to \$150,000 annually in scholarships, and more in sponsorships.

Evidence of Effectiveness

Boise State Varsity Esports has achieved a great amount of success since starting in 2017 ([upload 6.17](#)). In the spring of 2020, Idaho Central Credit Union and Boise State Esports joined forces to take an excellent program to new heights. With this sponsorship, the Varsity Esports team has been able to award a significant amount of scholarships, offering over \$400,000 to its athletes in two years ([upload 6.18](#)).

Since 2020, Boise State Esports has hosted 12 tournaments, including the Idaho High School Showdown, which brought the top four teams in Rocket League, Valorant, League of Legends, Smash, and Overwatch to compete for a title. All earned a trophy to display in their school.

Table 18 Watch Analytics from April 1, 2017-June 29, 2022

Minutes Watched	Follows	Time Streamed	Unique Viewers	Max Viewers
29.5 million	22,798	5,584 hrs, 47 mins.	3.47 million	9,115

In 2021, Boise State Varsity Esports streamed 5,584 hours, 47 minutes of game time on Twitch alone (Table 18). Additional watch viewers and time are captured through ESTV (Esports TV) and shown in Table 19.

Table 19 Views through ESTV Partnership (Roku, Samsung, etc.) March-Nov. 2021

	Views	Unique Viewers	Minutes Watched
Totals	3,104,206	2,455,912	5,611,799
Monthly Averages	31,676	25,060	57,263

In 2021, Boise State won seven championships across five game titles, including Mountain West Championships in Valorant, Overwatch, and Rocket League and another Madden title, and a first ever title in Halo in the ECAC. This brings the total to 3 national, 9 Mountain West Conference, and 17 tournament titles in 5 years ([upload 6.19](#)).

Boise State Esports started out with an exhibition match in the Student Union Building, eventually growing into a dedicated arena in downtown Boise. In October 2022, Boise State exceeded the record of 1,000 wins, the most for any Division 1 university. Over six years, Boise State Esports has competed in over 1,400 matches and won [multiple national championships](#) across a variety of games.

Opportunities & Resources Needed

Thanks to the generosity of Idaho Central Credit Union (ICCU), exciting new doors have opened for Boise State Varsity Esports. The campus and regional community are recognizing and further investing in the program through increased space, staffing and financial support. We have partnered with 15 companies to increase our programming and sponsorship revenue and are poised to increase our footprint in Boise State’s downtown building by expanding our headquarters into the former Venture College

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space. This expansion will greatly increase visibility and access for high school and Boise State students, as well as for the broader community. Located on one of the busiest intersections in Idaho (at last count nearly 27,000 cars passed this location in a 24-hour period) and directly across from the ICCU Arena and the Grove Hotel, this redesigned space will be a flagship entertaining and competition facility for Esports.

Since its founding in 2018, Boise State Esports has followed the vision of becoming the “Alabama of Esports” (a football reference). With the help of ICCU, over the past two years, we have succeeded in achieving that vision by becoming a world-class program. Now we want to take that success we’ve achieved in the digital arena and build a physical home of which our community can be proud, can call home, and can open the doors to a new generation of learners and competitors.

Staff Needs. An investment in staff is needed to pursue and secure sponsorship and partnerships, assist with administrative workloads, and provide customer service.

Space Needs. Additional space for a broadcast studio would open additional revenue streams.

Graduation Needs. Graduation is currently being explored with Boise State Athletics. The College anticipates this will take 1-2 years before Boise State Esports joins other Boise State Varsity sports. In anticipation of this transition, additional resources are being allocated to make operations more efficient and compliant with NCAA Division I regulations and rules.

CI+D Dean's Office

([Website](#))

Program Description

The College of Innovation and Design Dean's Office is listed as a program in our portfolio because of its centrality in the creation and functioning of programs. It also operates differently from traditional higher education units in terms of design, staffing, and culture, which are all intentional innovations in higher education operations. The professionals in the Dean's Office allow for speed, cross functional collaboration, and tailored support to new programs. While many Dean's Offices have highly talented and skilled professionals, those employed by CI+D are uniquely tasked with duties that extend beyond those common for higher education administrative support professionals. For example, leadership has advocated for Dean's Office staff to sit on university committees where seats are typically reserved only for faculty, and Dean's Office staff frequently develop expertise in multiple operational and domain areas.

Dean's Office in the News

- [2015 New York Times](#) Dean Gordon Jones quoted
- [2016 The Chronicle of Higher Education](#)
- [2020 Inside Higher Ed](#) CI+D mentioned as example
- [2020 Inside Higher Ed](#) Reimagining the Humanities for the 21st Century CI+D mentioned

CI+D Dean's Office	
Value and Innovative Elements	<ul style="list-style-type: none">→ Founded with a flat hierarchy with everyone reporting to the Dean; although hierarchy is now more sophisticated, the culture remains. <i>“good ideas come from everywhere”</i> and <i>“anyone takes out the trash”</i> are lived values on the team.→ Staff members often carry a portfolio of programs to support. The align program leaders to college leadership, advocate for programs across the university, and find solutions to people/system problems inherent in new programs.

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	→ Staff are highly empowered, trusted, and well-paid. They are as equally respected for their expertise as faculty.
Impact Areas	Goal 2. Innovation for Institutional Impact Goal 4. Foster Thriving Community

Strategic Connection

The CI+D Dean's Office could easily be said to align with all five strategic goals in *Blueprint for Success*; however, we emphasize two goals here in particular:

Goal 2: Innovation for Institutional Impact

- Host innovation workshops, consultations, meetings with campus partners
- Host annual Innovation Awards in collaboration with the President's Office
- Fulfill CI+D mission of graduating programs
- Continue RFP process to solicit new ideas and initiatives for support

Goal 4: Foster Thriving Community

- Utilize CI+D space to promote innovation, creativity, and collaboration
- Expand application of revenue-based budget models
- Creation of all-CI+D survey to understand employees' well-being and career growth

Evidence of Effectiveness

Assessing the CI+D Dean's Office is done by evaluating how well the College is supporting its mission and carrying out the goals of both the College and the university. The assessment process for the CI+D Dean's Office is done bi-annually or any time a significant change in portfolio or staffing occurs. The formal evaluation of the Dean's Office often occurs in conjunction with annual performance reviews when workloads and goals are established for the upcoming year.

Assessments and tools used to assess the office often appear as

- impact reports
- personnel roles and responsibilities reviews
- and leadership evaluations

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In 2016, the Dean's office prepared a roles, responsibilities and program health chart ([upload 6.20](#)). Again in 2019, a roles and responsibilities chart was completed to evaluate workload and capacity issues within the Dean's Office. In Spring of 2021, each member of the Dean's office created an Activity and Impact Report ([upload 6.21](#)) These reports identified the planned work and intended results that each staff member in the Dean's Office felt demanded most of their time. This process was then repeated in Fall 2021 and has since been used in modified form as part of the staff annual evaluation process. In 2022, a roles responsibilities chart was completed to assess and redistribute workloads again ([upload 6.22](#)).

