

BOISE STATE UNIVERSITY

Year Seven Self-Study



Prepared for the Northwest Commission on Colleges and University | Submitted February 2019



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Table of Contents

Table of Contents.....	iii
Table of Figures.....	v
Table of Tables.....	viii
Preface.....	ix
• Institutional Overview.....	ix
• Basic Institutional Data Form.....	xi
• Brief Update on Institutional Changes since the Last Report.....	xxiii
• Response to Previous Recommendations and Comments.....	xxv
Standard 1: Mission and Core Themes.....	1
• Executive Summary of Eligibility Requirements 2 and 3.....	1
• 1.A.1: Mission.....	2
• 1.A.2 and 1.B.1: Core Themes and Indicators of Mission Fulfillment.....	4
• 1.B.2: Core Objectives and Associated Indicators of Achievement.....	13
Standard 2: Resources and Capacity.....	22
• Executive Summary of Eligibility Requirements 4 through 21.....	22
• 2.A: Governance.....	25
○ Governing board.....	26
○ Leadership & Management.....	27
○ Policies and Procedures.....	31
▪ Academics.....	31
▪ Students.....	32
▪ Human Resources.....	34
▪ Institutional Integrity.....	36
▪ Academic Freedom.....	39
▪ Finance.....	40
• 2.B: Human Resources.....	40
• 2.C: Education Resources.....	46
○ Undergraduate programs.....	51
○ Graduate Programs.....	52
○ Continuing Education and Non-Credit.....	55
• 2.D: Student Support Resources.....	56
• 2.E: Library and Info Resources.....	72
• 2.F: Financial Resources.....	76
• 2.G: Physical and Technological Infrastructure.....	88
○ Physical Infrastructure.....	88
○ Technological Infrastructure.....	95

Standard 3: Planning and Implementation.....	102
• 3.A: Institutional Planning.....	102
○ Overview	102
○ Context and Foundation for Ongoing Planning and Decision-making	103
○ Ongoing Processes for Institution-level Planning and Decision-making	110
○ The Future for Institution-level Planning and Decision-making	117
○ 3.A.5 Emergency Preparedness and Contingency Planning	118
Standard 3: Planning and Implementation AND	
Standard 4: Effectiveness and Improvement	121
• Executive Summary of Eligibility Requirements 22 and 23	121
• 3.B, 4.A, and 4.B: Core Theme Planning, Assessment, and Improvement:	121
○ Core Theme One: Undergraduate Education	124
○ Core Theme Two: Graduate Education.....	152
○ Core Theme Three: Research and Creative Activity	166
○ Core Theme Four: Community Connection	178
• 4.A.3, 4.B.2: Assessment of Learning Outcomes and Resulting Improvements.....	197
○ Assessment of Program Learning Outcomes and Resulting Improvement to Programs	197
○ Assessment of General Education and Resulting Improvements to the Program	204
○ Next Steps: A Broadening of the Responsibility for University Learning Outcomes and the Potential Integration of PLO and ULO Assessment.....	210
○ Ensuring Quality of Online Education	211
○ Ensuring Quality of Concurrent Enrollment Education	213
• 4.A.6: Review and Revision of Assessment Processes	214
Standard Five: Mission Fulfillment, Adaptation, and Sustainability	218
• Executive Summary of Eligibility Requirement 24	218
• 5.A: Mission Fulfillment	219
○ Summative Evaluation of Mission Fulfillment	219
○ Analysis of Success in Core Themes.....	221
• 5.B: Adaptability and Sustainability	245
○ 5.B.1 Adequate and Sustainable Fiscal Resources.....	245
○ 5.B.2 “Transform our operations to serve the contemporary mission of the university”	250
Conclusion: 5.B.3. Defining Boise State University’s Future Direction.....	254

Table of Figures

Figure	1.1.	Descriptions of Core Themes and Their Mapping to Boise State University’s Mission	4
Figure	1.2.	Mapping of Core Themes to the Strategic Goals of Focus on Effectiveness	5
Figure	1.3.	Depiction of how Core Theme Indicators (CTIs) align with the University’s mission	6
Figure	2.1.	Before and after photos of various spaces on campus that have been remodeled.	29
Figure	2.2.	Before and after photos of classrooms that were remodeled.	41
Figure	3.1.	Mapping of Core Themes to the Strategic Goals of Focus on Effectiveness	104
Figure	3.2.	Mapping of Strategic Goals of Focus on Effectiveness to the Strategic Goals of the Strategic Plan of the Idaho State Board of Education	108
Figure	3.3.	Growth in Number of Physics Majors	113
Figure	4.1.	Improvement	122
Figure	4.2.	Mapping of Strategic Goals and Objectives of Focus on Effectiveness to the objectives of Core Theme One	124
Figure	4.3.	CTI 1.1: Number of Baccalaureate Graduates	125
Figure	4.4.	CTI 1.2: First-time Full-time Retention and Graduation Rates	125
Figure	4.5.	CTI 1.3: Baccalaureate graduates with high impact on Idaho’s college attainment rate: Idaho residents, non-traditional aged students, ethnic minority, and rural.	126
Figure	4.6.	CTI 1.4: Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, broken down by Pell-eligibility and Idaho residency.	127
Figure	4.7.	CTI 1.4: Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, with the rates for students of underrepresented ethnic minority contrasted with those who are not.	127
Figure	4.8.	Improvement in Core Theme One	128
Figure	4.9.	Impacts of reform of lower-level mathematics courses	129
Figure	4.10.	Course completion rates in First Year Writing depending on placement method and on use of co-remediation (English 101+)	130
Figure	4.11.	Repeat rate of English Composition	130
Figure	4.12.	Impact of the Learning Assistants Program	131
Figure	4.13.	Catalog boxes for baccalaureate degree programs from the previous general education program (left) and the Foundational Studies Program (right).	135
Figure	4.14.	Graduates from the BA MDS program	138
Figure	4.15.	CTI 1.4. (in part) Number of baccalaureate graduates of non-traditional age, defined here as >30 years.	139
Figure	4.16.	Interaction Model	141
Figure	4.17.	Survey results from Residential Life	141
Figure	4.18.	MPCB 101 lecture hall as traditional theater-style seating and after conversion to active-learning style	145
Figure	4.19.	Growth in FTE of Centrally-funded Advisors	146
Figure	4.20.	Mapping of Strategic Goals and Objectives of Focus on Effectiveness to the Core Objectives of Core Theme Two	152

Figure	4.21.	CTI 2.1: Number of Graduate Programs	153
Figure	4.22.	CTI 2.1: Number of Online Graduate Programs	153
Figure	4.23.	CTI 2.1: Number of graduate applications compared to graduate enrollment number	153
Figure	4.24.	CTI 2.2: An example of projected and actual enrollments: the PhD in Biomolecular Sciences	153
Figure	4.25.	Improvement in Core Theme Two	155
Figure	4.26.	Enrollments in Doctoral Programs	162
Figure	4.27.	Mapping of Strategic Goals and Objectives of Focus on Effectiveness to the Core Objectives of Core Theme Three	166
Figure	4.28.	CTI 3.2: Total Research and Development Expenditures	167
Figure	4.29.	CTI 3.3: Number of Doctoral Graduates	167
Figure	4.30.	Improvement in Core Theme Three	168
Figure	4.31.	CAREER Awards from the National Science Foundation to faculty members	171
Figure	4.32.	Growth over time in Full Sponsored Project Proposals: Submitted and Funded.	173
Figure	4.33.	Growth over time in Sponsored Project Funding for Full Proposals: Requested and Awarded	173
Figure	4.34.	Personnel who manage sponsored projects	174
Figure	4.35.	Mapping of the mission to the Core Themes. Core Theme Four, Community Connection, is highlighted by its depiction in orange.	178
Figure	4.36.	Mapping of the Strategic Goals and Objectives of Focus on Effectiveness to categories derived from the Carnegie Foundation definition of community engagement.	179
Figure	4.37.	Improvement of Core Theme Four	182
Figure	4.38.	CTI 4.2 Baccalaureate graduates with Service-learning Experience	182
Figure	4.39.	The system for assessing Program Learning Outcomes (PLOs).	198
Figure	4.40.	Online Course Enrollment at Boise State University	211
Figure	4.41.	Concurrent Enrollment at Boise State University	213
Figure	4.42.	Improvement	214
Figure	4.43.	Example of output from a "Fate" report.	216
Figure	5.1.	Depiction of how the Core Theme Indicators (CTIs) align with the University's mission.	221
Figure	5.2.	CTI 1.1: Number of Baccalaureate Graduates	224
Figure	5.3.	CTI 1.2: First-time Full-time Retention and Graduation Rates	224
Figure	5.4.	CTI 1.3: Baccalaureate graduates with high impact on Idaho's college attainment rate: Idaho residents, non-traditional aged students, ethnic minority, and rural.	225
Figure	5.5.	CTI 1.4: Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, broken down by Pell-eligibility and Idaho residency.	226
Figure	5.6.	CTI 1.4: Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, with the rates for students of underrepresented ethnic minority contrasted with those who are not.	226

Figure	5.7.	CTI 1.6. Results of Alumni Survey for questions pertaining to preparation for employment.	228
Figure	5.8.	CTI 1.7. Three-year student loan default rate.	229
Figure	5.9.	CTI 1.7. Average Debt of Graduates from Boise State and Percent of Graduates with Debt	229
Figure	5.10.	Scholarship funds disbursed by the University and the Boise State University Foundation, broken out by whether scholarship recipients must meet a need-based criterion or not.	230
Figure	5.11.	CTI 1.7. Net Cost of College for state institutions in WICHE states (CA excluded) categorized by Carnegie Basic classification.	230
Figure	5.12.	CTI 2.1: Number of Graduate Programs	232
Figure	5.13.	CTI 2.1: Number of Online Graduate Programs	232
Figure	5.14.	CTI 2.1: Growth in number of graduate applications compared to growth in enrollment	232
Figure	5.15.	CTI 2.2. Enrollments in new graduate programs.	233
Figure	5.16.	CTI 2.4. Equity in Graduation Rate and Attrition rate for Master's Programs.	235
Figure	5.17.	CTI 3.1 Quantification of the factors used in the Carnegie Basic Classification for 2018.	238
Figure	5.18.	CTI 3.2: Total Research and Development Expenditures as Reported to NSF	239
Figure	5.19.	CTI 3.2: Research and Development Expenditures (in \$thousands) as Reported to NSF, differentiating Science and Engineering from non-Science and Engineering	239
Figure	5.20.	CTI 3.3: Number of Doctoral Graduates (3-year running average)	240
Figure	5.21.	CTI 3.4: Peer-reviewed publications and their impact: numbers of publications and citations per five-year period.	240
Figure	5.22.	CTI 4.2 Baccalaureate graduates with Service-learning Experience	243
Figure	5.23.	CTI 4.2 Distinct Number of Faculty Members Teaching a Service-Learning Course	243
Figure	5.24.	CTI 4.4 Sponsored Project Expenditures for a Public Service Purpose (in \$millions)	244
Figure	5.25.	CTI 4.4 Sponsored Project Expenditures from Industry/Business Sources (in thousands of dollars)	244
Figure	5.26.	Fall Enrollment of Undergraduate Students	245
Figure	5.27.	Enrollment of Undergraduate Degree-seeking Students	246
Figure	5.28.	Fall Enrollments in Graduate Programs	246
Figure	5.29.	General Operating Budget for Boise State University (in constant 2003 \$\$	247
Figure	5.30.	Tuition and Fee Cost per Semester to a Full-time Idaho Resident Student	247
Figure	5.31.	Financial Ratios	248
Figure	5.32.	Debt Burden Ratio and Debt Coverage Ratio with national benchmarks	249
Figure	5.33.	Life of Capital Assets metric with national benchmark.	249

Table of Tables

Table	1.1.	Relevance of Core Theme Indicators to the Core Objectives of Core Theme One: Undergraduate Education	14
Table	1.2.	Core Objectives and Associated Core Objective Indicators (COI) for Undergraduate Education	15
Table	1.3.	Relevance of Core Theme Indicators to the Core Objectives of Core Theme Two: Graduate Education	16
Table	1.4.	Core Objectives and Associated Core Objective Indicators (COI) for Graduate Education	17
Table	1.5.	Relevance of Core Theme Indicators to the Core Objectives of Core Theme Three: Research and Creative Activity	18
Table	1.6.	Core Objectives and Associated Core Objective Indicators (COI) for Research and Creative Activity	19
Table	1.7.	Relevance of Core Theme Indicators to the Core Objectives of Core Theme Four: Community Connection	20
Table	1.8.	Core Objectives and Associated Core Objective Indicators (COI) for Community Connection	21
Table	2.1.	Divisions of Boise State University, their leadership, and relevant policies.	29
Table	2.2.	Boise State University Personnel Numbers/Comparisons (IPEDS 2017)	41
Table	2.3.	Appropriated Budget Allocations to Boise State University (in \$Millions)	78
Table	2.4.	Approved Increases to Resident Tuition & Fees	79
Table	2.5.	Enrollment Workload Adjustment (EWA) Funding History	80
Table	2.6.	Permanent Building Fund Advisory Council Capital Funding, by Year	84
Table	2.7.	Funds and reserve balances for FY19 Auxiliaries	87
Table	2.8.	Boise State University Major Capital Projects 2004 - 2020	92
Table	2.9.	Hazardous and Toxic Materials Plans and Policies	93
Table	3.1.	Implementation of University-wide Projects from Focus on Effectiveness	105
Table	3.2.	Extract from "The Matrix" showing the alignment of Indicators with the metrics associated with the overall goal and the contributing goals of Idaho's efforts to increase its college attainment rate.	109
Table	4.1.	Mapping of the Key Initiatives of Core Theme One (Undergraduate Education) to the strategic objectives of Focus on Effectiveness.	128
Table	4.2.	Retention and graduation rates for students in underrepresented minorities vs. not	131
Table	4.3.	Underrepresented group demographics	132
Table	4.4.	NSSE 2012 Scores for "Supportive Campus Environment" and three peer groups.	140
Table	4.5.	Preliminary Analysis of Rates of Graduation in Four Years for Master's Degrees	154
Table	4.6.	Mapping of the Key Initiatives of Core Theme Two (Graduate Education) to the strategic objectives of Focus on Effectiveness.	155
Table	4.7.	Departmental Participation in Doctoral Programs	163
Table	4.8.	Mapping of the Key Initiatives of Core Theme Three (Research and Creative Activity) to the strategic objectives of Focus on Effectiveness.	168
Table	4.9.	Identification of Areas of Strength in Research and Creative Activity	169
Table	4.10.	Recent Users of Computing, Programming, and Training	175

Table	4.11.	Mapping of the Key Initiatives of Core Theme Four (Community Connection) to the strategic objectives of Focus on Effectiveness.	181
Table	4.12.	Summary of Peer-review scores from Program Assessment Report Review for Reporting Years 2016-17 and 2017-18	200
Table	4.13.	Effective and Efficient Program Assessment Workshop Series and Participation Counts	203
Table	4.14.	The University Learning Outcomes of Boise State University	205
Table	4.15.	Measurement Cycle One for Eleven University Learning Outcomes	206
Table	5.1.	Evaluation of Fulfillment of Core Theme One: Undergraduate Education	222
Table	5.2.	CTI 1.5. Summary of peer-review scores from Program Assessment Report Review for reporting years 2016-17 and 2017-18	227
Table	5.3.	CTI 1.6. Rate of employment in Idaho one year after graduation in jobs covered by Idaho's unemployment insurance. Data from Idaho Dept of Labor	228
Table	5.4.	Evaluation of Fulfillment of Core Theme Two: Graduate Education	231
Table	5.5.	CTI 2.3. Graduation Rates in Four Years for Master's Degrees	234
Table	5.6.	Results from the Climate Survey administered to graduate students in 2017	236
Table	5.7.	Summary of Peer-review scores from Program Assessment Report Review for Reporting Years 2016-17 and 2017-18 for Graduate Programs	236
Table	5.8.	Evaluation of Fulfillment of Core Theme Three: Research and Creative Activity	237
Table	5.9.	Evaluation of Fulfillment of Core Theme Four: Community Connection	241
Table	5.10.	Participation by faculty members in various capacities with organizations and activities in the community.	244

BOISE STATE UNIVERSITY | Institutional Overview

Boise State University is a metropolitan doctoral research university of distinction located at the heart of the region's economic, political, cultural and creative hubs in the downtown of one of the fastest growing cities in the country.

With a total of more than 25,000 students, including some 3,000 master's and doctoral students, Boise State is the largest comprehensive university in the state of Idaho, serving more than 5,000 high school students through concurrent enrollment and more than 16,500 degree-seeking undergraduate students.

It enjoys a deep and integral relationship with its surrounding metropolitan area, which is one of the fastest-growing cities in the country, driving as well as supporting growth and development in the region's high-tech economy, its rich cultural landscape and its creative and civic landscapes.

Boise State was recently promoted to an R2 doctoral university with "high research activity" by the Carnegie Classification of Institutions of Higher Education. It is the top choice for Idaho high school students and is a destination campus for students from California, Washington and many other states around the west. Today, students hail from all 50 states and some 65 countries. It was named one of the most innovative national universities in the country for 2019 in a U.S. News and World Report survey of higher education leaders.

Founded in 1932 by the Episcopal Church, the institution became a public junior college in 1939, began offering bachelor's degrees in 1965, and was elevated to the state's public university system in 1974. The University now houses Idaho's largest graduate school and a thriving eCampus that serves more than 3,000 students in Idaho and well beyond.

Today, Boise State confers more than 4,000 baccalaureate, master's and doctoral degrees each year in some 200 areas of study. Programs are housed in seven academic colleges focused on Health Sciences, Engineering, Arts and Sciences, Education, Business and Economics, Public Service, and Innovation and Design.

The Honors College is home to nearly 1,000 students from all majors and the Graduate College coordinates the university's 12 doctoral programs and around 75 master's degrees. More than 40 degrees and certificates are offered fully online (a number continually increasing), through a cooperative effort of the academic departments and the Division of Extended Studies.

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institutional

Mailing Address: 1900 University Drive
Address 2: Room 202
City: Boise
State/Province: ID
Zip/Postal Code: 83725
Main Phone Number: (208) 426- 1202
Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Martin
Last Name: Schimpf
Position (President, etc.): Interim President
Phone: (208) 426-1491
Fax: (208) 426-4888
Email: president@boisestate.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Jim
Last Name: Munger
Position (President, etc.): Vice Provost for Academic Planning
Phone: (208) 426-4010
Fax: (208) 426-4888
Email: jmunger@boisestate.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Mark
Last Name: Heil
Position (President, etc.): Vice President for Finance and Administration, Chief Financial Officer
Phone: (208) 426-1200
Fax: (208) 426-1849
Email: markheil@boisestate.edu

Institutional Demographics

Institutional Type (Choose all that apply)

- Comprehensive
- Specialized
- Health-Centered
- Religious-Based
- Native/Tribal
- Other (specify): _____

Degree Levels (Choose all that apply)

- Associate
- Baccalaureate
- Master
- Doctorate
- If part of a multi-institution system, name of system: _____

Calendar Plan (Choose one that applies)

- Semester
- Quarter
- 4-1-4
- Trimester
- Other (specify): _____

Institutional Control

- City County State Federal Tribal

- Public OR Private/Independent
- Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment

(Formula used to compute FTE: IPEDS)

Official Fall: 2018 (most recent year) FTE Student Enrollments

<i>Classification</i>	<i>Current Year: 2018</i>	<i>One Year Prior: 2017</i>	<i>Two Years Prior: 2016</i>
<i>Undergraduate</i>	15,186	14,586	14,347
<i>Graduate</i>	1,769	1,719	1,608
<i>Professional</i>	-	-	-
<i>Unclassified</i>	-	-	-
<i>Total all levels</i>	16,955	16,305	15,954

Full-Time *Unduplicated* Headcount Enrollment.

(Count students enrolled in credit courses only.)

Official Fall: 2108 (most recent year) Student Headcount Enrollments

<i>Classification</i>	<i>Current Year: 2018</i>	<i>One Year Prior: 2017</i>	<i>Two Years Prior: 2016</i>
<i>Undergraduate</i>	12,789	12,477	12,375
<i>Graduate</i>	1,106	1,068	936
<i>Professional</i>	-	-	-
<i>Unclassified</i>	-	-	-
<i>Total all levels</i>	13,895	13,545	13,311

Faculty (all locations)

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff

- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 786 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	173	2	-	-	-	16	-	157
Associate Professor	206	3	-	-	-	29	-	177
Assistant Professor	214	2	-	-	-	44	-	170
Instructor	3	0	-	-	1	1	-	1
Lecturer	140	199	-	-	5	93	-	42
Research Staff and Research Assistant	29	253	-	-	-	-	-	29
Undesignated Rank	21	745	-	-	9	9	-	3
Total from IPEDS/CDS	786	1204	-	-	15	192	-	579

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

NOTES: Salary data for 10-12 month contracts are equated to 9 months.

Rank	Mean Salary	Mean Years of Service
Professor (N=173)	\$89,253.98	19
Associate Professor (N=206)	\$73,882.23	13
Assistant Professor (N=214)	\$69,262.08	5
Instructor (N=3)	\$50,925.83	3
Lecturer and Teaching Assistant (N=138)	\$46,901.19	10
Research Staff and Research Assistant (N=29)	\$49,335.39	4

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

<u>STATEMENT OF NET POSITION</u>		<i>Last Completed FY 2018</i>	<i>One Year Prior to Last Completed FY 2017</i>	<i>Two Years Prior to Last Completed FY 2016</i>
ASSETS	<i>CURRENT ASSETS</i>			
	Total current assets	\$148,303,441	\$135,172,300	\$135,172,602
	<i>NON-CURRENT ASSETS</i>			
	Total non-current assets	662,180,755	582,848,093	542,828,009
	TOTAL ASSETS	810,484,196	718,020,393	678,000,611
	<i>DEFERRED OUTFLOWS OF RESOURCES</i>			
	Total deferred outflows of resources	12,640,436	15,239,588	12,625,132
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		823,124,632	733,259,981	690,625,743
LIABILITIES	<i>CURRENT LIABILITIES</i>			
	Total current liabilities	72,448,819	60,902,141	57,420,596
	<i>NON-CURRENT LIABILITIES</i>			
	Total non-current liabilities	285,929,546	272,601,446	241,453,256
	Total liabilities	358,378,365	333,503,587	298,873,852
	<i>DEFERRED INFLOWS OF RESOURCES</i>			
	Total deferred inflows of resources	44,99,732	2,394,215	4,230,173
<i>NET POSITION</i>				
Total net positions		419,751,535	397,362,179	387,521,718
Total liabilities, deferred inflows of resources and net position		823,124,632	733,259,981	690,625,743

<u>STATEMENTS OF CASH FLOWS</u>		<i>Last Completed FY 2018</i>	<i>One Year Prior to Last Completed FY 2017</i>	<i>Two Years Prior to Last Completed FY 2016</i>
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CASH FLOW FROM OPERATING ACTIVITIES			
Net cash used in operating activities	\$(104,602,413)	\$(108,598,148)	\$(109,482,300)
CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES			
Net cash-provided by non-capital financing activities	149,401,118	149,362,753	140,814,703
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
Net cash used in capital and related financing activities	(23,187,718)	(1,150,978)	(27,124,395)
CASH FLOWS FROM INVESTING ACTIVITIES			
Net cash used in investing activities	(26,263,647)	(28,494,036)	(18,151,366)
Net change in cash and cash equivalents and cash with treasurer	(4,652,660)	11,119,591	2,392,872
Cash and cash equivalents and cash with treasurer – beginning of year	58,797,131	47,677,540	45,284,668
Cash and cash equivalents and cash with treasurer- end of year	54,144,471	58,797,131	47,677,540
RECONCILIATION OF NET OPERATING REVENUES (EXPENSES) TO NET CASH AND CASH EQUIVALENTS USED IN OPERATING ACTIVITIES			
Net cash used in operating activities	(104,602,413)	(108,598,149)	(109,482,300)
SUPPLEMENTAL DISCLOSURE OF NON-CASH TRANSACTIONS			
Total non-cash transactions	65,126,775	3,739,994	1,724,442

<u>NON-TUITION REVENUE PROJECTIONS (All Funds)</u>	Last Completed FY 2018	One Year Prior to Last Completed FY 2017	Two Years Prior to Last Completed FY 2016
State General Account	\$96,991,900	\$93,744,600	\$85,470,600
Other Student Fees	61,889,441	38,341,469	33,142,081
Federal grants and contracts	131,000,000	128,000,000	138,000,000
State grants and contracts	5,000,000	5,000,000	3,400,000
Private gifts and grants	26,335,037	28,740,642	30,138,214
Sales and services of auxiliary enterprises	49,851,373	47,313,670	53,577,283
F&A recovery	13,600,000	4,000,000	4,317,000
Other	29,034,075	25,722,901	26,490,835
Total estimated non-tuition revenue	413,701,796	370,863,222	374,536,013

<u>OPERATING BUDGETS</u>	<i>Last Completed FY 2018</i>	<i>One Year Prior to Last Completed FY 2017</i>	<i>Two Years Prior to Last Completed FY 2016</i>
<i>Appropriated Budget</i>	\$199,079,000	\$185,876,000	\$177,729,500
<i>One-Time Funding</i>	-	5,361,700	1,273,700
<i>Local Budget</i>	94,659,379	72,311,098	72,035,006
<i>Auxiliary Budget</i>	82,970,190	80,709,401	80,578,605
<i>CAPITAL BUDGETS Permanent Building Fund Advisory Council Capital Funding by Year</i>	<i>Last Completed FY 2018</i>	<i>One Year Prior to Last Completed FY 2017</i>	<i>Two Years Prior to Last Completed FY 2016</i>
<i>Alteration and Repair</i>	\$2,150,000	\$2,760,000	\$2,340,000
<i>Major Capital Projects</i>	10,000,000	2,500,00	2,500,000

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2019 - 2020 approved by the institution's governing body.

<i>Substantive Change</i>	<i>Certificate/Degree Level</i>	<i>Program Name</i>	<i>Discipline or Program Area</i>
<i>Minor</i>	Master of Science	Program Evaluation, Measurement, and Statistics	College of Education
<i>Minor</i>	Bachelor of Arts	Educational Studies	College of Education
<i>Minor</i>	Master of Science (discontinue)	Mathematics Education	College of Arts and Sciences
<i>Minor</i>	Doctor of Philosophy	Biomedical Engineering	College of Health Sciences and College of Engineering
<i>Minor</i>	Doctor of Philosophy	Counselor Education	College of Education

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered.

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

<i>Name of Site</i>	<i>Physical Address</i>	<i>City, State, Zip</i>	<i>Degree Programs</i>	<i>Academic Credit Courses</i>	<i>Student Headcount</i>	<i>Faculty Headcount</i>
<i>Boise State Center at CWI</i>	College of Western Idaho, Nampa Campus, Aspen Classroom Building, 6002 Birch Lane	Nampa, Idaho 83687	AA/AS/BA/BS/Med/MAE	18	306	15
<i>Boise State Gowen Field</i>	Harvard Street, Building #521, Gowen Field	Boise, Idaho 83708	AA/AS	12	215	7
<i>Boise State Couer D' Alene</i>	Lewis-Clark State College, Coeur d'Alene, 1031 N. Academic Way, Suite 144	Coeur d'Alene, ID 83814	MSW	7	25	4
<i>Mountain Home Air Force Base</i>	Base Education Center 655 Falcon St.	Mountain Home AFB, ID 83648	AA/AS	1	12	1
<i>Micron Technology</i>	8000 S. Federal Way	Boise, ID 83707	None	3	33	3
<i>Boise State Center at CSI</i>	Hepworth Bldg Room 129, College of Southern Idaho 315 Falls Ave.	Twin Falls, ID 83301	BBA/BS/BA/MSW	15	67	9

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education.

<i>Name of Site</i>	<i>Physical Address</i>	<i>Degree/Certificate Name/Level</i>	<i>Program Name</i>	<i>Student Enrollment (Unduplicated Headcount)</i>	<i>On-Site Staff (Yes or No)</i>	<i>Co-Sponsoring Organization (if applicable)</i>
Online Program	n/a	Doctor of Education/graduate	Educational Technology	76	No	n/a
Online Program	n/a	Doctorate /graduate	Nursing Practice	22	No	n/a
Online Program	n/a	Educational Specialist/graduate	Educational Technology	34	No	n/a
Online Program	n/a	Master of Science/graduate	Accountancy	36	No	n/a
Online Program	n/a	Master/graduate	Adult Gerontology Nursing Practitioner, Acute Care Option	18	No	n/a
Online Program	n/a	Master/graduate	Adult Gerontology Nursing Practitioner, Primary Care Option	31	No	n/a
Online Program	n/a	Master/graduate	Business Administration	199	No	n/a
Online Program	n/a	Master of Education/graduate	Early and Special Education	26	No	n/a
Online Program	n/a	Master in Teaching/graduate	Early Childhood Intervention	9	No	n/a
Online Program	n/a	Master of Science/graduate	Educational Technology	2	No	n/a
Online Program	n/a	Master/graduate	Educational Technology	178	No	n/a
Online Program	n/a	Master of Science/graduate	Organizational Performance and Workplace Learning	170	No	n/a
Online Program	n/a	Master of Science/graduate	Respiratory Care	25	No	n/a
Online Program	n/a	Master/graduate	Social Work	305	No	n/a
Online Program	n/a	Master in Teaching/graduate	Special Education	170	No	n/a
Online Program	n/a	Bachelor/undergraduate	Applied Science	83	No	n/a
Online Program	n/a	Bachelor of Science /undergraduate	Imaging Sciences	81	No	n/a
Online Program	n/a	Bachelor of Business Administration/undergraduate	Management	112	No	n/a
Online Program	n/a	Bachelor of Arts/undergraduate	Multidisciplinary Studies	113	No	n/a
Online Program	n/a	Bachelor of Science/undergraduate	Nursing	591	No	n/a
Online Program	n/a	Bachelor of Art/undergraduate	Public Health	18	No	n/a
Online Program	n/a	Bachelor of Science /undergraduate	Respiratory Care	245	No	n/a

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases.

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

<i>Name of Site, Physical Address City, State, Zip</i>	<i>Degree Programs</i>	<i>Academic Credit Courses</i>	<i>2018-2019 Student Headcount</i>	<i>Faculty Headcount</i>
Universities Studies Abroad Consortium (USAC), University of Nevada, Reno, 1664 North Virginia Street, Reno NV 89557			116	
University of Canberra ACT 2601, Canberra, Australia (direct exchange partner)			4	
Aarhus University Nordre Ringgade 1, 8000 Aarhus C, Denmark (direct exchange partner)			1	
SRH University of Applied Sciences Ludwig-Guttman-Str Heidelberg, Germany, 06221 881000 (direct exchange partner)			1	
Saarland University Saarland University Campus , 66123 Saarbuckten, Germany (direct exchange partner)			1	
Hosei University International Center, 2-17-1 Fujimi Chiyoda-Ku Tokyo 102-8160, Japan (direct exchange partner)			1	
University of Agder International Education Office, Serviceboks 422 NO-4604 Kristiansand, Norway (direct exchange partner)			1	
Chungnam National University Yuseong-gu, Oncheon 2(i)-dong South Korea, Daejeon (direct exchange partner)			1	
University of the Basque Country 12, 01006 Victoria-Gasteiz & Barrio Sarriena, s/n 48940 Lejona Alava, Spain & Vizcaya Spain (direct exchange partner)			4	
Aberystwyth University Penglais Campus Penglais Aberystwyth SY23 3FL, United Kingdom (direct exchange partner)			4	

All Other International Exchange programs			28	
University College Dublin Dublin, Ireland D14 YH57 Care Coordination from a Global Perspective		3	9	2
Nagoya University Nagoya, Aichi Prefecture 464-8601, Japan Art and Design in Japan		1	7	1
Hanbat University Daejeon, South Korea Korean Language and Culture		1	4	2
Providence University Taichung City 43301, Taiwan Asia Biztech		6	8	1
Scuba Club Cozumel Cozumel, Q. Roo, Mexico 77600 Environmental Physiology		3	6	1
Hotel Kin Corozal, Belize Global Citizenship and Social Responsibility		3	13	2
Oxford University Oxford, England OX1 2JD Life, Death, and the Quest for Meaning in the Twentieth Century		3	14	3

Brief Update on Institutional Changes since the Last Self-Study

Since the Fall 2014 Midcycle Review, Boise State has experienced a remarkable amount of transition in leadership; in addition, at this point a number of those leadership positions are interim appointments. The [University's Organizational Chart](#) depicts the present state.

- President Bob Kustra retired in summer 2018 after 15 years as president.
- Dr. Martin Schimpf was named Interim President of the University in 2018, having moved from the post of Provost and Vice President for Academic Affairs.
- Dr. Tony Roark was named Interim Provost and Vice President for Academic Affairs in 2018, having moved from the post of Dean of the College of Arts and Sciences.
- Dr. Mark Rudin left the post of Vice President for Research and Economic Development in 2018 to become the President of the University of Texas at Commerce.
- Dr. Harold Blackman, who had been Associate Vice President, was named to the position of Interim Vice President for Research and Economic Development in 2018.
- Kevin Satterlee left the post of Vice President for Campus Operations in 2018 to become the President of Idaho State University.
- Randi McDermott, who had been Chief of Staff to the President, was named the Vice President for Campus Operations in 2018.
- Rick Frisch was named Interim Vice President for University Advancement in 2018.
- Mark Heil, who had previously been the Controller for Micron, Inc., was named the post of Chief Financial Officer and Vice President for Finance and Administration in 2017 to replace Stacy Pearson, who became the Vice President for Finance at Washington State University.
- Dr. Leslie Webb, who had been Associate Vice President, was named Vice President for Student Affairs and Enrollment Management in 2016.

A number of changes in academic leadership occurred (also depicted in the [University's Organizational Chart](#)):

- Dr. Leslie Durham was named Interim Dean of the College of Arts and Sciences in 2018, having moved from the position of Associate Dean.
- Dr. Mark Bannister was named Interim Dean of the College of Business and Economics in 2018.
- Dr. Michelle Payne was named Assistant Provost for Academic Leadership & Faculty Affairs in 2018.
- Dr. JoAnn Lighty was named Dean of the College of Engineering in 2017.
- Dr. Gonzolo Bruce was named Assistant Provost for Global Education in 2017.
- Dr. Tammi Vacha-Haase was named Dean of the Graduate College in 2016.
- Dr. Andrew Finstuen was named Interim Vice Provost for Undergraduate Studies in 2016.
- Gordon Jones was named Dean of the College of Innovation and Design in 2016.
- Dr. Corey Cook was named Dean of the School of Public Service 2015.

Several major changes in academic structure were undertaken:

- In the aftermath of the Program Prioritization process of 2013-14, the College of Social Sciences and Public Affairs was dissolved, resulting in the following:

- A new School of Public Service was created, which has no formal departmental structure, but which houses the faculty members of the former Departments of Criminal Justice, Political Science, Policy and Public Administration, and Military Science; and the program in Environmental Studies.
- The Department of Community and Regional Planning was initially moved to the School of Public Service but was later discontinued in the Program Prioritization process.
- The Departments of Anthropology, Communication, History, Psychological Sciences, and Sociology were moved to the College of Arts and Sciences, along with the BA in Multidisciplinary Studies program.
- The School of Social Work was moved to the College of Health Sciences.
- Two other changes were made in the aftermath of Program Prioritization.
 - A new College of Innovation and Design was created to house several existing programs and to facilitate the creation of new ones.
 - The Department of Kinesiology was moved from the College of Education to the College of Health Sciences.

Several key milestones were achieved by the University:

- Boise State's Community Engagement Classification from the Carnegie Foundation for Advancement of Teaching a distinction reaffirmed in 2015; the University was one of 76 in the nation given to achieve the classification in the initial 2006 evaluation.
- In 2016, Boise State was, for the first time, classified as a doctoral research institution by the Carnegie Foundation in the R3 category. In 2018, Boise State advanced once again to be categorized as R2, that is, a Doctoral University – High Research Activity. The reclassifications recognized the University's remarkable growth in research activity and in the production of doctoral graduates.
- Boise State was one of five universities recognized by the APLU as finalists for the 2017 Project Degree Completion Award, which recognizes institutions that successfully employ innovative approaches to improve retention and degree completion.
- Two new PhD programs were launched (Computing and Ecology, Evolution, and Behavior), bringing the total number of doctoral programs to eleven and continuing the University's focus on transdisciplinary doctoral programs. Another new PhD, in Biomedical Engineering, was approved by the Idaho State Board at the end of 2018.

Three initiatives are worthy of mention because of their close ties to NWCCU's focus on the assessment of program learning outcomes wherever and whenever programs are offered.

- The eCampus initiative was created in 2014 with the purpose of providing intensive support for the development of high-quality online programs. Its focus has been on master's programs and degree-completion programs at the baccalaureate level. The initiative is described in Standard 3.A.
- The process by which Program Learning Outcomes are assessed was revamped in 2016 to create a free-standing, highly-supported methodology. The new methodology is described in Standard 4.A.3/4.B.2.
- The University's general education program, which had been launched in 2012 as the Foundational Studies Program, was revised extensively. That revision is described in Standard 3.B/4.A/4.B Undergraduate Education and its assessment process is described in Standard 4.A.3/4.B.2.

Response to Recommendations Previously Requested by the Commission

Response to Recommendations Following the Year One Report

Recommendation: Boise State University should refine indicators of achievement to ensure that the indicators are meaningful, direct measures of the objectives. Std 1.B.2 (Boise State’s report and the reviewer’s report are in evidence)

(Additional text from the reviewer’s report for context: “The Indicators of success need to be reviewed and refined for the specificity and usefulness of the measures. Indicators should be focused on those that can provide meaningful information. Rationale for specific benchmarking should be included.”)

As will be seen in Standards 1.A, 1.B, 3.A., and 5.A, Boise State has made substantial progress in solidifying its set of Core Theme Indicators and Core Objective Indicators into a set that has the following characteristics:

- They are assessable. The appropriate data exists, and in many cases, peer data is available so that comparisons can be made.
- They are meaningful. In some cases, the indicators measure success in achieving strategic goals and/or specific initiatives. An example is Core Theme Indicator (CTI) 1.1, which measures Boise State’s success in achieving targets set by the Idaho State Board of Education for numbers of baccalaureate graduates. In other cases, performance with regards an indicator is the basis for action. An example is CTI 1.4, which evaluates to equity gaps in retention and graduation rates and which is the basis for new set of initiatives to close those gaps.
- They articulate (when feasible) with other reporting that Boise State must do. For example, many of the CTIs correspond well to metrics that demonstrate performance relative to the Complete College Idaho’s “60% goal” and are therefore a focus of the Idaho State Board of Education.