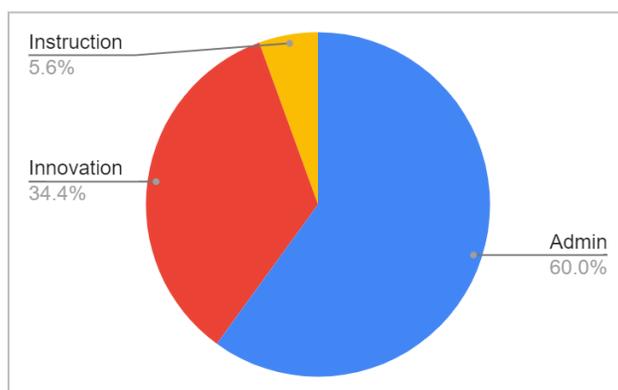


Figure SEQ Figure * ARABIC 16 Dean's Office percent workload by activity

Figure 16 above illustrates the fact that almost 2/3 of FTE effort in the CI+D Dean's Office is devoted to administrative obligations while 35% of effort is committed to innovation activities such as program development or Campus Innovation Initiatives. More than 5% of FTE effort goes to instruction. This is yet another way in which CI+D operates differently from other colleges on campus.

Improvements from Data

Improvement Example 1: Prior to the COVID-19 pandemic the Dean's Office held weekly meetings with the Dean, as well as morning scrum meetings. During the pandemic these shifted to longer zoom meetings to facilitate greater connection while working from home. Then again in 2022, under new CI+D leadership, these meetings returned semi-weekly as "stand-up" meetings where the team quickly shares the most important things happening in the week, wins, capacity to help others, and where help is needed.

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Improvement Example 2: In Summer 2022, the CI+D staff adopted a new project management software (Monday.com) that has been essential for team and project management. Prior to this implementation advanced projects were managed with a task manager MS Excel document.

Improvement Example 3: To make better use of the limited CI+D office spaces in the library, CI+D began using several offices as hoteling office space that are open to anyone needing a private workspace.

Opportunities & Resources Needed

Staffing Needs. As of November 2022, the current assessment of the CI+D Dean's Office staff is that individual staff workloads are exceeding 1 FTE. With recent shifts in the CI+D mission and a change in leadership, a significant number of additional projects and initiatives have been launched in the past six months. CI+D is committed to ensuring the success of these new initiatives, but in order to guarantee success additional staffing may be necessary. While the priority order of hiring has not yet been identified, areas of support are specifically needed for:

- Innovation Initiative Work
- Temporary or part-time event help
- Part-time administrative support for Esports
- Marketing and communications

Space Needs. Additionally, the College has found that with the move of Venture College out of the downtown location and into the Dean's Office space, and additions of staff that are working on campus, office and meeting space are lacking. The current conference room is unable to hold all CI+D Dean's Office staff for in-person meetings. Additional mobile and phone booth style office space is being explored to meet the needs of the office short-term, and many of these needs will be addressed with the remodel of the Innovation Incubator in the long-term.

Onramp Program
(Website)

Program Description

Started in 2019, Onramp is a collaboration with Extended Studies, the College of Education, and Apple. Onramp works with schools in need (60%+ Free/Reduced Lunch eligibility) to provide educators the tools, training, and resources to create coding experiences for K-12 students. Through the program, educators have integrated challenge-based learning along with Apple's Everyone Can Code and Everyone Can Create into their classrooms and curriculum.

Since 2019, the program and our network of collaborators have expanded beyond the K-12 Treasure Valley school districts and now includes four public libraries, high school students across the state, school administrators, college students, English language learners, and collaborations with other Apple Community Engagement Initiative (CEI) communities. In 2022, Onramp launched a mobile lab to deliver coding experiences for learners and expand its work with Boise State's Community Impact Programs, NeighborWorks, and other community organizations.

Onramp in the News

- [2019 Boise State News Article](#) Boise State presents at Apple's leadership academy
- [2020 Boise State News Article](#) Benefits of the Onramp program flow to local schools
- [2021 Boise State News Article](#) Onramp - community improvement challenge
- [Feast Receives 2022 Innovation Award](#)

Onramp Program	
Value and Innovative Elements	<ul style="list-style-type: none">→ A external community-facing program that bring coding experiences into K-12 classrooms→ Externally funded

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Impact Areas	Goal 5. Trailblaze Programs and Partnerships
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Strategic Connection

Onramp seeks to advance one of the *Blueprint for Success* goals:

Goal 5: Trailblaze Programs and Partnerships

- Onramp tracks the number of Idaho students engaged in programming
- Professional development (PD) credits are earned by teacher participants, furthering PD goals and requirements
- Participation in Onramp extends throughout communities all across Idaho

Evidence of Effectiveness

Program partners assess performance, improvements, course corrections, and growth opportunities at each of three reporting periods during the year (summer, fall, spring) as well as during the annual grant renewal proposal. Program funding is based on our results, shown in Table 20 below.

Table 20 Onramp Donations and Reach since Launch

	2019-20	2020-21	2021-22	2022-23	Total
Monetary Donation	\$162,000	\$161,000	\$257,000	\$265,530	\$845,530
Device Donation	\$69,074	\$211,233	\$457,627	—	\$737,934
Total Donations	\$231,074	\$372,233	\$714,627	\$265,530	\$1,583,434
Students Reached	829	1,127	904	317 (through Sept 22)	3,177
Prof. Development credits delivered	117	207	108	317 (through Sept 22)	749

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Improvements from Data

Onramp has continually improved the program since 2019 to fit the program to the needs of teachers and students in the Treasure Valley.

Improvement Example 1: Switching to online/virtual delivery of program training due to the pandemic

Improvement Example 2: Adjusting PD credits offered to match educator needs, time available, and job requirements

Improvement Example 3: Adding a mobile lab to reach more students

Improvement Example 4: Expanding program to include public libraries

Opportunities & Resources Needed

Resource Needs. University funding of program elements to demonstrate commitment to Apple CEI. Additionally, Onramp needs support to improve connections with community organizations to reach more learners. Expand mobile lab program offerings (frequency of visits, increase locations).

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Venture College

([Website](#))

Program Description

Prior to the founding of the College of Innovation and Design, Venture College (VC) existed as part of the Department of Research and Economic Development at Boise State. When CI+D was founded, Venture College transferred to this college because its volunteer base gave CI+D an initial boost and added the momentum of an existing program. Venture College supports students and faculty in building entrepreneurial skills and launching their ventures through incubator programs, pitch competitions, and mentorship.

Venture College in the News

- [2014 Boise State's Venture College receives large donation from Zions Bank](#)
- [2017 New Partnership Links Boise State Venture College with Underrepresented Students](#)
- [2019 Idaho Press Tribune](#): BSU startup company helps first responders
- [2021 Forbes.com](#): Hacking for Homebuilding Winners Announced

Venture College (VC)	
Value and Innovative Elements	<ul style="list-style-type: none">→ A student-centered entrepreneurship program that helps students develop and launch their ventures→ Accessible to all students (no prerequisites)→ Partially supported by external funds→ External community engagement
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

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Strategic Connection

The Venture College seeks to advance two *Blueprint for Success* goals:

Goal 1: Improve Educational Access and Student Success

- Participation in experiential learning and venture incubation programs (such as Hacking for Homebuilding, Cybersecurity Entrepreneur Challenge, and others)
- Collaborates with faculty to ensure co-curricular programming and events are accessible to all Boise State students.

Goal 5: Trailblaze Programs and Partnerships

- Partners with Idaho employers to engage students and other entrepreneurs in VC challenges.
- Grows relationships and partnerships with the community.

Evidence of Effectiveness

The Venture College has a 12-member Advisory Board, made up of community leaders, experienced entrepreneurs, and Venture College alum. Members provide guidance and feedback to Venture College staff, serve as mentors to program participants, volunteer as judges in our competitions, and are a valuable piece of the network that helps connect participants to Idaho's entrepreneurial ecosystem.

Board Members:

- Eric Gilbert - Co-Founder, Treefort Music Fest
- HannaLore Hein - State Historian, Idaho State Historical Society
- Janessa White - Co-Founder, Simply Eloped
- Jessica Flynn - Founder & CEO, Red Sky

Assessment for the Venture College looks different from our other programs because its programs are meant to support Boise State students and students outside of Boise State. For example, one of its programs, the High School Idaho Entrepreneur Challenge, features high school students competing from across the State.

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Table 21 Venture College Alumni Survey Results and Annual Reports

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Active Businesses	36	30	-	129	159	289
Revenue Generated	\$4.29 million	\$6.34 million	-	\$12.6 million	\$20 million	-
Annual Report	Link	Link	-	Link	Link	-

As shown in Table 21, the number of businesses that have been successfully launched after participating in Venture College activities has grown significantly since 2016. The Venture College has also grown its own offerings to support more future entrepreneurs. Figure 17 below shows that from AY21 (2020-2021) to AY22 (2021-2022) the Venture College has doubled its program offerings.

Program	2020 - 2021	2021 - 2022
Hacking for Homebuilding	3	14
Idaho Entrepreneur Challenge	8	9
Idaho Ignite	3	4
New Programs (Cybersecurity Entrepreneur Challenge, Carbon Venture Challenge, Hackfort Tech Challenge)	0	7
Maintained Partnerships (Mission43, High School IEC, Boise Entrepreneur Week, Trailhead)	5	5
TOTAL	19	39

Figure 17 Venture College two-year program growth

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New goals have been identified for the Venture College under the new CI+D Dean, Shawn Benner, and with the new Interim Director of the Venture College. To summarize, VC is implementing changes that will double student participation, grow our partnership with the College of Business and Economics while also lowering overall program costs.

The Venture College will partner with the College of Business and Economics (COBE) for the instructional piece related to VC programs. This includes the Incubator and reverse pitch competitions. VC will launch this as a trial in Spring 2023 and remains hopeful it will lead to an ongoing partnership. Highlighted benefits of this relationship include:

- VC and COBE will share the cost of the instruction
- COBE has agreed to help recruit students, with a goal to double participation numbers
- Support from COBE should aid in recruitment for all VC programs
- Curriculum will be consistent and aligned across programs

The Venture College is reducing operational costs by leaning on the hybrid event model recently piloted by VC staff. As an example, Idaho Entrepreneur Competition (IEC) normally costs about \$75,000, where \$50,000 is designated as cash prizes, and the remainder is used for operational expenses to host the event, which includes large hotel costs for traveling teams. By hosting a preliminary, remote competition, we will allow more teams to compete for a spot in the finals, and ultimately reduce the costs by up to 10% to host this event as only the finalists will travel to Boise. Logistics are still a work in progress.

Improvements from Data

Improvement Example 1: Venture College hired a Marketing and Communications Manager to meet its growing marketing and communication needs.

- Started bi-weekly newsletter, growing an email list to 2000+ subscribers/community members.
- In 2022, 53 stories were shared across media platforms including: *Forbes*, *HBS Dealer*, *Boise State News*, *KTVB*, *KIVI*, *BoiseDev*, *City Lifestyle Boise*, *Idaho Business Review*, *Built in Idaho*, *Inc 5000* (alumni coverage), and EIN Presswire ([upload 6.23](#))

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- Increased presence on social platforms. LinkedIn has grown from 31 followers in March 2020, to 519 followers as of December 2022.
- Seamlessly transitioned all our programs (Idaho Entrepreneur Challenge, Incubator, Mission43 Entrepreneur Course, Mini-Pitch Series, HSIEC) to online, developing a successful hybrid model for events as we transitioned back to in-person.

Improvement Example 2: Developed a Hybrid Model for Programs

In March 2020 as most things began to shut down, Venture College quickly transitioned all programs to remote, and even launched a new YouTube series, Survive to Thrive (please see below). While we were anxious to return to in-person events, this led to a new discovery. We could expand our reach by hosting hybrid events. Throughout these remote programs, we have reached rural students throughout Idaho, expanded our partnerships with other universities and colleges throughout the state.

Moving forward, each of our programs will be offered as a hybrid model, ensuring we continue to expand our reach. Examples of how this may be done include:

- High School Idaho Entrepreneur Competition - Previously limited to 24 teams. The past two years (2021 and 2022), rural students have won. These teams represented: Castleford and Shoshone high schools. As it transitions back to an in-person event, VC will offer that outside of the Boise area the opportunity to pitch over Zoom and still compete. With this new model, VC will also look at expanding the number of teams as each year we turn teams away and limit schools to 2 teams per school.
- IEC - In 2021, a total of 114 teams applied with only 24 finalist spots. VC is exploring the addition of a preliminary pitch competition via Zoom to allow for more teams to compete with finals in-person. This will not only allow more teams to participate, but also save on costs as we cover hotel costs for traveling teams.

Improvement Example 3: Implemented a Customer Relationship Management software (Nutshell) during the Spring 2020 semester. This is an important improvement, as prior to this implementation, Venture College used multiple Google Sheets and excel files to track participants, alumni, mentors, judges, and additional stakeholders because Boise State does not provide a CRM for these types of engagement levels. These spreadsheets formerly lived on multiple team members' computers and/or Google Drives, with no proper form of tracking. Often, team members would reach out to

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stakeholders and not know someone else had already been in contact. Data shared was also roughly estimated.

Since implementing Nutshell, Venture College has been able to coordinate communications with stakeholders, track participants, pull data more efficiently, and set up a dashboard to track active businesses. Active businesses are described as business ideas that have gone through any of the Venture College programs that are still active today and progressing. These are sorted by the following startup phases: Idea, Customer Discovery, Working Prototype, Revenue and Sustaining Revenue.

Opportunities & Resources Needed

Staffing Needs. Venture College has a full calendar of events heading into the Spring 2023 semester. Prior to June 2022, VC had 3 employees: 1 FTE Executive Director, 1 FTE Associate Director and 1 FTE Marketing and Communications Manager. VC is currently staffed by an Interim Director (previous Marketing and Communications Manager), and a temporary Marketing and Communications Coordinator. In order for this spring, and upcoming years, to be successful, VC is in need of a full-time Project Coordinator. This individual will manage marketing and communications, student recruitment, event planning and logistics, serve as the first point of contact for VC, and more.