Response to Recommendations Following the Year Three Report

Boise State did not receive any recommendations following the Year Three Report. (The report and the reviewer’s report are in evidence.) However, two concerns can be extracted from the Commission’s letter to Boise State and from the Year Three Report from reviewers:

1. “an over-abundance of assessment planning and process”

From the Letter from President Elway: *“The Report points out the institution’s challenges of an over-abundance of assessment planning and process. As such, the Commission encourages the University to continue its efforts to streamline these processes.”*

From the Reviewer’s Report: *“One issue that could result from assessing all of these different initiatives may be an “overload” of campus indicators. BSU is aware of this potential issue and is examining ways to develop or refine indicators that can be used across all of the initiatives currently underway on campus.”*

From the Reviewer’s Report: *“Less clear is the role of the objectives that define the themes and the 200+ indicators (which include most of the 40+ KPMs in the Strategic Plan) that are intended to measure them. The university notes that they have a good deal of work to do to reduce the number of metrics and/or to define the relationship among the different plans and processes. These reviewers concur.”*

As context, the Year Three review occurred in Fall 2014, immediately after the year in which Boise State had gone through the Program Prioritization process that had been mandated by the Idaho State Board of Education. During that process, a number of metrics had been developed to measure the performance of programs with respect to four criteria: relevance, quality, productivity, and efficiency. Metrics were developed for degree programs and for academic departments. Administrative and support units developed metrics specific to their own functions. In the aftermath of Program Prioritization, the campus was understandably fatigued by the number of metrics and the amount of evaluation that had occurred.

The winnowing of the university-wide metrics into a set that that is assessable and meaningful, and that articulates with other reporting is described above with regards to the Year One Review.

From the standpoint of degree programs and academic departments, the assessment/evaluation processes that occurred during Program Prioritization have evolved to become substantially more focused and more useful. There are three primary manifestations:

- The assessment of Program Learning Outcomes (PLOs) is now a free-standing, well-supported, and highly successful process described in Standard 4.A.3/4.B.2. A key aspect of the process is the use of peer faculty and staff to evaluate the assessment processes of academic departments. The peer-review process was developed during Program Prioritization to evaluate the quality of academic programs.
- The Program Review process has evolved into what is now known as Integrated Review of Academic Departments. The new process features three components: (i) assessment of PLOs, as described immediately above; (ii) a Data Analytics Report, which incorporates many of the metrics that were used during Program Prioritization, and (iii) Departmental Strategic Planning, which is designed to replace the Program Review process with a process that is forward-looking (as opposed to focusing on the past), includes participation by all faculty (as opposed to being accomplished by one or a few individuals, and results in action. Integrated Review of Academic Departments is described in Standard 3.A.
- The new budget model for academic colleges, BroncoBudget 2.0, disburses resources to the colleges based on credit hour production, number of majors, and number of graduates. It therefore aligns well with Program Prioritization in that it creates consequences for programs that are not productive. BroncoBudget 2.0 is described in Standard 3.A.

2. “If all academic programs ... have similarly relevant and pragmatic learning goals...”

From the Reviewer’s Report: *The two degree programs highlighted for the Mid-Cycle Report have well-developed learning goals, and both are early adopters of the e-portfolio process. If all academic programs at both the undergraduate and graduate level have similarly relevant and pragmatic learning goals, the institution will meet this requirement, whether or not all utilize e-portfolios by the time of the next review.*

As will be described in Standard 4.A.3/4.B.2, Boise State has extensively revised its methodology for the assessment of Program Learning Outcomes (PLOs). Academic year 2018-19 is the third year of the first cycle of the new process, and the last one-third of the departments will be wrapping up their Program Assessment Reports at the time of the Seven-Year Review.

Two Core Theme Indicators, 1.5 and 2.5, specifically evaluate Boise State’s performance with regard to the assessment of PLOs. As will be seen in Standard 4.A.3/4.B.2 and Standard 5.A, all academic programs have well-defined PLOs and most departments are making good use of the information from assessment of PLOs to improve curriculum and pedagogy.

Standard 1: Mission and Core Themes

Executive Summary of Eligibility Requirements 2 and 3.

1. Authority. Boise State University is a public institution of higher education established in accordance with [Idaho Code Section 33-4001](#). The general supervision, government and control of the university are vested in the Idaho State Board of Education which acts as the board of trustees of the university (See [Idaho Code Section 33-4002](#)).

2. Mission and Core Themes. The University's mission statement clearly states the institution's purpose to serve the educational interests of students by the awarding of recognized degrees. As will be documented throughout this self-study, the University devotes substantially all resources to fulfilling the Mission and Core Themes. Boise State University's Mission and Core Themes were presented to, and unanimously approved by, the Idaho State Board of Education at its February 2012 meeting.

Standard 1: Mission and Core Themes

The institution articulates its purpose in a mission statement and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

1.A Mission

- 1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

The Boise metropolitan area, with its population of more than 700,000, is a regional center for business and government. It is the capital of Idaho, and it is hundreds of miles from the next larger population center. Although there are other institutions of higher education in the area, Boise State University is the only comprehensive state university in the region, and therefore shoulders the responsibility for the bulk of post-secondary education, research support, creative collaboration, and partnerships with the community.

It was former President Bob Kustra’s analysis of Boise State’s role in the state educational system and its place in the governmental and commercial heart of the state of Idaho that led him, in fall of 2003, to remark that,

*“Clearly, Boise State has embarked on a mission to become a **metropolitan research university of distinction.**”*

That simple phrase simultaneously indicates what the University should **be** and what it should **become**, and therefore serves as both a mission and a vision. It is, therefore, the defining phrase for this self-study. To be a “metropolitan...university” requires that Boise State be fully embedded, completely accessible, and proactively working to add value via partnerships, research and creative activity, and a comprehensive set of educational programs to serve the needs of the Boise metropolitan area and the state of Idaho. To be a “research university” requires that the faculty of the University engage in relevant and sophisticated research and creative activity that, because of the adjective “metropolitan,” serves the economic, social, and cultural needs of the region.

In the decade and a half following Dr. Kustra’s identification of this mission, he and other university officials embraced and elaborated on it in numerous speeches and publications, providing a clear understanding of that mission to the campus community and the local community. A new strategic plan, *Charting the Course*, was released in 2007, and had the important impact of causing a realignment of thinking to see “metropolitan research university of distinction” as the future direction of the university.

This vision also acted as a foundation for the development of a new mission statement. Prior to 2011, Boise State’s mission statement did not effectively describe the University’s direction, instead focusing on the emphases of academic programs offered by the University. In 2011, the Idaho State Board of Education charged all institutions of higher education with development of new mission statements, providing Boise State with the opportunity to capture the idea of a metropolitan research university of distinction.

Development of the mission statement was informed by in-depth interviews of representatives of various constituencies on campus. Interviews focused on the four areas represented in the strategic plan at that time: academics, public engagement, culture, and research. Key ideas that emerged for each of the four areas were extracted, and campus members were surveyed to determine how well they believed the University was doing in each of area and to rank how important it is that it is to concentrate future efforts in that area. (Survey results are in evidence.) The resulting information was distilled into a draft mission statement that was circulated for comment among upper leadership, deans, and department chairs. The mission statement that resulted was:

Boise State University is a public, metropolitan research university providing leadership in academics, research and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Two further elaborations of concept of a metropolitan research university of distinction emerged soon thereafter. First, as part of Boise State's first year report to the NWCCU, four Core Themes were developed to capture the key elements of our mission: Undergraduate Education, Graduate Education, Research and Creative Activity, and Community Connection. Second, a new strategic plan, *Focus on Effectiveness*, was developed and would serve a foundational role for our work in the four areas defined by the University's Core Themes. The name "*Focus on Effectiveness*" is designed to convey that the primary purpose of the plan was to ensure that Boise State is effective in what it does as it fulfills its mission. Core Themes and *Focus on Effectiveness* will be discussed in more detail in Standard 1.B. and 3.A. below.

At the February, 2012 meeting of Idaho State Board of Education (SBOE), Boise State's mission statement and Core Themes were presented and approved. The University's mission, Core Themes, and Strategic Plan are published in a number of places, including the [Strategic Plan website](#), [undergraduate catalog](#) (page 7), and [graduate catalog](#) (page 7).

The SBOE's interest in Boise State's mission and mission fulfillment go beyond the mere act of approval. Boise State is a key contributor to the fulfillment of the SBOE's own strategic plan and to its initiatives that pertain to higher education. Although the strategic plan of the SBOE is broadly based, its focus at this time is on the "60% Goal" of Complete College America, which aspires that 60% of adults will have a post-secondary credential. This perspective is well-embedded and well-considered within Boise State's mission and the core theme on undergraduate education.

The perspective of the US Department of Education and the Higher Education Reauthorization Act also provide important context for Boise State's mission because of their focus on "Student Learning" and "Student Achievement." "Student Learning" is focused on assessment of Program Learning Outcomes and University Learning Outcomes. "Student Achievement" is focused on evaluation of retention rate, graduation rate, employability, and student debt. This perspective is well-embedded and well-considered within the mission, two of Boise State's Core Themes (Undergraduate Education and Graduate Education), and the Core Theme Indicators.

Core Themes and Indicators of Mission Fulfillment

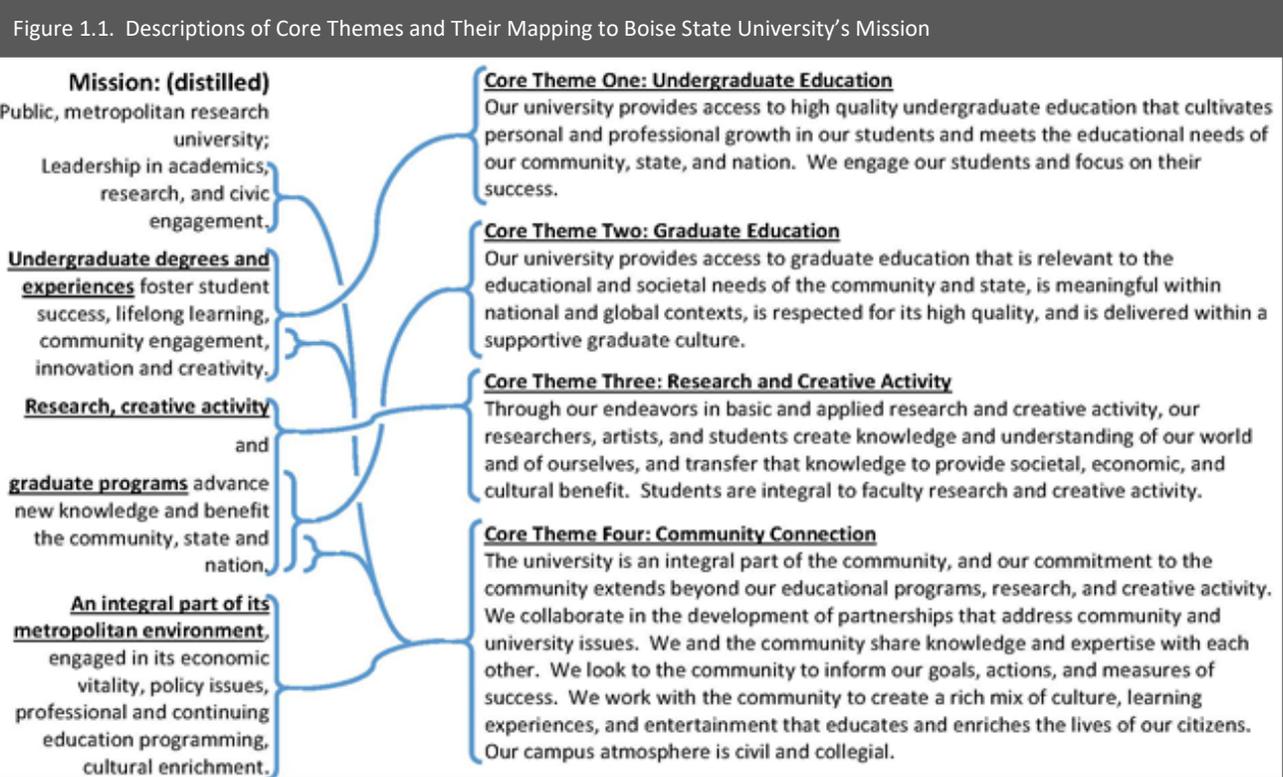
- 1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.
- 1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Core Themes

Fulfilling the University’s mission requires success in each of the key elements of that mission, that is, success in each of our Core Themes. Therefore, it makes sense to first describe each core theme and then to define mission fulfillment in terms of each core theme.

Boise State adopted a simple and utilitarian approach of using, as its Core Themes, the four broad categories of institutional responsibility identified in the University’s mission: undergraduate education, graduate education, research and creative activity, and community connection. Those categories are by definition the essential elements of the University’s mission and collectively they encompass the mission. Draft descriptions of each of the four Core Themes were then developed using information from the interviews and surveys that had been used to develop our mission (see 1.A.1). Those drafts were then shared with various groups, including the President’s Executive Team, the Deans’ Council, department chairs, and the Division of Student Affairs. The reviewers were asked to comment on the following questions:

1. What ideas contained in these Core Themes and objectives stand out?
2. Where does the university, and where does your college/department, need to focus its attention to ensure success in meeting these objectives in the future?
3. What evidence would you use to demonstrate our success in achieving these objectives?



Revisions to the descriptions were then made to incorporate suggested changes, resulting in descriptions that embody the four areas of Boise State’s responsibility as an institution. Figure 1.1 shows the mapping of a distilled version of the mission to the Core Themes, and also gives the full description for each Core Theme.

Figure 1.2 goes one step further, and shows the connection of the Core Themes to the strategic Plan, *Focus on Effectiveness*, and illustrates the following:

Much of Boise State’s work in the realm of **Core Theme One (Undergraduate Education)** has been accomplished via Strategic Goals One Two, and Four. As will be seen in Section 3B/4A/4B, much of that work arose as a result of our Freshman Success Task Force, and includes many initiatives to bolster retention and graduation, revamp general education, support innovative pedagogies, increase online offerings, and others.

Much of the work in the realm of **Core Theme Two (Graduate Education)** has been accomplished via Strategic Goals One, Two, Three, and Four. As will be seen in Section 3B/4A/4B, that work includes initiatives to increase recruitment, bolster retention and graduation rates, increase the number of doctoral programs, and increase the graduate culture at the University.

Much of the work in the realm of **Core Theme Three (Research and Creative Activity)** has been accomplished via Strategic Goals One, Three, and Four. As will be seen in Section 3B/4A/4B, that work includes a number of initiatives that increase the support provided for research and creative activity.

Much of the work in the realm of **Core Theme Four (Community Connection)** has been accomplished via Strategic Goals One, Three, and Four. Importantly, and as illustrated in Figure 1.1, there is substantial overlap between Core Theme Four and the other three Core Themes. That is, “community” is a key aspect of our undergraduate and graduate education and our research and creative activity. The reverse is also true: undergraduate education, graduate education, and research and creative activity are key to our connection with our community. The Carnegie Foundation’s definition of community engagement gives good indication of a broader conception of Core Theme Four: *“The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”*

As will be seen in Section 3B/4A/4B, the Carnegie Foundation’s definition lends itself to three categories of initiatives described in that section: Prepare the Student, Leverage our Scholarly Expertise, and Enrich the Community.

Overview of Indicators of Mission Fulfillment

The primary way that Boise State *“articulates institutional accomplishments that represent an acceptable threshold or extent of mission fulfillment (Standard 1.A.2)”* is through the use of four sets of Core Theme Indicators (CTI), each corresponding to one of the Core Themes.

Figure 1.2. Mapping of Core Themes to the Strategic Goals of Focus on Effectiveness



In addition to enabling the evaluation of mission fulfillment, those CTIs also enable evaluation of the University’s performance from two external perspectives.

- The U.S. Department of Education and the Higher Education Reauthorization Act have particular interest in evaluation of “Student Learning” and “Student Achievement.” “Student Learning” is focused on assessment of Program Learning Outcomes and University Learning Outcomes. “Student Achievement” is focused on evaluation of retention rate, graduation rate, employability, and student debt. This perspective is well-embedded within two of Boise State’s Core Themes: Undergraduate Education and Graduate Education.
- The Idaho State Board of Education (SBOE) has a keen interest in the performance of Boise State. Although the strategic plan of the SBOE is broadly based, their focus at this time is on the “60% Goal” and in the performance of institutions relative to that goal. This perspective is well-embedded within Boise State’s Core Theme on Undergraduate Education.

The left-hand column of Figure 1.3 depicts a distilled version of Boise State’s mission, with bolding to indicate the components of the mission that correspond to the Core Themes.

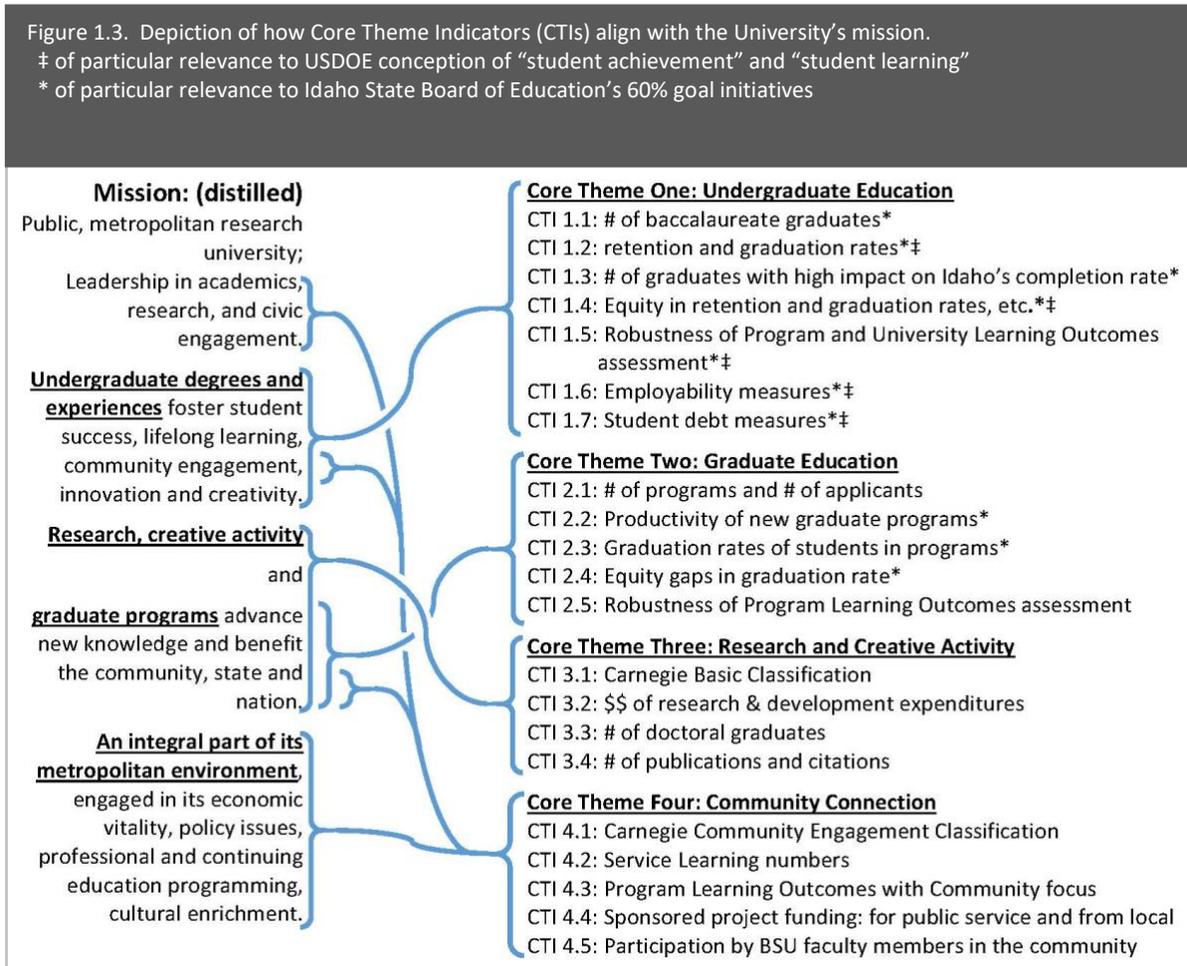


Figure 1.3 also depicts the mapping of each of those mission components to one of the four sets of Core Theme Indicators. Note that symbols are inserted to show connections to “student learning” and “student achievement” themes of the U.S. Department of Education and to the 60% goal of the Idaho State Board of Education.