Once this role is filled, the existing temporary position will be closed. With the new partnership with COBE, the Venture College team will be as follows:

- Director
- Project Coordinator
- Senior Advisor - COBE faculty
- Instructor - COBE faculty

Development Support from the University. The Venture College pitch competitions are funded solely by sponsorships. The Venture College needs a development officer to help foster, build and maintain relationships for funding. Current funding needs:

- Idaho Entrepreneur Challenge: \$75,000 annually (\$50,000 in cash prizes)
- High School Idaho Entrepreneur Challenge: \$7,000 annually (\$3,700 in cash prizes)
- Hacking for Homebuilding: \$45,000 annually (\$40,000 in cash prizes)

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- Cybersecurity Entrepreneur Challenge: \$35,000 annually (\$30,000 in cash prizes)
- Hackfort Tech Challenge: TBD (hoping to increase from \$2,000 in cash prizes last year, March 2022)
- STEM GEMS, formerly Carbon Venture Challenge: \$25,000 (\$20,000 in cash prizes)

Space Needs. The Venture College has transitioned out of the Boise downtown location previously shared with Varsity Esports and is currently located in the Dean's Office at the College of Innovation and Design on the 2nd Floor of the Albertson's Library: 1865 W Cesar Chavez Ln, Boise, ID 83725. Due to the transition in leadership at Venture College, the VC team needed more support and leaned heavily on the Dean's office for the Fall 2022 semester. VC staff have found the space offered by CI+D, including the Innovation Incubator, classroom, and conference room, work well for VC programmatic needs. This transition has also allowed another CI+D program to expand, Varsity Esports, as they have grown their footprint in the downtown location. Long-term, Venture College will seek to explore additional space.

Assessment of Campus Innovation Initiatives

Program Descriptions

In 2021, after piloting campus support for the College of Arts and Science's [Bronco Gap Year program](#) the previous year, CI+D launched a Request for Proposals (RFP) that explicitly targeted programs that *other colleges*, and the university as a whole, would primarily benefit from. The RFP marked the first coordinated effort to formally develop Campus Innovation Initiatives that would support others to create innovative programming.

Via the RFP, CI+D invited faculty and staff from across campus to submit ideas for compelling, interdisciplinary academic programs and collaborative initiatives. Today, CI+D continues to foster partnerships and support for new degrees, certificates, courses, and initiatives that advance *Blueprint for Success* goals. CI+D provides selected proposals the resources and support needed to test or launch the idea in their home colleges or departments.

Collaborative programs to date

Bronco Gap Year: In Fall 2020, CI+D dean's office staff supported the College of Arts of Sciences in launching a retention and recruitment program. The pandemic disrupted the educational plans of high school seniors and current university students, and [Bronco Gap Year](#) sought to create community and forward momentum at Boise State without requiring admission or enrollment. Participants received mentorship, advising, experiential learning opportunities, and access to Coursera courses. CI+D supported the launch by funding access to the Coursera courses, providing staff time toward advising and operational support, and creating experiential learning opportunities through the Venture College.

Hemingway initiative: This collaborative program with the College of Arts and Sciences, is supporting the development of external community-facing programming (writing workshops, events, the Hemingway Center). Planning is under way to host the first writing workshop in Ketchum in Fall 2023. Continued support is anticipated over the next year.

Neuroscience Program: This collaborative program with the Colleges of Arts and Sciences and Health Sciences is supporting the development of undergraduate curriculum and credentials in the interdisciplinary field of neuroscience. The last year

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has been spent developing campus community support, external site visits, and hosting a full day workshop, curriculum development has been initiated. This effort is now self-sustaining, no further support is planned.

Idaho Law Enforcement Management Institute: A professional development and education institute for Idaho chiefs of police and sheriffs. Collaborative program with the School of Public Service. CI+D is providing start-up funding and staff and event support for years 1 and 2.

Esports Certificate: This collaborative program with the College of Education is developing a certificate in Esports. Curricular development is nearly complete. This effort is now self-sustaining, no further support is planned.

Campus Innovation Initiatives	
Value and Innovative Elements	A program that collaboratively provides financial and staff support to faculty across campus to pursue their innovative programming ideas.
Impact Areas	Goal 1. Improve Educational Access and Student Success Goal 2. Innovation for Institutional Impact Goal 3. Advance Research and Creative Activity Goal 4. Foster Thriving Community Goal 5. Trailblaze Programs and Partnerships

Strategic Connection

Campus Innovation Initiatives are wholly aimed at supporting *Blueprint for Success*. While the individual alignment may vary with each supported program or project, the College establishes strong criteria for selection with each initiative.

Evidence of Effectiveness

One of CI+D's major assets is an 8,000 square-foot unstructured space on the second floor of Albertsons Library. The space has historically been underutilized or has not

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been strategically utilized. Under the leadership of the Interim Dean and the University President, the space (and an accompanying CI+D classroom) has now been transformed into a fully functional faculty and staff collaboration space called the **Innovation Incubator**. It features a stage, moveable furniture, white boards, and configurable AV stations for hybrid meetings. It is coordinated by a full-time staff member devoted to scheduling and event management.

CI+D staff began to “beta test” the space late Summer/early Fall 2022, and the space became fully operational by late September. Demand from campus partners was immediate and has scaled quickly with 55 events held in Fall 2022, and 23 already scheduled for Spring 2023.

The objective of the Innovation Incubator is to foster a culture of innovation at Boise State by serving as the only large collaboration space on campus devoted specifically to faculty and staff communication, collaboration, and creativity. Initial performance suggests that the space is indeed doing what it aims to do: qualitative feedback from campus partners has been immediate and positive.

The Incubator is scheduled to be permanently remodeled in summer 2023 using state-appropriated infrastructure funds. Full walls will be installed to enclose the Incubator, which will provide soundproofing and more privacy. Additional improvements to the space will improve collaborative opportunities and technology, break-out spaces, and additional hoteling office space for CI+D staff and partners. Furniture will be paid for out of local accounts and CI+D has moved one FTE from program support to a Project Director role charged with managing the Incubator. Additionally, CI+D sometimes supports mission-aligned faculty and staff meetings in the form of catering and providing supplies, and during particularly busy times, part-time temporary staff help is hired. Expenses are being carefully tracked; following the remodel, it is possible that the Incubator will move to a revenue-generating model as it continues to host events.

In Summer 2022, the CI+D staff adopted a new project management software (Monday.com) that has been essential to the successful functioning of the Incubator. The software allows CI+D to manage events, track attendees, expenses, and staff time, and efficiently manage workflow and responsibilities. The Project Director for the Incubator sends out participant surveys after each event and survey results are maintained. Once the remodel of the space begins in Summer 2023, the Assistant Dean and Interim Dean will work together to assess the budgetary and staffing data from the

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Incubator’s “beta” year and will make decisions regarding revenue generation and/or other forms of budgetary support, in consultation with the University President.

Opportunities & Resources Needed

Significant opportunities exist to grow Campus Innovation Initiatives in the next several years. Two that are in very early planning stages are as follows:

Innovation Network. Another effort to support the development of a “culture of innovation” at Boise State is the launch of the Innovation Network, planned for Spring 2023. CI+D’s Associate Dean convened a group of nine faculty and staff from across campus in Fall 2023 to serve as the Innovation Network Steering Committee. The Committee developed 1) a draft Innovation Statement that elucidates what it means to “innovate for institutional impact;” 2) a draft rubric for Blueprint for Success reporting for Goal 2; 3) a large, categorized draft list of innovative activities happening on campus; and 4) a list of ideas for creating and engaging the Innovation Network campus-wide in the fall. They also brainstormed possibilities for how to best get campus-wide feedback on the draft Innovation Statement and Blueprint for Success draft rubric. In addition, the Committee will meet in January 2023 to begin to design the Presidential Innovation Awards process (see below).

Innovation Awards Program. A joint initiative between CI+D and the University President’s Office, a Presidential Innovation Award process will be developed in Spring 2023. The goal is to begin to develop a culture of formally recognizing and rewarding innovative activity across campus, a key element of building a culture of innovation. The Innovation Network Steering Committee will develop a proposal for the award process in January 2023 and the process will be finalized in concert with the President’s Office in Spring 2023, with the award to be given in April 2023.

CI+D Tackles: Project research begun in Fall 2023. CI+D Tackles reflects CI+D’s efforts to work collaboratively with campus and external partners to address real-world problems. Each year, CI+D will work with one campus partner to tackle a societal problem and with one external partner to tackle a different problem. The College leverages its research and convening capacities in building these partnerships and projects.

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Internal project: CI+D is partnering with Boise State’s Provost Office to develop a year-long initiative addressing the “Future of Work” at the University. Planned activities include focus groups with faculty, staff, and leadership; a review of remote work policies from other universities; campus-wide conversations and expert panels on the future of work; and reporting to campus leaders.

External project: CI+D is partnering with Levi Smith, CEO of Franklin Building Supply, to address rising costs in housing construction. Activities include the Hacking for Homebuilding events hosted by the Venture College; an expert panel convened by CI+D and presented at Boise Entrepreneur Week; and an all-day workshop with housing construction leaders planned for spring 2023.

Assessment of Graduated and Discontinued Programs

As an incubator for new programming, the College of Innovation and Design desires to create transformative programs that operate with longevity. The intent of the College is to be a temporary home for programs, courses, and initiatives. To date, the college has five graduated and two discontinued programs, with the hopes that at least one program will be added to the graduation for each upcoming year.

Leadership Certificate Programs (graduated)
[\(Website\)](#)
[\(16-credit UNGD plan\)](#) ([12-credit UNGD plan](#))

Program Description

The in-person Certificate in Leadership and Human Relations and its corollary online program was launched in 2015, followed by the launch of the Applied Leadership: Growing into a High-Impact Leader, in 2017. These certificates integrate the fields of leadership and personal development and approach leadership as a personal and relational process. The program graduated to the School of Public Service in July 2020 and has since added a graduate certificate.

Leadership Certificates in the News

- [2020 Boise State News](#): National Public Radio features Heidi Reeder

Leadership Certificate Programs	
Value and Innovative Elements	<ul style="list-style-type: none"> → Leadership training and credential accessible to all students → Online and In Person Modality to increase access → Practitioners in the classroom → Brings value to many degrees
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

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Program Takeaways

The Director of the LEAD Certificates Program, Professor Heidi Reeder, reviewed student enrollment numbers and course evaluations every semester. The results were discussed with college leadership, an Advisory Board, used in instructor annual evaluations, training, and planning sessions, and informed curriculum updates.

The College conducted an internal review of the program in 2018 and 2019 to determine its current health in enrollment, budget, leadership, and path to graduation. A sample of that data is provided below (Tables 22-24). Specifically the College looked at course evaluation data for the following statements (from 1 - strongly disagree to 5, strongly agree):

- The instructor seemed prepared for class.
- The instructor fostered learning in this course.
- The assessment methods were clearly explained.
- The objectives of the course were clearly explained.

Table 22 LEAD Average Course Evaluation Scores Compared to All CI+D

Program	Instructor Prepared		Instructor Fostered Learning		Assessment Methods Clear		Course Objectives Clear		Count n
	Mean	StDev	Mean	StDev	Mean	StDev	Mean	StDev	
LEAD	4.6	0.7	4.6	0.7	4.4	0.8	4.4	0.9	179
CI+D	4.5	0.8	4.6	0.8	4.3	0.9	4.4	0.9	401

Table 23 Leadership Certificate Enrollment History

Academic Level Type	Plan Unique Description	Leadership									
		Enrolled Count - Official									
		Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
Undergraduate	Applied Leadership Certificate (ALGHIL-CER)				26	65	113	133	163	173	173
	Leadership & HR Certificate (LEAD CERT)	104	120	126	128	135	131	147	108	103	79

Table 24 Leadership Certificate Graduates

		Leadership					
		Distinct Graduates					
Degree Category	Plan	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grand Total		9	53	57	102	124	22
Certificate - Undergraduate Total		9	53	57	102	124	22
Certificate - Undergraduate	Applied Leadership Certificate			7	45	73	11
	Leadership & HR Certificate	9	53	50	57	53	11

Passport to Education/Boise State X (Discontinued)

Program Description

In 2018, Boise State developed a monthly subscription model for paying tuition with a local credit union as a partner called Passport to Education (later called Boise State X, or BSX). Passport to Education was a program designed to build partnerships that enable non-traditional students facing roadblocks to graduate; however, it was disbanded in Fall 2020 since other solutions were found to support this group of students. While the program was effective for those who participated, we were unable to scale it to sustainable levels within the existing university structures.

Passport to Education enabled members of the CapEd Credit Union, with over 75,000 Idaho-based members, a subscription model of payment for Boise State courses. The existing structure of allowable payments at Boise State limits students to a payment model that is only spread over three payments in a semester. Participants in Passport had a 6-credit (15% discount) option and a 9-credit option (25% discount) and could pay monthly throughout the entire semester to pay for their tuition and fees. This innovative program was a partnership between College of Innovation and Design (funder and champion), Extended Studies (implementer), and the College of Arts and Sciences (academic home).

Even though the program was discontinued, it was still one of our most nationally publicized programs with widespread interest from other institutions. After presenting at the 2018 University Professional and Continuing Education Association (UPCEA) West regional conference, Boise State staff members were selected as “Best in Show” and later invited to present at a national conference. Below is a sample of some of the program’s highlights.

Passport/BSX in the News

- [2018 UPCEA Award](#)
- [2018 Idaho Statesman article](#)
- [2020 Inside Higher Ed Article](#)
- 2020 [NY Times Article](#)

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Passport to Education/Boise State X	
Value and Innovative Elements	A tuition subscription model in partnership with a local credit union
Impact Areas	Goal 1. Improve Educational Access and Student Success Goal 2. Innovation for Institutional Impact

Program Takeaways

What are the benefits/value?

- Students: lower fiscal barriers, lower costs, convenience
- Banking partner: access to customers, value to their employees/customers, marketing value
- Boise State: financial vehicle for subscription-based payments, increased enrollments

Program Prioritization assessment for Passport was completed 2020-2021 ([upload 6.24](#)).

The 2-year results for the program's quality metrics are shown below and found in our program prioritization report from 2020-2021. Program highlights include:

- 13 corporate partners participating:
 - Idaho Power, Micron, TSA, Giraffe Laugh, Mission 43, AmeriBen, Capital Educators Federal Credit Union, Meridian Fire Department, Boise Police Department, Idaho Public Television, Jacksons Food Stores, Nampa School District, Northwest Lineman College
- 49 unique students and 15 graduates were enrolled in the program
- Total savings by students enrolled: \$101,300
- 1,110 SCH for Multidisciplinary Studies/Bachelor of Applied Science program

While the program was effective for those who participated, we were unable to scale it to financially sustainable levels. The reasons for unsustainability are as follows:

- Too many restrictions for students to have easy access to the program, which limited the flexibility sought by prospective students

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- Inadequate/non-existent systems for taking and tracking monthly payments, which required extensive manual tracking and input
- Mismatch of solutions provided to student needs - most students in the program qualified for financial aid, removing the need for monthly payments. Students who didn't qualify for financial aid and could afford the program and/or had other options to pay for school

In 2022, the CI+D reviewed the Passport program again and documented what would be needed to relaunch a program like it successfully. The program would need to have processing infrastructure that could manage subscriptions—such infrastructure does not currently exist at Boise State or with potential sponsors. The program would also need to be bigger—it would need to quickly scale to more students to achieve efficiencies and provide more program options for students. And it would need to maximize convenience as a factor, which would mean providing a seamless customer experience both in terms of the financial payments but also in terms of enrollment and program choice.