Thus, taken together, examination of Boise State’s performance relative to the indicators depicted in Figure 1.3 is one way by which fulfillment of the mission can be evaluated. Also important in evaluating mission fulfillment is an understanding of the dozens of accomplishments by which Boise State has moved the indicators depicted in Figure 1.3. Many of those accomplishments relevant to the Core Themes are described in Section 3B/4A/4B below.

Importantly, this self-study separates the consideration of Program Learning Outcomes and University Learning Outcomes from the Core Themes. Consideration of both types of Learning Outcomes may be found in Standard 4A2/4B3 below. Therefore, it is in that section that Core Theme Indicators 1.5 and 2.5 will be especially relevant.

The following listings provide, for each of the CTIs, a rationale for its inclusion and a description of the criteria by which it can be determined whether Boise State has achieved an “acceptable” degree of mission fulfillment. Standards 3, 4, and 5 present the data for each which can be used to evaluate the level of achievement of mission fulfillment.

Note that Standard 5A also includes an evaluation of how well the chosen CTIs evaluate mission fulfillment in each of the Core Themes.

Indicators of Mission Fulfillment for Core Theme One: Undergraduate Education

The following four Core Theme Indicators enable Boise State to evaluate its success the portion of its mission that pertains to undergraduate education. The relevant portion of the mission is, *“The University offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity.”*

Core Theme Indicator 1.1: Number of baccalaureate graduates. This indicator is one of the Key Performance Indicators for Strategic Goal Two and represents the only one for which the Idaho State Board of Education (SBOE) has given the University explicit criteria for acceptable performance: In August 2010, the SBOE put forth targets for numbers of baccalaureate graduates from each institution. Those targets were determined to be the output needed to increase the college attainment rate of Idahoans to 60%. **The criterion for acceptability** is whether or not the University is able to meet the established targets.

Core Theme Indicator 1.2: Rates of retention and graduation for undergraduate students. The two measures comprising this indicator are Key Performance Indicators for Strategic Goal Two. Together, they effectively integrate a host of factors that pertain to student progression and completion, including effectiveness of advising, availability of coursework, navigability of curricula, engagement of students with faculty members and the rest of the campus community, quality of the student experience with administrative offices, level of need-based financial aid, and others. In 2006, at the inception of our Freshman Success Task Force, those rates were well below the rates for our peers. **The criterion for acceptability** is attainment of rates of retention and graduation that are comparable to our peers.

Core Theme Indicator 1.3. Numbers of graduates from groups with high impact on Idaho’s college attainment rate: Idaho residents, non-traditional aged, underrepresented ethnic minorities, rural residents, first-generation. To help meet Idaho’s 60% goal, it is important that Boise State continue to devote substantial effort to increase numbers of graduates from a range of backgrounds. However, the greatest impact on the state’s college attainment rate will be created by our work with students from groups that are traditionally underrepresented as college graduates and most likely to remain Idaho residents. This greater impact is because groups underrepresented as college graduates (i) by definition represent more of an “untapped pool” of potential college graduates than do other demographics and (ii) typically include demographics that are growing the fastest. In Idaho, those groups underrepresented as college graduates and who are most likely to remain in Idaho include first generation students, non-traditionally-aged students, students admitted as Idaho residents, rural residents, and students of Hispanic or Native American heritage. Because this CTI connects to the needs of the state, it is a Key Performance Indicator for Strategic Goal

Four. The **criterion for acceptability** is that the numbers of graduates in each of those groups increase at the same rate as numbers of baccalaureate graduates overall.

Core Theme Indicator 1.4: Equity metrics: graduation rate and retention rate decomposed to detect gaps associated with socioeconomic status, first-generation status, and ethnicity. The phrase “of our diverse population” in Strategic Goal Two requires that we evaluate graduation and retention in terms of a variety of measures that relate to our ability to close the gap for groups underrepresented traditionally underrepresented minorities. This CTI is a Key Performance Indicator for Strategic Goal Two. The **criterion for acceptability** is equal rates of retention and graduation for at-risk populations (e.g., Pell-eligible students) and the general student population.

Core Theme Indicator 1.5: Robustness of Program and University Learning Outcomes Assessment. A robust system for assessment of program learning outcomes is necessary to ensure that Boise State’s undergraduate programs are of high quality. Ratings from peer evaluators provide a solid measure of how well developed the assessment system is for each of our academic programs. Boise State’s University Learning Outcomes are the focus of the general education program, known as “University Foundations” (recently revised from “Foundational Studies Program”). Successful achievement of the University Learning Outcomes is essential to a quality, high impact undergraduate experience. The program, which has collected assessment data since its inception in 2012, recently underwent a broad-scale evaluation during 2017-18, and is developing a revised assessment system. The **Criteria for Acceptability** are as follows: (i) Boise State received a recommendation in its 2009 NWCCU review stating that all departments must be in compliance with regards to Program Learning Outcomes; therefore, the target is that 100% of programs have developed their Program Learning Outcomes. In addition, faculty must be fully engaged in producing meaningful change to curricula. (ii) Boise State’s general education program must have well-defined learning outcomes and a robust system for the assessment of those learning outcomes.

Core Theme 1.6: Employability. Evaluation of the employability of graduates relies on two sets of data. First, the Idaho Department of Labor determines the percent of Boise State graduates who are employed one year, three years, and five years after graduation in Idaho, in jobs that require workman’s compensation. Second, two questions on Boise State’s Alumni Survey are proxies for employability: (i) the degree to which graduates report being prepared by his/her education for employment and/or for professional/graduate school; and (ii) to what degree do students use, in their jobs, the skills and knowledge gained as a result of their education at Boise State. **Criteria for acceptability** are that the percent of graduates employed in Idaho remain at least stable over time and that the ratings from survey questions increase over time.

Core Theme Indicator 1.7: Student Debt metrics. Evaluation of the degree to which Boise State students are burdened by debt upon their graduation relies on three metrics. The first is the loan default rate, which is a federally reported percentage that can be compared to peers. A high default rate indicates a combination of one or more of the following: (i) a higher level of debt among students; (ii) a lower level of salary after graduation; and (iii) less effective financial advising of students by the University. The second metric is the average student debt, which is one indication of the ability of the University to help students bear the burden of the cost of college through scholarships. The third metric is the net price-of-college differential between students with high financial need and those with low financial need. Institutions that provide substantial financial help to high-need students reduce the net price of college of that group, thereby facilitating their success. A greater differential indicates greater help to high-need students. Three **Criteria for Acceptability** are as follows: (i) for the loan default rate, the criterion for acceptability is that the rate remains below the average for public 4-year institutions; (ii) for the average student debt, the criterion is a decrease over time, reflecting increased success in applying financial aid where it is most needed; (iii) for net price-of-college differential, the criterion for acceptability is that Boise State’s differential is at least as great as that of peer institutions.

Indicators of Mission Fulfillment for Core Theme Two: Graduate Education

The following four Core Theme Indicators enable Boise State to evaluate its success in the portion of its mission that states that “... *graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation.*”

Core Theme Indicator 2.1: Number of Graduate Programs and Applicants. Fulfilling our role as a metropolitan research university requires that we offer a comprehensive set of academic programs. Although Boise State has long been strong in our undergraduate offerings, the robustness of our graduate offerings is also key to our mission. Also important is that students enroll in and graduate from those programs. The number of programs we offer provides important context and is therefore the first measure of robustness. The second indicator is the number of applicants to graduate programs, which integrates several key factors: number of programs, quality and relevance of programs as reflected by their attractiveness to potential students, and potential to produce graduates. The **criteria for acceptability** are: (i) continued growth in the number of graduate programs and (ii) growth in the number of applicants that exceeds the national trend.

Core Theme Indicator 2.2: Productivity of new graduate programs. This CTI integrates the impact of several actions having to do with program viability, e.g., recruitment, retention, and graduation. Boise State is required to report annually to the Idaho State Board of Education how well new graduate programs perform relative to the projected numbers of enrolled students and graduates. Colleges that invest in new graduate programs will, given the implementation of a new budget model (BroncoBudget 2.0), be sensitive to the “return” (in terms of students enrolled) on their investment in the program. The **criterion for acceptability** is the same as that used by the Idaho State Board of Education—actual enrollments should meet or exceed numbers projected in the proposal.

Core Theme Indicator 2.3: Graduation rate of students in programs. This measure effectively integrates a host of factors that pertain to student progression and completion, including effectiveness of mentoring and advising, availability of coursework at times and in formats that are accommodating of graduate students, navigability of curricula, engagement of students with other students, faculty members, and the rest of the campus community, quality of the student experience with administrative offices, availability of graduate assistantships and other financial support, and others. We determine graduation rates for each program. Because the analysis underlying this measure is relatively new, it has not been a Key Performance Indicator for *Focus on Effectiveness*; however, this CTI provides important information on our success with Strategic Goal Two, as well as indicating success with Core Theme Two. The **criterion for acceptability** is that Boise State’s rate is equal to that of peers. Peer information is available from the Council on Graduate Studies and from websites of similar institutions.

Core Theme Indicator 2.4: Equity gaps in graduation rate. The phrase “diverse student population” in Strategic Goal Two requires that we work to eliminate, for graduation rate, any gaps that may exist for groups traditionally underrepresented in graduate school. Therefore, in addition to being a CTI for Core Theme Two, this metric also indicates success with Strategic Goal Two. The **criterion for acceptability** is attainment of equal rates of graduation for at-risk populations and the general student population.

Core Theme Indicator 2.5: Robustness of Program Learning Outcomes Assessment. A robust system for assessment of program learning outcomes is necessary to ensure that Boise State’s graduate programs are of high quality. Ratings from peer evaluators provide a solid measure of how well developed the assessment system is for each of our academic programs. The **Criterion for Acceptability** is strongly influenced by the fact that Boise State received a recommendation in its 2009 NWCCU review stating that all departments must be in compliance with regards to Program Learning Outcomes. Therefore, the target is that 100% of programs must at least have developed their Program Learning Outcomes. In addition, faculty must be fully engaged in producing meaningful change to curricula.

Indicators of Mission Fulfillment for Core Theme Three: Research and Creative Activity

Four Core Theme Indicators enable Boise State to evaluate its success on the portion of its mission that states “*Research [and] creative activity advance new knowledge and benefit the community, the state and the nation.*” Importantly, the University acknowledges that the choice of indicators for research and creative activity is based to a large degree on the ability to secure data on those indicators, consequently the result that the indicators are biased toward disciplines in which grants and publications are reasonable measures of research productivity.

Core Theme Indicator 3.1: Carnegie Basic Classification. Prior to 2015, Boise State was classified for many years as a “Master’s Institution – Larger Programs” in the Carnegie Classification of Institutions of Higher Education. In 2015, Boise State was moved up to the “Doctoral Universities – Moderate research activity” (R3) category, and in 2018 the University reached the level of “Doctoral Universities – High research activity” (R2). The Carnegie Basic Classification categorizes institutions based on Aggregate Research Activity, which measures productivity in terms of research funding, research personnel, and doctoral graduates based on overall productivity and Per-Capita productivity. The move to R2 was a consequence of the remarkable growth in those dimensions. This CTI is a Key Performance Indicator for Strategic Goal Three. The **criteria for acceptability** are: (i) maintain at least the R2 designation, which is part of the broader grouping of “Doctoral University,” because it would be difficult to claim to be a “Metropolitan Research University of Distinction” if Boise State were not at least an R2; and (ii) continue to increase in Aggregate and Per-Capita Research Activity such that Boise State is able to advance beyond at least 10 institutions before the next reclassification in 2021. (Boise State advanced 10 spots between 2015 and 2018 so maintaining that rate of growth seems a reasonable goal.

Core Theme Indicator 3.2: Total amount of research and development expenditures as reported to NSF. Information on this indicator is reported to the NSF yearly, and is available for peers on the NSF website. It is a key measure in the Carnegie Basic Classification, where it is decomposed into expenditures for science and engineering research vs. expenditures for non-science/engineering research. The indicator integrates a number of important factors relating to research, including overall number of research-active faculty, proposals submitted per faculty member, success at receiving sponsored project awards, ability of the university’s infrastructure to support large, funded research projects, interdisciplinarity of research grants, and others. This CTI is a Key Performance Indicator for Strategic Goal Three. The **criterion for acceptability** is a growth in expenditures at a rate equal to growth in research-active faculty and new doctoral programs.

Core Theme Indicator 3.3: Number of doctoral graduates. The number of doctoral graduates is a key measure in the Carnegie Basic Classification. In the most recent 2018 classification, a minimum of 20 PhD/EdD graduates was necessary to reach the “Doctoral Universities” category, which has R1 and R2 as subcategories. Doctoral programs enable a university to achieve higher overall research productivity because they magnify the capacity for the principal investigators that mentor them. The number of doctoral graduates integrates several key factors relating to research such as number of programs offering doctorates, robustness of the mentoring in each program, support of doctoral students through funded assistantships, and others. This CTI is a Key Performance Indicator for Strategic Goal Three. The **criterion for acceptability** for doctoral graduates is that Boise State maintain an output that will ensure it has sufficient doctoral graduates to stay within the Doctoral University’s category of the Carnegie Basic Classification. Because of the high variability among years in the number of graduates, a threshold of 30 per year should ensure that the minimum of 20 is achieved in any one year.

Core Theme Indicator 3.4: Number of publications and citations. Scholarly activity for many disciplines can be quantified using the number of publications from Boise State authors, and the impact of those publications can be gauged by the number of times those publications have been cited by other authors. Both numbers can be secured through the Web of Science database, which is accessible through Boise State’s Albertsons Library. This CTI is a Key Performance Indicator for Strategic Goal Three. The **criterion for acceptability** is growth in publications and citations at a rate that matches the growth in research awards.

Indicators of Mission Fulfillment for Core Theme Four: Community Connection

The following Core Theme Indicators enable Boise State to evaluate its success in the portion of its mission that pertains to community connection. There are four relevant portions of the mission statement; the latter two have substantial overlap with the other three Core Themes: (i) “*Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement.*” (ii) “*The University is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.*” (iii) “*The University offers an array of undergraduate degrees and experiences that foster ... community engagement...*” (iv) “*Research, creative activity and graduate programs ... benefit the community...*” The University acknowledges that it is challenging to develop indicators that meaningfully measure effectiveness of community connection because of the substantial diversity of the types of interactions in which Boise State engages.

Core Theme Indicator 4.1: Carnegie Community Engagement Designation. The Carnegie Foundation uses the following definition: “*Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/ state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.*” This designation is an excellent indicator of whether Boise State achieves the “metropolitan” part of “Metropolitan Research University of Distinction” because it integrates a wide range of factors having to do with community engagement. The application for the designation requires, for example, descriptions of curricular connections to the community, of how community engagement is talked about by leadership, of how promotion and tenure policies incentivize community partnerships, and descriptions of examples of community partnerships. Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015. This CTI is a Key Performance Indicator for Strategic Goal Four. **The criterion for acceptability** is to maintain the designation in our next review in 2025.

Core Theme Indicator 4.2: Service-learning numbers. This CTI measures one aspect of the category of “Prepare Our Students.” Boise State has a robust Service-Learning Office supported by two full-time staff members. The office works with faculty members to develop service-learning components for their courses, to work with community partners to develop opportunities for students to gain service-learning experience, and to promote the program faculty members, students, and administrators. The Service-Learning Program was by far the largest contributor to the “curricular engagement” portion of Boise State’s application for Carnegie Community Engagement designation. The specific metrics that will be used as part of this indicator are designed to evaluate the overall robustness of the program. The percent of baccalaureate graduates who have taken a Service-learning course is the best overall measure. The distinct number of faculty members each year who offer a course with a service-learning component measures an important input. This CTI is a Key Performance Indicator for Strategic Goal Four. **The criterion for acceptability** for this indicator is that each specific metric the numbers increases over time.

Core Theme Indicator 4.3: Program Learning Outcomes with Community Focus. This CTI measures the percent of undergraduate degree programs that have one or more expected program learning outcomes (PLOs) that connect the discipline to the greater community. Broadly speaking, these PLOs fall into 3 categories: (i) PLOs that have the student intellectualize or relate their discipline-specific knowledge and learning to community, societal, and global issues; (ii) PLOs that direct students to actively use their acquired skills from the discipline to work in the community to build, create, and participate in meaningful ways; and (iii) PLOs that prompt students to advocate and advance policies, practices, and dialogue that address such issues as equity, social justice, and cultural awareness. **The criterion of acceptability** is to demonstrate the feasibility of evaluating this CTI. Because of the inherent difficulty in measuring success in Core Theme Four, the most important aspect of this CTI is whether it can contribute to measuring that success.

Core Theme Indicator 4.4: Funding of Sponsored Projects with a Public Service Purpose. Sponsored projects with a public service purpose typically are for community benefit and rely on the scholarly expertise of our faculty members. **The criterion for acceptability** for this indicator is that revenues in this category continue to increase.

Core Theme Indicator 4.5: Participation by faculty members in the community. Boise State faculty members participate in community organizations and activities in a wide variety of capacities: board members, officers, facilitators, etc. Faculty members record their community-based participation using the activity-reporting system Faculty180. The **criterion for acceptability** for this indicator is that overall numbers continue to increase.

Core Objectives and Associated Indicators of Achievement

- 1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Core Theme Objectives were developed to further operationalize each of the Core Themes. After many iterations, a set of four cross-cutting objectives was developed:

- Access: There must be access to the programs, partnerships, etc., that Boise State provides.
- Relevance: The programs and partnerships must be aligned with the needs of our students, community, state, and nation.
- Quality: The impact of programs, etc., is dependent to a large extent on their quality.
- Culture: It is often said that “culture eats strategy for breakfast.” Without the appropriate culture, Boise State would have a much more difficult time in ensuring mission fulfillment.

These four Objectives are used for each of our Core Themes with the exception that the Undergraduate Core Theme’s first objective is expanded to include “access and completion.”