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University Innovation Fellows (Discontinued)

(Website)

Program Description

University Innovation Fellows was a program run through the Stanford University d.School that Boise State adopted from 2016-2019. Three cohorts of four students each were selected for the year and sent to Stanford for training on design thinking, then coached and supported to implement projects to create innovative change at the university.

Three cohorts of four students each were mentored and supported by Dean's Office staff. The first two cohorts also had mentorship from the Albertsons Library Maker Lab Director. The students were selected because of their leadership potential and interest in innovation in higher education. Mentors and students traveled to the Stanford d.School each year for a three day-training program on design thinking. In addition, Boise State paid a \$4,000 fee to Stanford d.School for support and training throughout the year.

University Innovation Fellows	
Value and Innovative Elements	Student empowerment through design thinking training
Impact Areas	Goal 1. Improve Educational Access and Student Success Goal 2. Innovation for Institutional Impact

Program Takeaways

This program had an annual review when the contract and funds to Stanford University were renewed. In 2018, the College reviewed the program for its strengths, barriers, strategy, return on investment (ROI), and graduation pathway.

The 2018 college review found that although each cohort brought good energy and ideas to the table, there were no projects or efforts that gained traction or significant support from the other units on campus. In addition, the selection, mentorship, and

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coaching required to support undergraduate students trying to make change on campus was significant. The ROI for this program was found to be low.

Based on our 2018 review, we decided to give the program one more year; we updated the selection process to include graduate students; integrated the students into the work of CI+D with paid assignments; and assigned a new mentor in the Dean's Office staff that could give the group more time. We reached out to other campus units to explore if the program could graduate to a program focused on student leadership and development specifically. Unfortunately, no campus partners were interested in or able to assume the cost and time needed for the program, and the decision was made to not renew the program.

User Experience Research (Graduated)
(Website)

Program Description

Launched in 2016, the Certificate in User Research (UX) Professional ([12-credit UNGD](#)) targets working adults and international students, and the Certificate in User Experience Research (online) ([12-credit UNGD](#)) is designed for currently enrolled Boise State students. They offer an identical curriculum, but at the time of creation were necessary to distinguish enrollments. The program created a new pathway to learning essential, practical skills from Anthropology and was offered to non-majors as cutting-edge job skills in UX (user design). The program graduated back to Anthropology/College of Arts and Sciences in 2022.

UX-R in the News

2021: [Kendall House receives UX award](#)

2022: [UX-R leads among Academic Programs](#)

User Experience Research	
Value and Innovative Elements	<ul style="list-style-type: none">→ Emerging, high-demand, workplace skills certificate→ Online to increase accessibility
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

Program Takeaways

The UX-R program underwent a name change from Design Ethnography to User Experience Research, which helped enrollments. An identified area of weakness of the program was the one-credit courses, which students often reported were an issue for continuing with the program (student schedules are usually arranged in 3-credit blocks)

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or having to spread out completing the certificate over multiple semesters. Online courses are typically most successful in the 3-credit format.

Vertically Integrated Projects (VIP) (Graduated)
(**Website**)
(**UNGD courses**) (**GRAD courses**)

Program Description

Vertically Integrated Projects (VIP) launched in 2016 and graduated in 2021 to the Institute for Inclusive and Transformative Scholarship, which was created to increase student access to hands-on learning with faculty mentors and diverse teams. VIP—an idea begun at Georgia Tech with support from the National Science Foundation—provides students vertically-integrated experiential education opportunities throughout the course of major involving hands-on projects and mentoring that impacts upward mobility and professional identity development.

Faculty working on long-term projects that need students from multiple disciplines and skill areas have been especially enthusiastic about the VIP program. Students on VIPs earn 1-2 credits in a semester at the 200, 400, or 500 level, repeatable over time. They receive mentoring from each other, and from postdocs and faculty (the “vertical” in VIP). The courses are set up in the course catalog to allow maximum flexibility and long-term engagement.

VIP in the News

- [2020 Boise State News](#): VIP project presents at Boise Neighborhood Interactive
- [2020 Boise State News](#): Transdisciplinary VIP team awarded funding
- [2021 Boise State News](#): VIP faculty awarded grant

Vertically Integrated Projects (VIP)	
Value and Innovative Elements	<ul style="list-style-type: none"> → Credit-bearing research experience for undergraduate and graduate students; VIP 100, 200, 300, 400, 500 → Accessible to all students (no prerequisites) → Integrated mentorship program; senior students mentor new students
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 2. Innovation for Institutional Impact</p> <p>Goal 3. Advance Research and Creative Activity</p>

Program Takeaways

The VIP program has been very successful. In addition to being an exciting, popular curricular innovation at Boise State, VIP was also home to budgetary experiments: from 2016 to 2018, the percentage of student credit hour funds generated by enrollments returned to fund an account for faculty grants. This was an early test of a new budget model at Boise State. That budgeting model shifted from 2018-2019, when college deans contributed funding relative to the number of students enrolled from their respective colleges. Then in the Fall of 2020, given the budget constraints of the pandemic, VIP did not request any funds from the Deans. At Boise State, programs seem to do best when they have a clear institutional home that has dedicated funding.

The institutional innovation objectives for VIP were to:

- Increase student access to research while also addressing faculty workload by integrating service, research, and teaching
- Provide students hands-on projects with interdisciplinary teams

A key takeaway given these objectives and the program's success is that initiatives that promise good student outcomes *and* that solve problems for faculty are likely to be more successful and achieve more buy-in long term. In addition, providing flexible, credit-bearing structures for experiential learning has proven a useful innovation at Boise State.

It continues to support three of the *Blueprint for Success* goals. CI+D committed resources for five year to VIP prior to graduation (2016-2020). Those resources included 15% FTE of CI+D Director of Programs and 5% FTE Faculty Director time. Additional staff time was used to formally assess VIP for funders and partners and on report writing.

Goal 1: Student Access & Success

VIP improved participation rates for first-generation students in research at Boise State. Data consistently confirmed that there were no differences in participation by race, ethnicity, gender, or rural/urban Idaho students. Enrollments for VIP courses were strong (Table 25).

Table 25 VIP Enrollments

Academic Year	UGRD	GRAD	Grand Total
2014-2015	6	2	8
2015-2016	57	7	64
2016-2017	117	9	126
2017-2018	78	3	81
2018-2019	155	32	187
2019-2020	195	38	233
2020-2021	200	26	226
2021-2022	290	37	327

Goal 2: Institutional Innovation

- Boise State was an early adopter of VIP, which grew to be a [nationally recognized model](#) for engaging students in research
- In Fall 2019, VIP Consortium staff and Kennesaw State representatives visited Boise State to learn about the VIP model and attend the [annual poster session](#).
- In Spring 2020, Donna Llewellyn, Faculty Director of VIP and Director of IFITS, and Jillana Finnegan, Project Director, presented and were [published in the conference proceedings](#) for the American Society for Engineering Education

Section VI. Effectiveness and Improvement

(ASEE) Annual Conference and Exposition. The joint paper and presentation with ten other institutions highlighted Boise State for its institutional innovations.

- In 2022, at the annual meeting, the VIP Consortium awarded Boise State the Award for Innovation in Sustainability for our budget and credit model.

Goal 3: Advance Research and Creative Activity

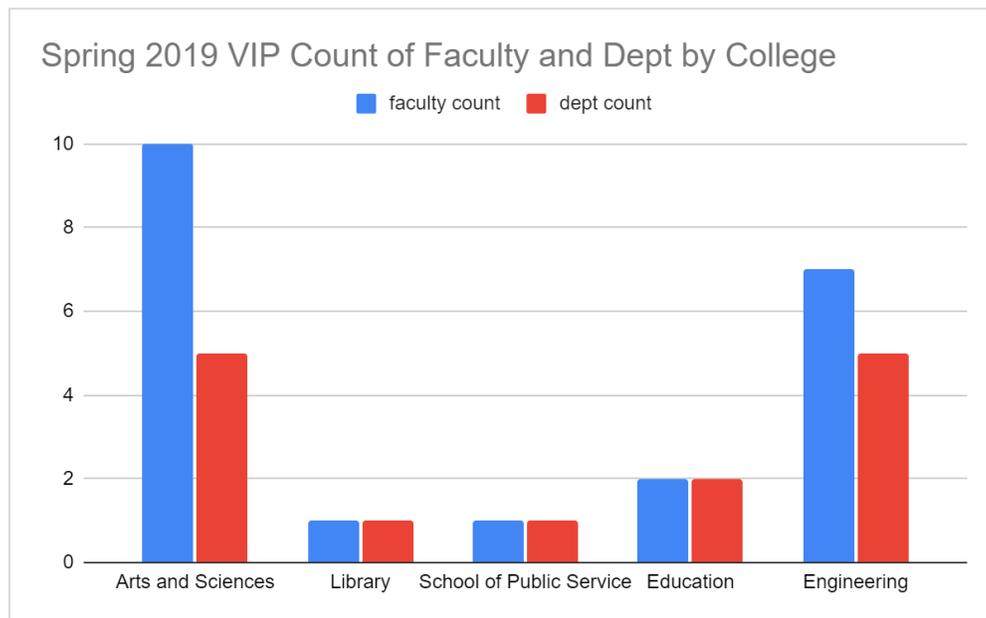


Figure 18 VIP count of faculty and department by college

- Faculty and college participation in VIPs was monitored across campus (Figure 18).
- Starting in Fall 2019, CI+D has hosted an annual poster session to document and celebrate student and faculty accomplishments and generate additional enrollments.
- In 2020, CI+D created new optional course taught by VIP program manager to provide orientation and support to students new to research
- Program was graduated so as to be more integrated with other inclusive research programs and remains in an interdisciplinary program.

WorkU (Graduated)
 (Website)
 (UNGD courses)

Program Description

WorkU is a career preparation program where students do ten hours a week of hands-on professional work experience with a local employer and attend a three-credit course with a career counselor. WorkU offers undergraduate internship courses for variable credit and are repeatable. WorkU was created in Fall 2017, and quickly moved to Boise State’s Career Services Department in 2018. This program continues to be offered through Career Services. Similar to VIP, it has been accepted into the curriculum of many disciplines across campus.

WorkU	
Value and Innovative Elements	<ul style="list-style-type: none"> → Internship program that serves disadvantaged students by providing credit-bearing career counselor mentoring → Accessible to all students (no prerequisites)
Impact Areas	<p>Goal 1. Improve Educational Access and Student Success</p> <p>Goal 5. Trailblaze Programs and Partnerships</p>

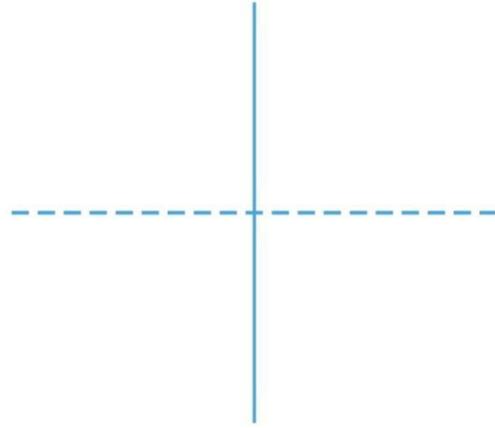
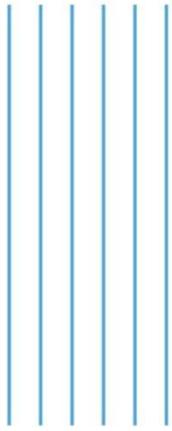
Program Takeaways

The insights we were able to gain about WorkU is that the concept, goals, and design of an experiential workforce/internship program were immediately attractive to legislature and students. WorkU received direct line-item funding from the legislature and saw healthy enrollment in the first year of launch.

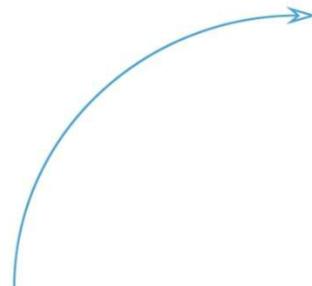
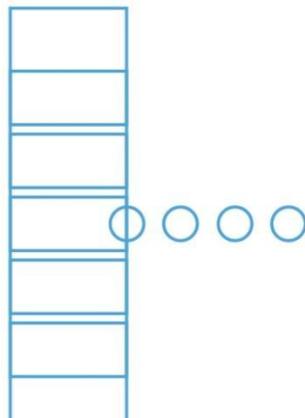
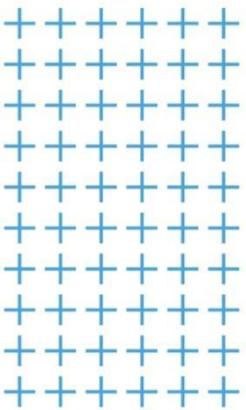
Section VI. Effectiveness and Improvement

Although the program graduated long before the new Boise State *Blueprint for Success* was published, the College of Innovation and Design sees it as supporting Goals 1 & 5. Today, the program is healthy and thriving in Boise State Career Services.

WorkU was a program CI+D was proud to launch, but this first-ever graduation for the College was one that was challenging. The relationship was challenging primarily because it lacked partnership and support from the Career Services department and Student Affairs leadership. As such, the program was removed from CI+D by the President and transferred to Career Services. It was determined that the large state funding for the program should go to increasing and advancing Career Services staff, who ostensibly could run the program at a lower cost and with increased capacity to serve the entire university.



Section VII. Conclusion



VII. Conclusion

The College of Innovation and Design at Boise State is representative of a nationally ambitious and distinctive effort to promote positive change in higher education. It continues to grow and evolve to meet the changing needs of the institution, our students, and our community. In this section, we reflect on three overarching themes that summarize the larger takeaways from this self-study: 1) prior and current performance of the programs within the College; 2) the College's prior performance in promoting positive change at Boise State, and 3) the current and future direction of the College in promoting positive change at the university.