In its 2011 Standard One report, Boise State identified an overly large number of metrics to evaluate success of Core Themes and Objectives. In October 2011, the Year One review team provided a single recommendation: “*Boise State University should refine indicators of achievement to ensure that the indicators are meaningful, direct measures of the objectives. Std 1.B.2.*”

Boise State’s subsequent refinement of indicators was largely the result of the development of Key Performance Indicators for the Strategic Plan *Focus on Effectiveness*. These indicators, which are described below in Standard 3.A, continue to be foundational to planning for Core Themes and Objectives. Key performance indicators developed for *Focus on Effectiveness* assess progress with strategic goals and, by extension act as Core Theme and Core Objective Indicators to assess progress. Indicators were further refined over subsequent years and enhanced as necessary, e.g., in developing additional indicators for Boise State’s Strategic Enrollment Plan.

The following four sections organize indicators according to Core Theme and Core Theme Objectives. These same indicators will be referred to Standards 3.B., 4.A., 4.B., and 5.A. At the beginning of each section is a table that recognizes that Core Theme Indicators typically have considerable relevance to Core Objectives, and therefore provide information as to the accomplishment of those Objectives.

Core Theme One: Undergraduate Education---Core Objectives and Core Objective Indicators

Although Standard 1.B.2 focuses on Core Objectives and Core Objective Indicators, it is important to remain aware of the four Core Theme Indicators (CTI) that provide a broad measure of success in the realm of undergraduate education, and therefore of Boise State’s success in achieving one or more of the Core Objectives. The following table depicts CTIs for Undergraduate Education and shows their relevance to each of the Core Objectives of Core Theme One.

	Core Objectives for Core Theme One			
	CO 1.1: Access and Completion	CO 1.2: Relevance	CO 1.3 Quality	CO 1.4 Culture
<i>CTI 1.1: Number of baccalaureate graduates.</i>	x	x	x	x
<i>CTI 1.2: Rates of retention and graduation for undergraduate students.</i>	x	x	x	x
<i>CTI 1.3. Numbers of baccalaureate graduates from groups with high impact on Idaho’s college attainment rate</i>	x	x	x	x
<i>CTI 1.4: Equity metrics: graduation rate and retention rate</i>	x	x	x	x
<i>CTI 1.5: Robustness of Program and University Learning Outcomes assessment</i>		x	x	x
<i>CTI 1.6: Employability measures</i>		x	x	x
<i>CTI 1.7: Student debt measures</i>	x			x

The following table articulates each of the Core Objectives of Core Theme One. A listing of Core Objective Indicators (COI) is then given for each Core Objective. To the right of each COI is the rationale for including that COI and information indicating Boise State’s ability to secure meaningful data necessary to be able to evaluate success. Note that relatively few COIs are necessary given the relevance, as depicted in the above table, of the CTIs in evaluating Core Objectives.

Table 1.2. Core Objectives and Associated Core Objective Indicators (COI) for Undergraduate Education

<p><u>Core Objective 1.1: Access and Completion.</u> Students of all backgrounds have the opportunity and support needed to pursue and successfully complete their undergraduate degree programs.</p>	
<p><u>Core Objective Indicator</u></p> <p>1.1.1 Online and Afterwork programs and enrollments</p>	<p><u>Rationale and Assessability:</u></p> <p>Boise State’s eCampus initiative and Afterwork program are specifically designed to provide additional access to the university via online degree completion programs, remote sites, and non-traditional class times. Number of programs, enrollments, and graduates provide reasonable measures of success, and are tracked.</p>
<p><u>Core Objective 1.2: Relevance.</u> Our undergraduate students develop depth and breadth in the skills, knowledge, and experiences required to ensure their success in the 21st century world.</p>	
<p><u>Core Objective Indicator:</u></p> <p>1.2.1 Students participating in internships with credit and reporting through NSSE that they participated in internships or other applied experiences or in research with faculty members</p>	<p><u>Rationale and Assessability:</u></p> <p>Experiential learning is an important element of relevant education. Boise State tracks numbers of students with internship credit. In addition, the NSSE has several relevant questions; the NSSE is administered triennially.</p>
<p><u>Core Objective 1.3: Quality.</u> In addition to developing depth of knowledge, understanding, and skill in their respective disciplines, our undergraduate students are engaged in an education that stresses the liberal arts. They master enduring skills and habits of mind that transcend disciplinary boundaries, achieve a breadth of knowledge and understanding over a range of disciplines, receive a solid grounding in civic and ethical responsibility, and become aware of the global community and their connection to it.</p>	
<p><u>Core Objective Indicator:</u></p> <p>1.3.1 Comparison of NSSE scores for Boise State with peer institutions in the area of academic challenge and teaching quality</p> <p>1.3.2 Several questions from Alumni Survey: Recommend Boise State/program to a friend? Quality of faculty?</p>	<p><u>Rationale and Assessability:</u></p> <p>The NSSE has several metrics associated with the development of skills and habits of mind. NSSE also provides information on student perception of teaching quality. The NSSE is administered triennially.</p> <p>Boise State’s alumni survey asks several questions about student perception of quality of their experience. The survey is administered yearly to students a year after graduation.</p>
<p><u>Core Objective 1.4: Culture.</u> Our undergraduate students experience high expectations for academic achievement, a vibrant intellectual atmosphere, a culture that embraces local and global connections, and an environment that inspires creativity, innovation, and entrepreneurship. An appreciation of, and respect for, a variety of perspectives and cultures are developed in our students. Our students are engaged in university life and community activities.</p>	
<p><u>Core Objective Indicator:</u></p> <p>1.4.1. Comparison of NSSE scores for Boise State with peer institutions in the following areas: Academic Challenge Learning with Peers, Collaborative Learning, and Experiences with faculty members</p>	<p><u>Rationale and Assessability:</u></p> <p>The NSSE provides a number of measures that are closely related to the intellectual climate of the university. The NSSE also provides information about student perceptions of their interactions with faculty members. The NSSE is administered triennially.</p>

Core Theme Two: Graduate Education---Core Objectives and Core Objective Indicators

Although Standard 1.B.2 focuses on Core Objectives and Core Objective Indicators, it is important to remain aware of the four Core Theme Indicators (CTI) that provide a broad measure of success in the realm of graduate education, and therefore of success in achieving one or more of the Core Objectives. The following table depicts CTIs for Graduate Education and shows their relevance to each of the Core Objectives of Core Theme Two.

Table 1.3. Relevance of Core Theme Indicators to the Core Objectives of Core Theme Two: Graduate Education

	Core Objectives for Core Theme Four			
	CO 2.1: Access	CO 2.2: Relevance	CO 2.3 Quality	CO 2.4 Culture
<i>CTI 2.1: Robustness and success of graduate offerings.</i>	x	x	x	x
<i>CTI 2.2: Retention and graduation rates in programs.</i>		x	x	x
<i>CTI 2.3: Equity gaps in graduation rate.</i>	x	x	x	x
<i>CTI 2.4: ## of theses, dissertations, and MFA exhibitions</i>	x	x	x	x
<i>CTI 2.5: Robustness of Program Learning Outcomes assessment</i>		x	x	

The following table articulates each of the Core Objectives of Core Theme Two. A listing of Core Objective Indicators (COI) is then given for each Core Objective. To the right of each COI is the rationale for including that COI and information indicating Boise State’s ability to secure the data necessary to evaluate success. Note that relatively few COIs are necessary given the relevance, as depicted in the above table, of the CTIs in evaluating Core Objectives.

Table 1.4. Core Objectives and Associated Core Objective Indicators (COI) for Graduate Education

<p><u>Core Objective 2.1: Access.</u> We provide students of all backgrounds with access to graduate educational opportunities in formats that are appropriate, flexible, accessible, and affordable.</p>	
<p><u>Core Objective Indicator:</u></p> <p>2.1.1 Analysis of graduate student funding</p> <p>2.1.2 Numbers of online graduate programs, as well as enrollments and graduates</p>	<p><u>Rationale and Assessability:</u></p> <p>Access to many graduate programs is enhanced by the availability of funding in the form of assistantships, which typically provide a stipend and a tuition waiver. Boise State recently analyzed the funding level of support. This information is being used to help optimize the use of resources and to ensure a level of equability across campus in terms of compensation.</p> <p>Boise State’s eCampus initiative is specifically designed to provide additional access to graduate programs. Number of programs, enrollments, and number of graduates provide reasonable measures of success, and are tracked.</p>
<p><u>Core Objective 2.2: Relevance.</u> Our graduate students develop skills, knowledge, and experiences that are relevant and valuable locally, regionally, nationally, and globally.</p>	
<p><u>Core Objective 2.3: Quality.</u> Our graduate programs are composed of advanced and integrated learning experiences that provide disciplinary depth and interdisciplinary connections, and that reinforce the overall scholarly output of the university.</p>	
<p><u>Core Objective Indicator:</u></p> <p>2.2.1 Survey: effectiveness of graduate advisors</p> <p>2.2.2 Alumni survey: recommend Boise State/program to a friend?</p>	<p><u>Rationale and Assessability:</u></p> <p>The effectiveness of graduate advisors is of fundamental importance in quality of graduate programs. A survey of graduate students was recently conducted by the Graduate College.</p> <p>Boise State’s alumni survey asks several questions that provide information on student perception of quality of their experience.</p>
<p><u>Core Objective 2.4: Culture.</u> Our graduate experience embodies high expectations for academic achievement and respect for the core values of scholarship, integrity, generosity, and responsibility.</p>	
<p><u>Core Objective Indicator:</u></p> <p>2.3.1 Climate Survey question</p> <p>2.3.2 Student involvement in activities</p>	<p><u>Rationale and Assessability:</u></p> <p>A survey was recently conducted by the Graduate College to gather data on the culture experienced by our graduate students.</p> <p>Graduate students are encouraged to participate in a range of activities that promote their involvement and a culture of graduate education. The overall level of their participation provides a measure of student engagement with other students, their program and the university.</p>

Core Theme Three: Research and Creative Activity---Core Objectives and Core Objective Indicators

Section I.A.2 provided the four Core Theme Indicators (CTI) that provide a broad measure of our success in the realm of research and creative activity. Those CTIs also provide a measure of success in achieving one or more of the Core Objectives of Core Theme Three. The following table depicts CTIs for Research and Creative Activity and shows their relevance to each of the Core Objectives of Core Theme Three.

Table 1.5. Relevance of Core Theme Indicators to the Core Objectives of Core Theme Three: Research and Creative Activity

	Core Objectives for Core Theme Four			
	CO 3.1: Access	CO 3.2: Relevance	CO 3.3 Quality	CO 4.4 Culture
<i>CTI 3.1: Carnegie Basic Classification</i>	x	x	x	x
<i>CTI 3.2: Total amount of research and development expenditures as reported to NSF</i>	x	x	x	x
<i>CTI 3.3: Number of doctoral graduates</i>	x	x	x	x
<i>CTI 3.4: Number of publications and citations</i>	x	x	x	x

The following table articulates each of the Core Objectives of Core Theme Three. A listing of Core Objective Indicators (COIs) is then given for each Core Objective. To the right of each COI is the rationale for including that COI and information indicating the ability to secure the data necessary to be able to evaluate success. Note that relatively few COIs are necessary given the relevance, as depicted in the above table, of the CTIs in evaluating Core Objectives.

Table 1.6. Core Objectives and Associated Core Objective Indicators (COI) for Research and Creative Activity

<p>Core Objective 3.1: Access. Community members can connect with and benefit from our researchers, artists, and students. Our students are true collaborators in our activities.</p>	
<p><u>Core Objective Indicator</u></p> <p>3.1.1. NSSE: percent of students involved in research</p> <p>3.1.2. Private industry and local sponsored projects (also a Core Theme Indicator for Core Theme Four)</p>	<p><u>Rationale and Assessability:</u></p> <p>The National Survey of Student Engagement (NSSE) provides information on the participation of students in research. The NSSE is administered triennially.</p> <p>Revenue from industry-sponsored projects and local sponsored projects provides an indication of the degree to which faculty members are able to form productive local relationships and the degree to which the local community has access to Boise State researchers.</p>
<p>Core Objective 3.2: Relevance. Our efforts in research and creative activity have direct and beneficial impact on the community, state, nation, and global community.</p> <p>Core Objective 3.3: Quality. We pursue research and creative activity that brings about discovery of fundamental knowledge and produces a better understanding of the human condition and our world. The work of our researchers, artists, and students has substantial disciplinary impact and contributes to the overall reputation of the university.</p>	
<p><u>Core Objective Indicator:</u></p> <p>3.2.1 Number of patents and other intellectual property</p> <p>3.2.2. Number of doctoral programs</p>	<p><u>Rationale and Assessability:</u></p> <p>Intellectual property production has potential to be of substantial importance to the local economy. Relevance is implicit.</p> <p>Important to our production of doctoral graduates is the number of doctoral programs that we offer.</p>
<p>Core Objective 3.4: Culture. We provide creative, proactive, and responsive support for the research and creative activity of our faculty, staff, and students. Our researchers, artists, and students collaborate within and across disciplines, both within and outside the institution. We facilitate an ongoing integration of teaching with faculty research and creative activity.</p>	
<p><u>Core Objective Indicator:</u></p> <p>3.3.1. Number of grant proposal submissions and success rate</p> <p>3.3.2. Revenue from and number of sponsored projects from interdisciplinary proposals, and percentage of total</p> <p>3.3.3. Participation in undergraduate research conference</p>	<p><u>Rationale and Assessability:</u></p> <p>Smoother workflow for proposal submission, greater support for proposal writing, and facilitation of interaction with granting agencies will all result in the submission of more grant proposals and a higher likelihood of success.</p> <p>The solving of complex and difficult problems often requires participation by researchers from a variety of disciplines, therefore, the submission of interdisciplinary grants. Some requests for proposals require participation from multiple disciplines. Measures of the interdisciplinarity of our research are the number and value of sponsored projects that have principal investigators from more than one academic department.</p> <p>Perhaps more important than providing a measure of research activity, the number of students and the number of faculty members participating in the Undergraduate Research Conference together provide information on the extent to which Boise State and its faculty members celebrate student involvement in research.</p>

Core Theme Four: Community Connection---Core Objectives and Core Objective Indicators

Section I.A.2 provided the five Core Theme Indicators (CTI) that measure success in the realm of community connection. Those CTIs also provide a measure of success in achieving one or more of the Core Objectives. The following table depicts CTIs for Community Connection and shows their relevance to each of the Core Objectives of Core Theme Four.

Table 1.7. Relevance of Core Theme Indicators to the Core Objectives of Core Theme Four: Community Connection

*Core Objectives for
Core Theme Four*

	CO 4.1: Access	CO 4.2: Relevance and Quality	CO 4.3 Culture and Quality
<i>CTI 4.1: Carnegie Community Engagement Designation</i>	x	x	x
<i>CTI 4.2: Service-learning numbers</i>	x	x	x
<i>CTI 4.3: Percent of Programs with Learning Outcomes having community connection</i>	x	x	x
<i>CTI 4.4: Amount of awards of grants and contracts with public service purpose and from business/industry</i>	x	x	
<i>CTI 4.5: Participation by faculty members in community organizations and activities</i>	x	x	x

The following table articulates each of the Core Objectives of Core Theme Four. A listing of Core Objective Indicators (COI) is then given for each Core Objective. To the right of each COI is the rationale for including that COI and information indicating the ability to secure the data necessary to be able to evaluate success. Note that relatively few COIs are necessary given the relevance, as depicted in the above table, of the CTIs in evaluating Core Objectives.

As discussed elsewhere, the original language used to describe the Core Theme and Core Theme Objectives is overly restrictive because it excluded activities that pertain to both community connection and to undergraduate education, graduate education, and research and creative activity. The same applies to the original language for the Core Objectives. The Core Objective Indicators listed below were chosen to reflect access, relevance, quality, and culture as they pertain to all three categories of Core Theme Four: Prepare Our Students, Leverage our Scholarly Expertise, and Enrich our Community.

Table 1.8. Core Objectives and Associated Core Objective Indicators (COI) for Community Connection

<p><u>Core Objective 4.1: Access.</u> Our campus is easily accessible and navigable by community members. Similarly, our faculty and staff are easily accessible to community members seeking information and expertise. Students, faculty, and staff easily connect with community partners</p>	
<p><u>Core Objective Indicator</u></p> <p>4.1.1 Alumni survey question as to contribution of university experience to community service or volunteer work; and involvement in community or civic organizations</p>	<p><u>Rationale and Assessability:</u></p> <p>Gives an indication of the ease with which students are able to connect with community partners.</p>
<p><u>Core Objective 4.2: Relevance and Quality.</u> Members of the community and of the university collaborate to solve important problems and to enrich our community. We contribute to the development and direction of the community, and the community is engaged in the development and direction of the university. The university and community share valuable knowledge and expertise. The community seeks and values the contribution of the university, and the university seeks and values the contribution of the community.</p>	
<p><u>Core Objective Indicator:</u></p> <p>4.2.1 Students participating in internships with credit and reporting through NSSE that they participated in internships or other applied experiences or in research w/faculty members (duplicates COI 1.2.1)</p>	<p><u>Rationale and Assessability:</u></p> <p>Experiential learning is an important element of relevant education. Boise State tracks numbers of students with internship credit. In addition, the NSSE has several relevant questions; the NSSE is administered triennially.</p>
<p><u>Core Objective 4.3: Culture.</u> We partner with the community in a wide range of cultural, athletic, and social events. We provide educational opportunities beyond the classroom, serving as a center for non-credit educational programs. We provide a welcoming environment for community, which values, supports, and participates in programs offered by the university.</p>	
<p><u>Core Objective Indicator:</u></p> <p>4.3.1 Non-credit enrollments and Osher participation</p>	<p><u>Rationale and Assessability:</u></p> <p>The Division of Extended Studies provides substantial enrichment of the community via non-credit coursework and presentations, such as those of the Osher Institute.</p>

Standard 2: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21.

4. Operational Focus and Independence. Boise State University is a doctoral research university entirely devoted to higher education, as evidenced by the institution’s mission, core themes, and strategic plan. Although the University is governed by the Idaho State Board of Education (SBOE) and adheres to the policies of that board, Boise State operates with its own President, who is given “full power and responsibility within the framework of the Board's governing policies and procedures for the organization, management, and supervision of the institution ([SBOE Policy I.S.1](#)). The University has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission’s standards and requirements.

5. Non-discrimination. All members of the university community, including students, employees and faculty, have the right to a learning and working environment that is free of harassment and discrimination. This is captured in [Policy #1060](#) Nondiscrimination and Anti-Harassment and [Policy #1065](#) Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence and Stalking.

6. Institutional Integrity. Boise State University’s [Standards of Conduct](#) “apply to all members of the University community including faculty and other academic personnel, staff, students, volunteers, contractors, and agents.” The Standards of Conduct provide an overriding statement that “Members of the University community are expected to exercise responsibility appropriate to their position and delegated authorities. They are responsible to each other, the University and the University’s stakeholders, both for their actions and their decisions not to act.” The Standards of Conduct also describe the obligation of employees to report violations of law or standards and provide information on the protection of employees against retaliation for reporting suspected violations.

In addition, the University’s [Statement of Shared Values](#) states that “Membership in the campus community is a privilege and requires its members to conduct themselves ethically with integrity and civility.”

All college employees comply with [SBOE Policy II.Q](#) Conflict of Interest and with federal laws such as Clery Act, FERPA, HIPPA, and Title IX.

7. Governing Board. The SBOE is responsible for oversight of the quality and integrity of Boise State University and its programs. The SBOE consists of eight members: seven appointed by the governor with the eighth (the Superintendent of Public Instruction) elected by the people. Idaho SBOE Governing Policies and Procedures clearly state that when a Board member or relative of a Board member is involved in a financial transaction with an institution of public education in Idaho, appropriate disclosure must be made to the Board and to the institution. No SBOE member has a contractual, employment or financial interest in Boise State University.

8. Chief Executive Officer. The Idaho State Board of Education appoints the President of Boise State University. The President’s full- time responsibility is to the institution. Neither the President nor an executive officer of Boise State chairs its governing board.

Standard 2: Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

9. Administration. The President appoints six vice presidents, each of whom oversees a division of the university: Academic Affairs, Campus Operations, Finance and Administration, Research and Economic Development, Student Affairs and Enrollment Management, and University Advancement. Those divisions provide of administrative and support services to enable the University to meet the needs of students, faculty, staff, and the community.

10. Faculty. The University employs a core of tenured/tenure-track faculty. Faculty have a shared responsibility for formulating institutional policy, participate regularly in academic planning, and play the primary role in curriculum development and review. They are evaluated in accordance with published college and University policies. Workloads of faculty are determined based on the University’s workload policy. See Standard 2.B.

11. Educational Program. The University offers a wide variety of degree programs at the undergraduate and graduate levels. Approval and review processes ensure that new and existing programs are consistent with the mission and goals of the University. A significant number of the educational programs are also evaluated by specialized accrediting agencies to determine whether they meet standards of quality. All undergraduate degrees require a minimum of 120 hours; graduate program requirements vary. See Standard 2.C.

12. General Education and Related Instruction. All baccalaureate degree programs require completion of a general education core known as University Foundations, which is designed based on a set of University Learning Outcomes. The program consists of a freshman-level course “Foundations of Intellectual Life,” a sophomore-level course “Ethics and Diversity,” a senior-level “Finishing Foundations” course, and a set of courses that are distributed across disciplinary/skill areas (written communication, oral communication, mathematics, natural science, humanities and the arts, and social science). See Standard 2.C.9.

13. Library and Information Resources. Albertsons Library connects students and faculty to high quality resources and tools for learning, research and scholarship through the Library’s website. The Library catalog includes approximately 897,000 items and provides access to approximately 293 databases, 163,000 full text electronic journals, 277,000 electronic books, and streaming audio and video. Students, staff, and faculty have access to these resources wherever courses are offered however they are delivered via the library’s webpage. See Standard 2.E.

14. Physical and Technological Infrastructure. The University invests substantially to ensure the quality of physical and technological infrastructure, and thereby support student learning and other aspects of the University’s mission and core themes. See Standard 2.G.

15. Academic Freedom. The intellectual freedom and independence of thought expected of a major university are guaranteed at the Boise State University through Idaho State Board of Education Policy, University Policy, and the Faculty Senate Constitution. See 2.A.27-29.

16. Admissions. Policies and procedures governing admission are described in the Undergraduate Catalog and the Graduate Catalog. The University adheres to these policies in its admissions practices and processes. Admissions policies are applied equitably and consistently. See Standards 2.A.16 and 2.C.4.

17. Public Information. Details about all aspects of the University’s activities; including mission and core themes, admissions, grading policies, cost and refund policies, student rights and responsibilities, grievance policies and procedures, academic credentials of faculty and administrators, and other relevant information; are published on the University’s website, or otherwise made available to any interested party.

18. Financial Resources. Boise State University has a stable funding base, adequate financial resources, and plans for financial development designed to fulfill its mission and core themes. The University maintains a balanced budget and an appropriate level of debt.

Bonding agencies carefully analyze an institution’s financial standing before issuing a rating; therefore, it is reasonable to rely on ratings as an evaluation of financial stability. In each of the years where the University has issued bonds, Moody’s and Standard and Poor’s have issued ratings reports covering the financial health of the University. In February of 2018 Moody’s noted solid liquidity and continued surplus operations as a

strength, while Standard and Poor's commented on Boise State's good fiscal stewardship with a focus on operations and conservative budgeting. See Standards 2.F and 5.B.1.

19. Financial Accountability. The University maintains its financial records in accord with Idaho State Board of Education policies and Idaho and federal laws and regulations. An annual audit is conducted with an accompanying opinion as to the University's financial statement. The University produces and presents full accrual financial statements and analysis to the State Board of Education Audit Committee on a quarterly basis. Financial internal controls are audited annually by Moss Adams with no findings for many years. See Standard 2.F.4.

20. Disclosure. The University affirms its commitment to disclose to the Northwest Commission on Colleges and Universities any information relevant to accreditation as the Commission requires.

21. Relationship with the Accreditation Commission. Standards and related policies of the Northwest Commission on Colleges and Universities are accepted by the University, which agrees to comply with each therewith. The University understands and agrees that the findings of the Commission may be publicized.

2.A Governance

2.A.1. The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Boise State University is part of the Idaho public system of higher education, governed by the Idaho State Board of Education (SBOE). Although the SBOE officially sits as the Board of Trustees for Boise State, its charge in the state is much broader and includes the general supervision of all public education in Idaho in accordance with [Idaho Code 33-107](#). More specifically in relation to Boise State, [Idaho Code 33-40](#) describes that the SBOE will have control and supervision of all real property, will employ the President, contract with faculty and supervise students, and prescribe courses and programs of study. Statutory changes in Idaho occur through a public process that includes the elected Idaho Legislature and Governor, and includes opportunity for public comment.

The SBOE has developed [Idaho Administrative Rules](#) to govern some areas of their responsibility. In relation to higher education, their rules focus on the areas of residency, professional studies, scholarships and work-study, alcohol, and requirements for proprietary schools. Administrative rules in Idaho are adopted through a public process that involves the agency (i.e., the SBOE) and Idaho Legislature, and includes opportunity for public comment.

The SBOE also has developed [Board Policies and Procedures](#) to govern all of their institutions, specifically providing provisions in the areas of roles and missions, facilities, human resources, finances, and academic programming, among other areas. The SBOE meets in a public setting multiple times each year and allows for public comment. Many of their policies are developed in conjunction with the universities to which they will apply.

Boise State has its own [Policy Manual](#) to provide further definition and clarification, in compliance with Board policies and procedures, administrative rules, Idaho code, and applicable federal laws and regulations. Boise State policies may be initiated by any member of the campus community, working with the Policy Director. All proposed new policies and amendments, other than minor amendments, are provided to appropriate campus associations, groups, or individuals for review, dependent on subject matter and impact. In the interest of shared governance, review bodies may include, but are not limited to, the Faculty Senate, Association of Classified Employees, Professional Staff Association, Deans' Council, and Associated Students of Boise State University. Policy matters that are academic in nature or as set forth in Article III of the [Faculty Senate Constitution](#) must be reviewed by the Faculty Senate. The President provides final approval for all new or revised policies.

2.A.2. In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Idaho State Board of Education ([SBOE Policy LI](#)) describes the division of authority between itself and the institutions under its control: “[The SBOE] does not participate in the details of internal management of its institutions and agencies. That responsibility is hereby delegated to the respective chief executive officers.”

2.A.3. The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions and external mandates.

The University monitors compliance with NWCCU standards by sending representatives to NWCCU workshops and via regular reporting to the NWCCU. The Vice Provost for Academic Planning, who serves as the Accreditation Liaison Officer, oversees all NWCCU reporting activities, and works with the Project Coordinator for Academic Planning to prepare annual reports, self-study reports, and to prepare for the visits of evaluation team members. Preparation of annual reports requires coordination with a number of entities on campus, including Institutional Research, Extended Studies, Human Resources, and the Office of Sponsored Projects.

Boise State monitors state legislative actions and other external mandates arising from the government through the Office of Government Relations in the President’s Office. Mandates from the Idaho State Board of Education are monitored and dealt with by the appropriate entity of the University, the Provost’s Office, Office of Budget and Planning, and Office of Institutional Research.

The University does not have any collective bargaining agreements.

Governing Board

2.A.4. The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The State Board of Education (SBOE), which serves as the Board of Trustees for Boise State University, is established under the Idaho Constitution [Article IX, Section 2](#), and is further defined in [Idaho Code 33-4002](#) and [Idaho Code 33-4005](#). There are eight members on the SBOE; seven are appointed by the Governor and confirmed by the Senate for an indefinite number of five-year terms. The eighth member is the elected State Superintendent of Public Instruction. Although the applicable statute does not require geographical representation, governors have historically appointed board members to represent the geographic regions of the state.

SBOE leadership includes a president, vice president, and secretary. Board members also serve as chairs and members of four committees: Planning, Policy, and Government Affairs; Instruction, Research, and Student Affairs; Business Affairs and Human Resources; and Audit Committee.

Each year the SBOE holds six regular meetings and a seventh meeting that is a planning retreat and presidential evaluation session. Meeting locations are rotated among the institutions of higher education in Idaho. Information is posted on the SBOE website on [upcoming Board meetings](#) and on [past Board meetings](#).

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The State Board of Education (SBOE) adheres to a set of bylaws that prescribe such things as the minimum number of annual meetings, how meetings are to be conducted, and what constitutes a quorum of the board. The [Board bylaws](#) also detail responsibilities and definitions of board officers, as well as generally describe committees of the board and duties of the Office of the State Board of Education.

[SBOE Policy I.A.2](#) states that members of the SBOE may exercise official authority “only when the Board is in session or when they are acting on behalf of the Board pursuant to its direction.” Significant policies and actions undertaken by the Board are decided upon at public meetings under the procedures described in [SBOE Policy I.D](#). In addition, Section F of the [Board bylaws](#) states that committees may make recommendations to the Board, but may not take action, except when authority to act has been delegated by the Board.

2.A.6. The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Review and revision of [State Board of Education policies](#) typically is initiated in one of three standing committees of the SBOE: Planning, Policy and Governmental Affairs Committee; Instruction, Research and Student Affairs Committee; Business Affairs and Human Resources Committee. In many cases, those committees seek feedback from the institutions as to the workability of policy changes. At its regularly scheduled meetings, SBOE reviews and revises, as necessary, then approves policy changes. One staff

member in the Office of the State Board of Education, the Chief Policy and Planning Officer, has the primary responsibility of review and oversight of Board policy, and as appropriate, of keeping the SBOE apprised of specifics of policy. The Chief Policy and Planning Officer works closely with two other staff members, the Chief Academic Officer and Chief Fiscal Officer, who are responsible for the review and maintenance of policy sections that fall under their areas of responsibility.

The [Planning, Policy and Governmental Affairs Committee](#) of the SBOE is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. As per [SBOE Policy I.M.](#), the SBOE annually revises and approves its own strategic plan. The same policy describes the annual self-evaluation and strategic planning that is to be undertaken by the SBOE.

2.A.7. The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

State Board of Education [Policy I.E.](#), describes the responsibilities assigned to the presidents of institutions of higher education under the control of the SBOE. Specifically, it notes that the president “is the chief program and administrative officer of the institution,” with “full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services. For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents.”

That policy also provides that presidents are evaluated by the SBOE annually, based on mutually agreed upon goals.

2.A.8. The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Idaho State Board of Education [Policy I.M.6.](#), specifies that annually the SBOE will conduct a self-evaluation in conjunction with its strategic planning activities. That self-evaluation includes analysis by SBOE staff members of comments and suggestions from various constituent groups and results of a self-evaluation questionnaire used by individual board members. Typically, the SBOE holds a special board meeting in May to discuss results of the self-evaluation, comments from constituents, and issues raised by institutions; and uses that discussion as the basis for refining its strategic goals, objectives and strategies.

Leadership and Management

2.A.9. The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

As noted in 2.A.8, the President is hired by the State Board of Education and serves as the Chief Executive Officer. General duties are prescribed in [SBOE Policy I.E.](#) and include, but are not limited to, relations with the state board, leadership of the institution, and relations with the public.

The successful operation of the university relies on the quality leadership in each of the divisions and offices reporting to the President: Office of the Provost (Academic Affairs), Finance and Administration, Campus Operations, University Advancement, Student Affairs and Enrollment Management, Research and Economic Development, Communications and Marketing, General Counsel, Internal Audit and Advisory Services, and Intercollegiate Athletics. An [organizational chart](#) with all major campus units and leaders can be found on the President's website. Table 2.1 below shows the key subdivisions within each division and indicates the set of university policies most relevant to each division.

The President presides over regular meetings the [Executive Team](#), which meets twice per month and provides regular leadership and support for all campus issues.

The President's [Administrative Council](#) meets once per month and includes broad representation from across campus. The role of the Administrative Council is to advise the President and provide effective, responsive, and informed leadership to the university. In practice, the Council meets regularly to discuss major policy and operational issues affecting the university; to offer recommendations and perspectives on university-wide policies and practices; and to serve as a sounding board for ideas and new initiatives.

Other governance bodies include the [Faculty Senate](#), the [Professional Staff Association](#), the [Association of Classified Employees](#), and the [Associated Students of Boise State University](#).

Table 2.1. Divisions of Boise State University, their leadership, and relevant policies.

Division and Leadership	Primary subdivisions	Primary policies
<p>Academic Affairs <i>Tony Roark, PhD, Interim Provost and Vice President for Academic Affairs</i></p>	<p>Coll. of Arts and Sciences Coll. of Business and Economics Coll. of Education Coll. of Engineering Coll. of Health Sciences Coll. of Innovation and Design School of Public Service Academic Leadership Academic Planning Albertson Library Center for Global Education Extended Studies Graduate College Undergraduate Studies</p>	<p>Section III: Academic Affairs: Student Section IV: Academic Affairs-Faculty and Administration Section V: Research</p>
<p>Campus Operations <i>Randi McDermott, MPA, Vice President for Campus Operations</i></p>	<p>Campus Facilities Public Safety Campus Services</p>	<p>Section IX: Campus Operations and Facilities Section XII: Campus Safety and Security</p>
<p>Finance and Administration <i>Mark Heil, CPA, Vice President for Finance and Administration and Chief Financial Officer</i></p>	<p>Budget and Planning Financial Services Human Resources Information Technology</p>	<p>Section VI: Finance Section VII: Human Resource Section VIII: Information Technology</p>
<p>Research and Economic Development <i>Harold Blackman, PhD, Interim Vice President for Research and Economic Development</i></p>	<p>Research Compliance Research Development Sponsored Programs Technology Transfer</p>	<p>Section V: Research</p>
<p>Student Affairs and Enrollment Management <i>Leslie Webb, PhD, Vice President for Student Affairs</i></p>	<p>Dean of Students Enrollment Services Student Affairs</p>	<p>Section II: Student Affairs Section III: Academic Affairs: Student</p>
<p>University Advancement <i>Rick Frisch, Interim Vice President for University Advancement</i></p>	<p>Alumni Relations Development</p>	<p>Section XI: University Advancement</p>
<p>President’s Office direct reports <i>Martin Schimpf, PhD, interim President of Boise State University</i></p>	<p>Athletics Communication and Marketing General Counsel Government and Community Relations Institutional Compliance Internal Audit</p>	<p>Section I: Governance/Legal Section II: Student Affairs Section X: Communications and Marketing</p>

2.A.10. The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

As described in Idaho State Board of Education ([SBOE Policy I.E.](#)), the University's President serves as the Chief Executive Officer and has full-time responsibility in overseeing the management of the University. The President is not a member of the governing board, but is a member of the President's Council, which serves in an advisory capacity to the SBOE ([Board Bylaws](#) Section H).

2.A.11. The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

As noted in 2.A.9., the University has a set of vice presidents, each with responsibility for a division of the university. Leadership for each of the primary subdivisions within a division is provided at the dean/associate vice president/director level. The University [organizational chart](#) also provides a comprehensive overview of campus divisions, responsibilities, and designated oversight.

There are a number of committees and councils that facilitate collaboration and coordination in the interest of effective and efficient operations in service of the mission of the University.

- The President's Executive Team consists of the vice presidents and several other campus leaders, and provides regular leadership and support for all campus issues.
- The President's Administrative Council includes the vice presidents, the deans, and other campus leaders. The Council discusses major policy and operational issues affecting the university, offers recommendations and perspectives on university-wide policies and practices, and serves as a sounding board for ideas and new initiatives.
- The Deans' Council is led by the Provost and includes the deans and vice provosts. Its focus is on the discussion of policy and operational issues that affect academic affairs.
- The Executive Space Planning Committee includes vice president-level membership, and approves the prioritization of space requests in accordance with the University Strategic Plan, Campus Master Plan and Strategic Space Plan, and as recommended by the Space Planning Committee and the Office of Capital Planning and Space Management. It also allocates space, and reviews and approves all major university space Initiatives.
- The Information Technology Governance Council consists of the vice presidents, the chair of Information Technology Planning Committee, the Associate Vice President for Information Technology, and a member of the Deans Council. The council provides leadership for the adoption and application of university-wide IT resources in support of Boise State University's academic mission, administrative functions, and role in community services.
- The Information Technology Planning Committee functions as the planning and steering committee for information technology at the university, and has membership that is widely representative across campus, including associate vice presidents, vice provosts, deans, the Registrar, and several directors.
- The Executive Enrollment Committee has membership from the divisions of Academic Affairs, Student Affairs, and Finance and Administration, and is charged with developing and implementing a Strategic Enrollment Plan for the University.
- The University Curriculum Committee and Graduate Council each have membership from all colleges and the library, have delegated authority from the Faculty Senate, and are charged with oversight of the curricula at the undergraduate and graduate levels, respectively.

- The Policy Group includes the vice presidents and the President’s Chief of Staff. The university Policy Director brings forward policy proposals for review by the group. In general, those proposals have previously been vetted with those who will be affected (e.g., faculty senate, employee associations, etc.). Final approval authority rests with the President.

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The [Undergraduate Catalog](#) and [Graduate Catalog](#) contain the University’s academic policies pertaining to students, including admission requirements and procedures, students’ rights and responsibilities, academic regulations, degree completion requirements, and course descriptions. The catalogs also contain information on financial policies regarding tuition, fees, and other charges, as well as policies regarding student conduct, academic honesty, equal opportunity, affirmative action, anti-discrimination, and grievances.

The [Office of the Registrar's website](#) contains information on policies (including policy on academic integrity and appeals), registration for classes, graduation requirements, and transfer credit.

The website of the [Office of the Dean of Students](#) provides extensive information for students in areas such as academic integrity, student support, and student conduct. Also on the website are links to the University’s Policy Manual, the [Boise State Student Handbook](#), and the [Student Code of Conduct](#).

Students also have access to a whole host of information at myBoisestate. The website and mobile application serves as a portal to important student resources, including the academic calendar, enrollment information and verification, GPA calculator, course grades, course schedule, registration holds, financial aid information, loan balances, and advising and support services.

Incoming undergraduate students receive an extensive orientation that provides a wide range of information, as described in our response to 2.D.3 and on the [orientation webpage](#).

The Graduate College website contains information on graduate student advising, degree programs, admissions and application procedures, and funding. It also contains specific guidance to help new graduate students navigate their admission to the University.

Faculty members have access to relevant policies, etc., at myBoiseState and at the [resources for faculty](#) webpage, which contains links to, for example, the policy manual, the conflict of interest webpage, the faculty senate webpage, the human resources webpage, and specific policies on workload and promotion and tenure. Staff members have access to policies and other pertinent information at myBoiseState and at the webpages for [classified staff](#) and [professional staff](#). [New employee orientations](#) and the [onboarding webpage](#) (as described in 2.A.19) provide new employees with a range of relevant information. The [Human Resources website](#) contains a wide range of information for all employees.