Performance of Programs within CI+D

Overall, programs launched within CI+D have become highly successful. All six of the inaugural (2015) CI+D programs have grown into high-impact programs that serve large student populations. The Games, Interactive Media and Mobile degree program saw an average annual growth rate in the top 10% of all bachelor's degree programs (n=136), and its graduates are finding success in the workplace. LEAD has become one of the highest-enrollment certificate programs on campus and has recently added a graduate certificate to their portfolio. VIP continues to expand across Boise State's research portfolio, increasingly being integrated into degree programs, and holds a large signature showcase every year. Bridge to Career funding continues to catalyze the development of high-impact workforce-focused curriculum. Venture College continues to expand its impact both for students and the community by growing externally-funded programming. The Human-Environmental Systems faculty are among the most productive researchers at Boise State, both in terms of traditional metrics, such as external funding and publication impact, but also in terms of conducting community-engaged research with their partners here in Idaho. Simultaneously, this program has developed new approaches to tenure and promotion that are serving as models for other units across campus.

Successful programs launched from 2016-2019 include User Experience Research (UX-R), Human-Environment Systems (HES), the Certificate in Innovation and Design (formerly called Innovation and Design of Emerging Applications) and Boise State's Varsity Esports. The UX-R certificate has reached fiscal sustainability and is currently serving graduate students with a new UX-R online graduate certificate. The Certificate in Innovation and Design impressively posted the largest 3-year average growth rate out

Section VII. Conclusion

of the university's 46 existing undergraduate certificates during this timeframe. Finally, Esports continues to exhibit explosive growth both in competitiveness (demonstrably the best collegiate Varsity Esports program in the nation) while attracting substantial donors and sponsors, ensuring that its growth is near self-sustaining.

Many of the programs launched from 2020-2022 are in launch or early growth phases and thus are difficult to assess. But early signs are promising. The Onramp Program (Apple Partnership) at Boise State is currently considered by Apple to be one of the most successful of its kind and is used as a model for new programs across the country. New Society for Ideas certificates (the Certificate in Content Production and the Certificate in Creative Influence) are amongst the most successful certificates in Boise State history, both in terms of enrollment and student satisfaction. Other certificate programs (User Experience Design and the Google Career Certificates) are exhibiting early signs of success, meeting or exceeding their enrollment goals.

The certificates in DOVRR (Drones), graduate certificate in Human-Environment Systems, and the Digital Innovation and Design degree just launched in 2022, so it remains too early to meaningfully assess their performance. The College's campus Innovation Initiatives, including the Innovation Incubator, Innovation Network, and Innovation Award Program are also sufficiently new that robust assessment is premature. However, the very early success of the Incubator—in which reservations, usage, and positive feedback have dramatically surpassed early expectations—suggests it is on a trajectory to be very successful.

The College of Innovation and Design has discontinued two programs: the University Innovation Fellows program, and the Passport to Education program. Both of those programs failed to produce sufficient impact to justify the associated investment. While it is always disappointing to have to end any program, we believe that we must accept some degree of failure, given our pursuit of innovative change.

Performance of the College

While we consider the overall performance of the programs within the College to be excellent, we believe the overall performance of the College to promote positive change across the institution is more mixed.

First, our successes:

- In addition to developing successful programs, we have also been innovating ever-more efficient **processes** for developing successful programs. Our certificate builder process is one example of this, where we have documented and tested every step of building a new certificate, from inception to implementation. We use this process when we work with our collaborators to develop new programs.
- Achieving our mandate to **graduate programs** from the College is generally an area of success; we have successfully graduated five programs, which includes the Certificate in Leadership and Human Relations, Certificate in Applied Leadership: Growing into a High-Impact Leader, Certificate in User Experience Research, WorkU, and VIP. These prove the concept that having a college dedicated to program incubation as a means of promoting positive change in other units is both feasible and desirable. It is important to note that the College does have a few programs (e.g., GIMM) that are fairly mature but have not yet graduated because a suitable home has not yet been identified.

Second, there are some notable areas where improvement is needed:

- The College did not have a formal strategic plan at its founding, and one was not developed until spring 2022. Similarly, the College did not invest in a robust way in formal assessment efforts, including data collection. Better, more systematic **approaches to assessment** are needed. To address these deficiencies, the College has hired an Assistant Dean with expertise in assessment (among other areas) to lead future efforts and has institutionalized processes and procedures for tracking and assessing College- and program-level strategic planning efforts.
- Perhaps the most significant area where the College has fallen short of our performance expectations has been in **promoting innovation and an innovative culture** across the campus. With the notable exception of our five graduated programs, the College of Innovation and Design has generally not helped promote innovative programming across the campus writ large, nor has CI+D yet demonstrably catalyzed a culture of innovation across the university. It is worth noting that large-scale culture change was not an explicit goal of CI+D upon its founding. But it is an important goal of the current strategic plan and a

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priority of university and College leadership. Plans to improve our performance in this area are described below.

Defining CI+D's Future Direction

In this section, we describe our plans going forward to build on our strengths and successes while also addressing identified areas for improvement.

Building on Our Strengths

The College has demonstrated a strong capacity to identify, launch, and grow innovative programs and initiatives. The College has also cultivated an internal entrepreneurial culture that is supportive of creativity, collaboration, and rapid experimentation. These strengths have increasingly become institutionalized with established processes and approaches and now represent a valuable strategic asset for the institution. The College of Innovation and Design will continue to utilize these internal strengths to help create the future Boise State.

Better Assessment

The need for the College to develop more robust assessment processes was identified in early 2022; following that, the College developed a plan to recruit and hire expertise in this area. In August 2022, the College created and filled a new Assistant Dean of Operations and Assessment position. To date, the Assistant Dean has been primarily focused on updating operations and ensuring compliance with policy; moving into 2023, the Assistant Dean will lead CI+D efforts to develop and execute a strategic assessment plan that demonstrates a commitment to continuous quality improvement. The College anticipates this will be demonstrated through development and monitoring of benchmarks, creation of a transparent and standardized reporting structure, and encouraging a more collaborative assessment environment inclusive of faculty, staff, students, and stakeholders.

University-wide Innovation

With the change in CI+D leadership, the college has begun making significant investments in promoting innovation and an innovative culture across campus. This shift is requiring changes in both culture and operation. Culturally, the College leadership and staff are expanding their commitment to being in service to, and in relationship with our colleagues across campus. Operationally, we have launched, or will soon launch, a series of programs we call the Campus Innovation Initiatives, designed to support

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innovation and a culture of innovation. The Innovation Incubator is the furthest along and has already demonstrated some level of success. We plan to continue requesting innovative proposal ideas from faculty and staff across campus that we will pursue in partnership with other Colleges. Other efforts include the development of an Innovation Network and establishing an innovation awards program. We are also continuing to pursue opportunities to engage our colleagues on topics aligned with our mission, as exemplified by our CI+D Tackles program.

In summary, the College of Innovation and Design will pursue the development of select innovative programming within the College, focusing on areas that will not be developed by our university colleagues. Simultaneously, we will also make substantial investments in supporting colleges and their faculty in pursuing their innovation priorities and in the growth of the university's culture of innovation. The balance between these two approaches will require continuous adjustment as we continue to learn how to promote positive change and align that change with the evolving priorities of the institution.