The University’s [Policy Manual](#) provides an easily accessible and comprehensive compilation of all academic policies. The Policy Director is responsible for guiding the development of new policies and the revision of existing policies. No matter who the initial instigator of change may be, the Policy Director works to ensure that all appropriate parties are able to vet proposed changes. For example, the Associate Deans meet regularly and review all academic policies before they are passed on to the Deans Council. Policies that involve faculty members are reviewed first by the appropriate subcommittee of the Faculty Senate and then by the entire Faculty Senate.

2.A.13 Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced.

As with all units of the University, Boise State University's Albertsons Library operates in accordance with the policies of the University's [Policy Manual](#). The specific processes and library policies by which the library operates are available on the "[Library Policies](#)" webpage. University policies regarding [Information Technology](#) are contained within the Policy Manual. [Policy #8140](#) Information Technology Accessibility, specifically ensures accessibility of IT resources, particularly to those with disabilities. That policy also describes the Information Technology Accessibility Program, which is designed to address IT accessibility in a systematic fashion.

The [Library's website](#) provides links and guides to help users find and use available information resources. An integrated library system enables the University to limit authentication for proprietary subscriptions to those individuals affiliated with Boise State University, and automatically links to the official university ID system for circulation, fines, and fees. Help is also available via library staff at physical service points, as well as virtually via chat, email, and phone.

Under the direction of the Associate Dean, policies and procedures are reviewed and updated regularly with input from Library faculty and staff, patrons (faculty, staff, students, community users), and other campus administrators, where appropriate. Policies are eliminated when they are unnecessary, and new policies are implemented when needed.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Policies and procedures regarding the transfer-of-credits are located in Chapter 10 of the [Undergraduate Catalog](#) and online at [Transfer and Alternative Credit](#).

The Office of the Registrar oversees the process of evaluation of transfer credits, and led the effort to develop a public and searchable [Transfer Equivalency System](#) that contains all transfer credit rules. The Provost's Office has delegated authority to the Office of the Registrar to develop transfer rules for lower division courses, and departments are brought into that process as needed. Academic departments develop the rules for upper division courses. For Boise State's top 50 feeder institutions, rules were developed for all courses in the catalog. For institutions not in the top 50, rules are developed based on the evaluation of individual transcripts of transfer students.

The Idaho State Board of Education has established a statewide common core known as GEM (General Education Matriculation). GEM courses articulate across all public institutions in Idaho. The Office of the Registrar collaborates with the State Board of Education and other Idaho public institutions to maintain a state portal system, [CourseTransfer](#), to facilitate the transfer of GEM courses.

The [Bronco Connect](#) program provides a smooth and efficient transfer process with the College of Western Idaho, and Boise State is in the final stages of establishing a similar program with the College of Southern Idaho. In addition, 2+2 articulation agreements have been developed for many programs at the College of Western Idaho. Those agreements facilitate a smooth transition of students from the College of Western Idaho to Boise State.

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities— are clearly stated, readily available, and administered in a fair and consistent manner.

The Student Code of Conduct [Policy #2020](#) describes the rights, expectations and standards of conduct for students, and is available on the [website of the Office of the Dean of Students](#) or by visiting their office. The code enumerates principles for freedom of expression, university authority, jurisdiction, equal treatment, and non-discrimination. The code applies to all students in and out of the classroom, whether on campus or in the community. Academic and research misconduct policy is also found in the code. The code,

including adjudication and appellate rights, is administered by the Office of the Dean of Students. Revisions to the Code are vetted by the Faculty Senate, University Professional Standards committee, and Association of Students of Boise State University. Boise State provides notice of the policy during new student orientation and electronically each academic year, in compliance with the Higher Education Act.

The Dean of Student’s website also provides a comprehensive treatment of [Academic Integrity](#), including definitions of academic dishonesty, procedures for addressing academic misconduct, and guidelines for faculty and students.

Students may grieve a course grade or treatment by a faculty member through [Policy #3130](#) Grade Appeal; or [Policy #3140](#) Academic Grievance. Both policies are explained in detail on the [Undergraduate Studies Academic Grievance webpage](#) and at the [Dean of Students Student Grievance webpage](#).

Students have the right to appeal an academic policy or requirement if either of the following conditions is present:

- Extenuating circumstances make it impossible for the student to comply with the policy or requirement;
- An undue hardship would result from a strict application or interpretation of the policy or requirement.

The University Academic Appeals Committee is the final arbiter in this process. The [academic appeal form](#) (“Academic Appeals”) and [academic appeal instructions](#) are available on The Office of the Registrar’s website.

[Policy #2080](#) Equal Access for Students with Disabilities describes the University’s obligations to provide students with disabilities with the appropriate academic and student housing accommodations and accommodations for university jobs. The policy also highlights the responsibilities of faculty in creating an accessible learning environment for students with disabilities. Students concerned about fair treatment for accommodations are protected under [Policy #1075](#) Nondiscrimination on the Basis of Disability.

Additionally, all members of the university community, including students, employees and faculty, have the right to a learning and working environment that is free of harassment and discrimination. This is captured in [Policy #1060](#) Nondiscrimination and Anti-Harassment and [Policy #1065](#) Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Boise State’s admission requirements for Idaho residents are equal to or exceed the standards set in the Idaho State Board of Education’s Governing Policies and Procedures [SBOE Policy III.Q](#): Postsecondary Admissions Standards. Standards for Idaho residents and nonresidents are designed based on demonstrated mastery of core subject content and standardized testing (ACT or SAT) at a level that provides a satisfactory predictive measure of the student’s likelihood of success in college-level coursework.

For Idaho resident high school seniors, the State Board of Education coordinates the [Direct Admission initiative](#), which uses GPA and test score information from the end of junior year to determine admissibility to some or all of the public two- and four-year colleges in Idaho. In 2018, a free state-run application called [Apply Idaho](#) was added to the initiative.

Students with special circumstances, special talents or abilities, or with alternate educational backgrounds (homeschooled, unaccredited high school, GED earner) are informed of alternate admissions standards specific to their secondary preparation. Admissions standards for all populations of applicants are listed in

printed publications distributed to prospective students, such as in Chapter 3 of the [Undergraduate Catalog](#) (page 22), as well as on an Admission’s webpage titled [Who Are You?](#)

Students who do not meet the Boise State’s admission requirements and wish to appeal a denial decision may do so through the Special Admissions Committee. Information regarding this process is available online at [Admission Decisions](#), as well as via advisement from enrollment counseling staff.

Students who have not been enrolled for more than two years must reapply for admission, as detailed in the [Undergraduate Catalog](#) (page 22) and online at [Former Boise State Student](#).

The academic standing process is administered by The Office of the Registrar and governed by [Policy #3000](#) Academic Probation and Dismissal. Students can find a detailed explanation of probation, dismissal and reinstatement on Advising and Academic Support Center’s [Probation/Dismissal/Reinstatement](#) webpage. Undergraduate Academic Standards are published in Chapter 5 of the [Undergraduate Catalog](#) (page 31) and on The Office of the Registrar’s [Grades](#) webpage. Graduate Academic Standards are published in the Graduate Academic Regulations section of the [Graduate Catalog](#) (page 48).

Placement of students into English and math is described on the [Placement Exams](#) webpage. Placement into English is based on “The Write Class,” an online assessment tool developed at Boise State (and now adopted by other universities). Placement into mathematics courses is done using SAT/ACT scores and an adaptive computerized exam.

2.A.17 - The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Boise State’s [Policy #2120](#) Co-Curricular Programs and Services provides a description of co-curricular programs and services, the administration and governance associated with these programs, and the relationship between the University and the Associated Students of Boise State University (student government). Boise State’s Student Media, consisting of print, radio, and digital publications, are governed by [Boise State University Publications Board Bylaws](#).

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Boise State University’s human resources policies are available on the university’s policy website under the [subsection of Human Resources policies](#). The Policy Director coordinates the editing, review, issuance, and archiving of all official university policies, and in doing so works to ensure they are written to ensure their application is consistent, fair, and equitable. There have been several changes in human resources leadership over the past several years, resulting in the need to reconcile policy with the perspective of new leadership. Out-of-date human resources policies have been prioritized for review and revision in fiscal year 2019. In addition, the Associate Vice President of Human Resources is working to create an employee handbook that bundles human resources policies in an accessible format for all employees.

It should be noted that although some Human Resources policies are out of date, many important policies were revised or created in the past three years; some examples include [Policy #7020](#) Drug and Alcohol Free Workplace, [Policy #7045](#) Tuition and Fees Waiver Benefit, and [Policy #7265](#) Faculty Parental Leave. Supervisors and employees are informed of and trained about appropriate policies and their application. Boise State must also comply with a set of [SBOE Human Resources Policies and Procedures](#) outlined by the Idaho State Board of Education.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination

An [onboarding webpage](#) at the Human Resources website describes the overall onboarding process. Communications to the employee before and after the start of employment e information such as network accounts, email, parking, I-9 forms, policies, and available training. As part of the onboarding process, employees also receive instructions to view an online benefits orientation and complete their benefits enrollment forms. Supervisors receive checklists to ensure that new employees receive job descriptions and understand performance expectations and the policies or procedures of their respective departments. Additionally, Human Resources now offers a new employee orientation called “One Boise State” where participants are given the opportunity to engage with and discuss Human Resources policies in detail. This new orientation is set for a full roll-out in spring 2019.

During the transition to the full roll-out of “One Boise State,” new Boise State employees are invited to participate in an [new employee orientation](#) that introduces employees to the university and available resources, and includes discussion of various topics including culture, shared values, and branding; as well as everyday essentials such as payroll, benefits and holiday schedules. Criteria for evaluation and termination are discussed during these orientations.

[Policy #4210](#) Employment of Tenured and Tenure-Track Faculty provides the procedure for the employment of tenured and tenure-track faculty. Formal offer letters provide detailed information on conditions of employment, including salary, duties, and eligibility for tenure.

For academic faculty, [Policy #4560](#) Workload for Tenured and Tenure-Track Faculty provides the university-level delineation of procedures for assignment of workload. Colleges and departments are responsible for developing workload policies to define any variations from the university-wide policy; Provost’s approval is required for college and department policies. [Policy #4340](#) Faculty Tenure and Promotion Guidelines provides university-level guidelines on faculty promotion and tenure, and colleges and departments are able to add specifics in their own policies. [Policy #4290](#) Annual Faculty Performance Evaluation and [Policy #4380](#) Periodic Review of Tenured Faculty provide guidance on the annual evaluation of faculty and the periodic review of tenured faculty, respectively.

The Office of the Provost’s website lists a variety of [resources available to faculty members](#), including references to policies on promotion and tenure.

Information regarding workload, evaluation, and other aspects of employment for lecturers, clinical faculty, research faculty, and adjunct faculty is found in Policies [#4250](#), [#4490](#), [#5010](#), [#4220](#), respectively.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

[State Board of Education Policy II.P](#) requires that the University maintain personnel files “under such conditions as are necessary to ensure the integrity and safekeeping of the file....” Boise State [Policy #7060](#), Employee Records, has the purpose of protecting “employees against possible threats to their privacy inherent in the maintenance of records and any disclosures regarding them.” Appendix I of that policy lays out what types of information (i) are implicitly assumed to be available for full disclosure (e.g., name and department), (ii) are implicitly assumed to be available for limited disclosure (e.g., marital status to authorized offices within the university), and (iii) explicitly require written consent of the employee before release (e.g., social security number).

Boise State [Policy #8060](#) Information Privacy and Data Security is aligned with university standards and process with federal laws such as the Health Insurance Portability and Accountability Act (HIPAA). University data is classified based on its sensitivity, and individuals are grouped by responsibility levels and trained in their responsibilities. The Information Security Officer, the Office of Information Technology, and Human Resource Services educate the university community about security responsibilities.

Access to paper personnel files and human resources/payroll related data in PeopleSoft require approved access based on job duties and responsibilities. Access must be requested by supervisors and approved by leaders in the requestor’s chain of command. The access request is reviewed by the Identity and Access Management Office and forwarded to the human resources data stewards.

Hard copy personnel files are maintained in a locked space with limited access. PeopleSoft includes password protection that limits access to authorized personnel. Human resources data on PeopleSoft is protected in the same way as all enterprise data, as described in 2.G.5.

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Boise State personnel work diligently to ensure that the university and its policies, programs and mission are accurately and consistently represented in publications and statements.

The [undergraduate catalog](#) is overseen by the Registrar's office and the [graduate catalog](#) is overseen by the Graduate College. These catalogs clearly identify the requirements and expectations of the University's academic programs. Prior to finalizing each for posting and printing, each office contacts all units represented with request for review and corrections. They also work to ensure that the policies and procedures listed within the catalogs are an accurate representation of the University Policy Manual. Academic program listings are in accordance with action taken by the University Curriculum Committee, the Graduate Council, and the State Board of Education. University [Policy #4150](#) Annual Revision of Boise State University Catalog outlines the process in detail. The catalogs report the university's accreditation status with NWCCU.

The [Office of Communications and Marketing](#) reports to the President and is responsible for officially representing the university to the public through written content, social media, marketing materials, and the University's website. Its professional communication specialists verify and fact check all work before distribution to the media, print publication or website postings. This Office also coordinates all open records requests and has an online form to facilitate media and public inquiries.

Boise State's webpages and department webpages are monitored by the Director of Web Strategy and must adhere to [Policy #8040](#) regarding the format and content of webpages. That policy also states that site administrators are responsible for maintaining web content that is accurate and timely.

The [Admissions Office](#) prepares and trains its enrollment counselors with accurate information to answer the questions of prospective students and parents. The Admission Office and the Office of Communications and Marketing work closely together on communications used for purposes of recruiting prospective students.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Boise State's [Standards of Conduct](#) provides an overriding statement that "Members of the University community are expected to exercise responsibility appropriate to their position and delegated authorities. They are responsible to each other, the University and the University's stakeholders, both for their actions and their decisions not to act." The Standards of Conduct also describe the obligation of employees to report violations of law or standards, and to provide information on the protection of employees against retaliation for reporting suspected violations.

Boise State's [Statement of Shared Values](#) states that "Membership in the campus community is a privilege and requires its members to conduct themselves ethically with integrity and civility."

A variety of university policies address the standards that must be adhered to by University personnel, including [Policy #1060](#) Non-Discrimination and Anti-Harassment; [Policy #1065](#) Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence and Stalking; [Policy #1070](#) Equal Opportunity Statement; [Policy #1075](#) Nondiscrimination on the Basis of Disability; [Policy #1110](#) Conflict of Interest and Commitment; and [Policy #2080](#) Equal Access for Students with Disabilities.

The following policies address the grievance procedures at the university: [Policy #3130](#) Grade Appeal; [Policy #3140](#) Academic Grievance; and [Policy #4480](#) Faculty Grievance Procedure.

Both student grievance policies are explained in detail on the [Undergraduate Studies Academic Grievance webpage](#) and [Dean of Students Student Grievance](#) website. Students have the right to appeal an academic policy or requirement if either of the following conditions is present:

- Extenuating circumstances make it impossible for the student to comply with the policy or requirement;
- An undue hardship would result from a strict application or interpretation of the policy or requirement.

The University Academic Appeals Committee is the final arbiter in this process. The [academic appeal form](#) and instructions are available on The Office of the Registrar's website.

[Internal Audit and Advisory Services](#), which reports functionally to the State Board of Education's Audit Committee and administratively to the President, uses independent, objective reviews of University operations as a way to improve the effectiveness of risk management, internal control, and governance processes.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Boise State's Division of Research and Economic Development maintains a webpage that provides guidance to university employees regarding [conflict of interest](#). The University defines and manages conflicts of interest through University [Policy #1110](#) Conflict of Interest and Commitment and through Idaho State Board of Education [Policy I.G.](#) Conflict of Interest. Also relevant are [SBOE Policy II.P.](#) General Policies and Procedures (see 5(c) Outside Employment and two state statutes: Bribery and Corrupt Influences Act - [Idaho Code § 18-1351](#) et seq, and Ethics in Government Act of 2015 - [Idaho Code § 74-401](#) et seq. These policies and statutes are applicable to all University employees. Most employees of Boise State University are required to complete an Annual Conflict of Interest/Commitment Disclosure form to signify they have read and understood the policy. Excluded from the Annual Disclosure requirement are student employees, adjunct faculty members, and classified employees who are both temporary and part-time.

Employees must also complete a supplemental disclosure on an *ad hoc* basis when changing circumstances present a current or prospective conflict of interest; disclosures must be submitted within thirty (30) days of the employee becoming aware of the change of circumstances. A supplemental disclosure is generally in addition to an annual disclosure form, except that the groups of employees who are excluded from the annual disclosure are still required to complete the supplemental disclosure. Since conflicts are circumstance-dependent, how an employee would know if they have a potential conflict depends upon the circumstances and is up to the employee to acknowledge. Therefore, enforcement is necessarily reactive. If an employee failed to file a supplemental disclosure when circumstances changed and it is clear that those circumstances presented a potential conflict, the employee who failed to disclose could be subject to sanction under the policy.

The University requires all students, faculty, staff and administration to adhere to the University's [Statement of Shared Values](#), which are posted on websites, posters and regularly incorporated in training and onboarding programs. In addition, students are required to adhere to the [Student Code of Conduct](#), which is posted on the website of the Office of the Dean of Students and is presented at new student orientations.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

University [Policy #1090](#) Intellectual Property provides guidance regarding intellectual property and established ownership of copyrights, protectable discoveries and other intellectual property rights, and provides guidelines for the distribution of income received for the sale of those works. University ownership of intellectual property is on behalf of the Idaho State Board of Education with the purpose of fostering and advancing the development of intellectual property through scientific investigation and research, and acquiring and licensing intellectual property for the economic growth and development of Idaho and the nation.

More specifically, ownership is detailed throughout the policy with regard to the type of intellectual property (i.e., course materials, university-directed, protectable discoveries etc.). Copyright protection is specifically covered in section III. Compensation and revenue are covered in section IV. Protection of intellectual property is covered in section VI. Dispute resolution and due process are covered in section VIII, with final disposition made by the Vice President for Research and Economic and the President of the University.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Boise State University represents its accreditation status accurately. Information about accreditation status, including our most recent letter, is available online via the [Accreditation webpage](#). Our status is also described on our [eCampus Accreditation Information webpage](#); on the [Office of the Registrar's Accreditation webpage](#); in Chapter 1, page 8 of the [Undergraduate Catalog](#); and in the introductory section of the [Graduate Catalog](#). In addition to institutional accreditation by NWCCU, there are numerous university programs accredited by their national professional accrediting organizations, listed on the [Specialized Accreditation webpage](#).

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Boise State contracts for a broad array of goods and services subject to requirements of Idaho State law, in some instances Idaho State Board of Education ([SBOE Policy V.N.](#)), and Boise State policies governing contract procurement, administration and regulatory compliance. Specifically, Boise State's [Policy #6130](#) Purchasing and Policy and [Policy # 6030](#) Contracts, address procurement and contracting requirements, respectively. Only University officials with specific delegated authority from the University's Chief Financial Officer who have attended a contract training course may execute contracts and bind the University to such agreements.

Contracts are reviewed by a University attorney with the responsibility of ensuring that scope of work and roles and responsibilities are clearly defined and that the integrity of the institution is upheld. To the extent that efficiencies can be gained by developing contract templates for recurring goods or services commitments, the University Office of General Counsel works with departments and colleges to develop written template

contracts. Legal review, signature authority delegation, and a contract training program ensure that Boise State's integrity, mission, and standards are upheld in each contractual agreement.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The University embraces and affirms its commitment to the principles of academic freedom and responsibility through the adoption and publication of a [Faculty Constitution](#), which is consistent with the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure. The Preamble of the Faculty Constitution clearly describes academic freedom as it pertains to teaching, research, and service, and makes clear the responsibilities that accompany that freedom. [SBOE Policy III.B](#) Academic Freedom and Responsibility of the Idaho State Board of Education provides a foundational policy that describes the rights and responsibilities of faculty members with regards to academic freedom.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

In accordance with its mission, core themes and values, Boise State University affirms and promotes the freedoms of faculty, staff, administrators and students to independently pursue knowledge and scholarship without impediment.

As noted in 2.A.27, the [Faculty Constitution](#) outlines the core tenets of the University's values relating to intellectual freedom and autonomy, as does [SBOE Policy III.B](#). Academic Freedom and Responsibility.

The University's [Statement of Shared Values](#) also promotes an environment that supports independent thought in the pursuit and dissemination of knowledge: "In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. (...) Higher education has the duty to educate students to be responsible citizens. Boise State strives to provide a culture of civility and success where all feel safe and free from discrimination, harassment, threats or intimidation." Our Shared Values are communicated to staff and faculty candidates for hire, as well as our prospective students, and continually promoted throughout the organization via training, communication, and other efforts.

To ensure that students have a clear understanding of the first amendment and its implications in a university setting, the website of the Dean of Students Office provides a [summary of relevant laws and policies](#). Explained in that summary are the obligations and rights of faculty, staff, students, and the general public under the First Amendment. Students enjoy freedoms established in the Student Code of Conduct [Policy #2020](#). The opening sentence of the Policy begins, "The University creates an environment where civil discourse may occur free from discrimination, harassment, threats or intimidation." Additionally, the University has developed specific guidance geared toward educating our students about [free speech on campus](#) and the role of universities in hosting and fostering civic discourse and discussion.

[Policy #1100](#) Use of University Space relates to use of campus for First Amendment activity.

Boise State University promotes honest intellectual discourse by sponsoring a number of forums that bring external speakers, such as the [Distinguished Lecture Series](#).

Faculty members are expected to engage in research and creative activity, given that research is an integral component of annual evaluation and promotion and tenure (Standards 2.B.2 and 2.B.6). The Division of Research and Economic Development facilitates research and creative activity in multiple ways through its [Office of Research Development](#). The University recognizes outstanding scholarship with several awards, including the Foundation Scholar Award for Research and awarding of the rank of Distinguished Professor.

Undergraduate students are encouraged to participate in research and creative activity in a number of ways, including the [Undergraduate Research Conference](#) and [McNair Scholars Program](#).

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The University requires that intellectual honesty and the highest ethical standards in research be maintained, and relies primarily on the acceptance of responsibility by each member of the university community to adhere to professional standards of conduct in all research activity. Guidelines for these standards can be found in [Policy #5060](#) Misconduct in Research including scope, confidentiality, and process. Other relevant information regarding intellectual property can be found in [Policy #1090](#) Intellectual Property. In addition, the University promotes an atmosphere that is conducive to the free and open exchange of ideas, as specified in [Policy #1070](#) Equal Opportunity. Boise State University's [Statement of Shared Values](#) also includes statements regarding fairness, respect, and trust essential to this standard. Undergraduate and graduate students participating on grants funded from federal agencies, including the National Science Foundation and the National Institutes of Health, are also required to take training offered by the Research Compliance Office regarding responsible conduct of research. In addition, all researchers conducting research with human and or animal subjects are required to attend training conducted by the [Collaborative Institutional Training Initiative](#). [State Board of Education Policy III.B](#) provides guidance at the state level.

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

In addition to compliance with policy, the board requires full accrual financial statements with operational data and narrative to be presented to the Audit Committee of the Board on a quarterly basis. The 2018 fourth quarter analysis may be found in [State Board of Education's Audit Committee's November 8 2017, meeting minutes](#).

The full board reviews the annual audited financials, ratio analysis, and unrestricted net asset analysis in December of each year.

The State Board of Education's Financial Policies primarily reside in [Section V – Financial Affairs](#). In addition, the university is bound by Idaho state laws.

2.B Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

According to Boise State's fall 2017 IPEDS submission, the University employs 2,425 full-time employees and 864 part-time employees. The table below shows a breakdown by category of information from our

2017 National Center for Education Statistics IPEDS Data Feedback Report, and provides a comparison of fall 2016 data for Boise State and 13 peer institutions.

Table 2.2. Boise State University Personnel Numbers/Comparisons (IPEDS 2017)

<i>Staff Category</i>	Boise State University (Total FTE Enrollment: 16,203)	Comparison group median (Total FTE Enrollment: 20,159)
<i>Postsecondary teachers and staff</i>	950	979
<i>Instructional support occupations</i>	282	113
<i>Management</i>	91	184
<i>Business and financial operations</i>	288	169
<i>Computer, engineering, and service</i>	234	176
<i>Community service, legal, arts, and media</i>	194	201
<i>Healthcare</i>	27	25
<i>Other</i>	475	420
<i>Total FTE staff</i>	2,541	2,267

The process for creation of all new positions begins with the completion of a “Compensation and Classification Form,” into which a comprehensive job description must be entered. Those job descriptions specify the qualifications required based on the criteria determined by the hiring manager, the hiring department, and the Compensation and Classification group within Human Resources. Advertisements include descriptions of criteria and qualifications, and are publicly available on Human Resource’s [Human Resource's Careers](#) webpage.

Procedures and guidance for [selection and hiring](#) of various types of personnel are available at the Human Resources website. The University utilizes a secure electronic applicant tracking system for most applicants to enter their application materials. Because of a number of challenges with the current technology and the underlying business process, the University has revamped its hiring processes to focus on how the process is experienced by applicants and hiring supervisors and is now going through the process of replacing the technology, which will be implemented within the next year.

Search committees or hiring managers complete the balance of the screening process and provide information and feedback to the Talent Acquisition Team. Once employed, new employees receive direction on day-to-day duties and responsibilities from their supervisors. This process is informed by [Policy #1070](#), Equal Opportunity.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Boise State University’s performance management process is developed to provide a mechanism for creating and maintaining ongoing communication between the supervisor and employee. This system focuses on helping our employees achieve his or her best workplace performance. [Policy #4290](#) Annual Faculty Performance Evaluation establishes that faculty are to be reviewed annually to evaluate their performance. The faculty and Dean of each college and the Library establish criteria for evaluating faculty within the categories of teaching, scholarly/creative/research activities, and service. [Policy #7300](#) Professional Employee Performance Evaluation and [Policy #7400](#) Classified Employee Performance Evaluation provide the requirements of evaluation of the University’s exempt and classified employees in a manner consistent with Idaho Code and Idaho Administrative Code. The University’s [Performance Management System](#)

webpage provides extensive guidance in how to manage the performance of employees, including the evaluation of performance.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Boise State supports the professional growth and development of faculty members in a number of ways. The [Center for Teaching and Learning](#) (CTL) is the focus of much of this support, and the following are a sampling of the CTL's offerings.

- [Summer Course Design Institutes](#) consist of intensive weeklong workshops that focus on the role of course design in the overall act of teaching, and the writing of learning outcomes that provide focus for course activities and assessment.
- Face-to-face and online workshops and webinars provide Boise State instructors with opportunities to reinforce best-practices in teaching, learn from colleagues, and reflect upon the choices made as teachers. Online workshops help meet the diverse needs of faculty, including distance faculty and adjunct faculty.
- Consultation and observation services are offered to individuals for developmental and formative purposes. Customized consultations or workshops are regularly provided to departments and programs.
- [Faculty Learning Communities](#) are cohort-based groups, facilitated by a CTL staff member, that bring together faculty to explore a teaching related topic and implement changes in their teaching. Recent examples include “Designing for Student Success”, “Open Educational Resources”, and “Inclusive Excellence”
- [Communities of Practice](#) are groups of people who come together to share ideas and strategies, determine solutions, and build innovations around a common concern or interest. Recent groups focused on Process Oriented Guided Inquiry Learning, Service Learning, Team-based Learning, and The Flipped Classroom.
- [Ten Before Tenure](#) is a program designed to provide pre-tenure Boise State faculty opportunities to enhance their understanding of evidence-based teaching practices, interact and share ideas with colleagues, and build a portfolio of teaching knowledge that can be used as part of the tenure portfolio.
- The [Service-Learning Program](#) helps faculty members integrate, into an existing course, a community-based experience that aligns with and enhances the content of traditional coursework. The SLP helps faculty members to connect with community organizations related to their course and assist students in getting a strong start in their experiences; and assess student learning.
- The [IDEA Shop](#) (the instructional design arm of the CTL) helps faculty integrate emerging technologies such as [mobile learning](#), Virtual Reality/Augmented Reality, and 360 video into their face-to-face and hybrid courses.
- The [BUILD certificate program](#) supports campus educators in gaining knowledge and skills to contribute to a welcoming and inclusive environment on campus, demonstrate commitment to an inclusive campus, and become a campus leader better prepared to promote and support inclusion and diversity efforts.

The CTL offers programs that are specifically designed to [support adjunct faculty members](#).

- The [Adjunct Faculty Learning Community](#) is designed to address pedagogical questions that adjunct faculty may have and help them build a community of fellow educators.
- Each semester, the CTL offers a [New Adjunct Orientation](#) for Adjuncts who start teaching that semester. The first half of the evening includes information about the student body at Boise State, while the second half employs a workshop format that covers just-in-time teaching best practices and strategies.

- The [Treasure Valley Adjunct Conference](#), a partnership of Boise State, the College of Western Idaho, and Northwest Nazarene University, is a day-long event each spring designed to highlight the important work of adjunct faculty and provide cross-institutional relationships for the support of adjunct faculty.

Faculty members also receive instruction and support from the following:

- [Learning Technology Solutions](#) provides support, management, coordination, and strategy for Blackboard learning management system and other enterprise instructional technology systems (e.g., clickers).
- [The instructional design](#) unit of eCampus supports faculty members to design and develop online courses and programs, including the development of online instructional materials.
- Academic departments and/or colleges typically support the travel of faculty members to professional conferences.

In 2014, the [Office of Research Development](#) was created to provide support for capacity building in research and proposal development. These efforts focus on research areas of strength and large institutional-level sponsored projects that are multi-discipline or multi-agency. A third focus is on the needs of new faculty members who are typically less experienced and less adept in securing research funding.

Staff members also have a range of professional development opportunities. To support development and growth for all Boise State employees, benefit eligible faculty and staff qualify for a [tuition waiver](#) that supports employees in their pursuit of further education.

Additionally, Boise State offers the following resources in support of employee development.

- The Human Resources [Employee Learning and Organizational Development](#) (EL/OD) Team offers programs, workshops, and training to help employees build essential skills they use in their everyday work through e-learning, mentoring and coaching, as well as in-person, facilitated sessions for personal and professional development.
 - Training resources include training support for HR areas, such as benefits, recruiting/hiring, and payroll. More advanced training involves department and individual training needs assessments, and specialized content development and delivery, including train-the-trainer when applicable.
 - Employee Development Programs include ONE Boise State new employee orientation, Let's Talk brown bag lunch series, Shared Leadership introductory leadership program, Leadership Pathways leadership development program, Manager's Toolkit training resources, personal and professional growth (styles assessments, communication, conflict resolution, etc.), custom and general workshop design and delivery, and coaching and career development services.
 - Facilitation Services include strategic planning, structured brainstorming, conflict resolution, group problem solving, mediation, communication, and collaboration.
 - Leadership Support includes coaching, mentoring, problem resolution, change management, change communication, strategy, people development meeting design, and special project planning.
 - Consultation Services include training/learning assessment and gap analysis, reorganization design, organizational analysis, change management, culture change, workshop effectiveness, talent management, succession planning, competency development, project management, and relationship management.
 - The [Shared Leadership](#) program is two years in length, providing employees the opportunity to explore leadership issues and opportunities at the University and to become trained to

become involved in the University decision making process.

- Additionally, the HR EL/OD team partners with other campus teams to support training and development in several other areas.
 - Office of Information and Technology offers a [broad selection of Information Technology training](#) and learning resources for the campus community related to software, including Blackboard, WordPress, Microsoft Excel, G Suite, and more.
 - [University Financial Services training portal](#) provides workshops and training materials on topics such as travel, purchasing, time entry and approval, expenses, projects and awards.
 - The [Office of General Counsel](#) provides [training about the contract process](#), contract management, and legal issues.
 - The [Center for Professional Development](#) provides additional programs related to personal, professional, and team development for the campus community.
 - The BUILD Certificate Program described above serves staff, as well as faculty.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

As of spring 2017 Boise State University employed 757 full-time and 769 part-time instructional faculty. Tenured faculty members number 364 and another 159 are eligible for tenure.

Of the 757 full-time instructional faculty members teaching in 2017-2018, 584 hold doctorates or other terminal degrees, 155 hold non-terminal master's degrees, and 18 hold bachelor's degrees.

As of fall 2017 the current full-time equivalent student to faculty ratio is 17:1.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Boise State University [Policy #4560](#) Workload for Tenure and Tenured Track Faculty outlines the formal faculty workload policy and provides default university-wide workload values for teaching, scholarship, and service. The policy requires that colleges and departments develop workload policies that define professional expectations and any variances from the university-level policy. At minimum, departmental policy and procedure must include (i) uniform application to all faculty members, (ii) development by the faculty member and department chair an annual description of expected workload, (iii) linkage of annual workload description to annual faculty evaluation, and (iv) a mechanism for modifying workload during the academic year should the need arise.

The annual workload will take into account such factors as service to the department or university, active research or artistic projects, graduate student mentorship, course size and type, and other relevant factors. Unless otherwise defined, the standard teaching assignment is three 3-credit courses per semester (3-3 load), which is generally equivalent to 60% of total faculty workload.

Documentation of faculty workload assignments for the upcoming academic year must be submitted to the Dean prior to the start of the fall semester. In practice, this occurs in the preceding spring as part of the annual evaluation process, where both the evaluation and workload assignment are recorded in Faculty180, to which Deans have college-wide access. The workload assignment must detail the percent of total effort assigned to teaching, scholarship, and service. If a faculty member's teaching assignment is lower than the standard three 3-credit courses per semester, that deviation must be consistent with standards established in Provost-approved department or college policy, or it must be justified at the time of assignment as a legitimate exception to policy, based on extenuating circumstances. These mechanisms establish a level of

consistency, transparency, and fairness across colleges and departments, despite the significant differences that exist between disciplinary norms or due to practical necessities.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Faculty members are evaluated for three different purposes; each purpose is discussed by Idaho State Board of Education policy and Boise State policy:

- Annual Evaluations are conducted for all faculty members of all types, including adjunct faculty members, as specified in [Policy #4290](#) and [SBOE Policy II.G.4](#).
- Review for promotion and tenure are conducted for those faculty members who are eligible, as specified in [Policy #4340](#) and [SBOE Policy II.G.6](#).
- Five-year review of tenured faculty members are conducted for tenured faculty members, as specified in [Policy #4380](#) and [SBOE Policy II.G.6.g](#).
- Department chairs have the option of working with Human Resource Services to develop Performance Improvement Plans.

Annual evaluation of faculty members is conducted according to criteria that are developed by colleges and departments in the categories of teaching, research/creative activity, and service. Evidence of teaching effectiveness must include information from student evaluation of teaching ([Policy #4300](#)), and may also include peer evaluation of teaching, evidence of new course development, evidence of actions taken to improve instruction, and/or use of innovative modes of instruction. Evidence regarding research and creative activity includes documentation of publications, exhibitions, performances, and grants. Evidence regarding service includes service to the profession, community, and University. All faculty members are required to document, using the software Faculty180, activities during the year being evaluated. All data in Faculty180 are available to appropriate administrators. Typically, faculty members are also asked to provide a self-evaluation in each category of teaching, research/creative activity, and service, and submit a plan of activities in each category, including professional development opportunities such as training, workshops and conferences, etc. This plan can be adjusted to address areas of concern, if there are any, or to help with the professional growth and development of the faculty member.

The schedule of annual evaluation, according to policy, is as follows:

- Faculty members must submit documentation by February 1 of the year following the calendar year being evaluated.
- Supervisors of faculty members (typically department chairs, department heads, school directors/deans) must submit a written evaluation to the faculty member before spring break; faculty members who do not agree with the evaluation have the prerogative to respond and write an addendum.
- The evaluation, along with any addenda and plans for improvement, must be presented to the Dean by April 15.

The methodology and criteria for evaluation of faculty members seeking promotion and tenure is spelled out in detail in [Policy #4340](#). Further information regarding department- and college-specific methodology and criteria is contained in department and college policies. Evaluation of faculty members for promotion and tenure should be made in light of the workload policies of the college and department.

Recently, a department-level Biennial Tenure Progress Review process was added to [Policy #4340](#). The review is conducted during the second and fourth years of appointment at the University to provide opportunities to address areas of concern before the tenure and promotion decision.

The schedule of evaluation for promotion and tenure is as follows:

- A faculty member must apply for tenure and promotion to associate professor by their sixth year, and may only apply for tenure once. Extensions of the timeline may be granted under circumstances specified in policy.
- By April 1 of the calendar year of application, the faculty member must notify the Department Chair and submit a list of potential external reviewers.
- By September 15, the faculty member must submit the tenure and promotion file to the department. That file is in two parts. The first part contains the faculty member's vita, annual evaluations, recommendations from the Department Chair and committees, and a summary of teaching evaluations. Confidential external letters of reference are both solicited and subsequently added to the file by the Department Chair. The second part of the file contains evidence in support of the first part of the file, e.g., publications, teaching evaluations, etc.
- By October 15 the Department Chair will forward the file to the College committee, along with the recommendation of the department; by December 15 the college committee will forward the file to the Dean, along with the recommendation of the committee.
- Subsequently, the Dean, then Provost, then President will review the file.
- If at any point there is a recommendation for denial of tenure, the faculty member may meet with the appropriate committee or person to make his/her case.

In Five-year Tenure Review ([Policy #4380](#)) the performance of the faculty member may be questioned by a majority vote of departmental faculty members or by the Dean, Provost, or President. If that performance is questioned, then the Provost will decide whether to conduct a full and complete review of the faculty member according to the criteria for granting of tenure.

The following are provisions for concerns that arise between regularly scheduled reviews:

- Annual evaluations are used to address concerns that arise between five-year tenure reviews.
- Biennial Tenure Progress Review is used to address concerns that arise prior to the granting of tenure.
- [Policy #5060](#) addresses procedures for addressing misconduct in research.
- [Policy #1065](#) addresses procedures for addressing sexual harassment.

2.C. Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Proposed new degree programs must follow [Policy #4040](#) Request to Initiate New or Expanded Instructional Programs, as well as Idaho State Board of Education [Policy III.G](#). Both policies provide guidelines to ensure that new programs are consistent with Boise State's mission and disciplinary guidelines. All proposed new programs are reviewed by the University Curriculum Committee (for undergraduate programs) or the Graduate Council (for graduate programs). In addition, all programs are reviewed by the appropriate dean, Vice Provost, Provost, and President. All new doctoral programs must be reviewed by two external reviewers, as required by SBOE Policy III.G.

Each degree program is required to have program-level learning outcomes, which can be found on Boise State's [assessment website](#). Every three years programs submit Program Assessment Reports that outline a program's process for assessing learning outcomes. This report is reviewed by an interdisciplinary faculty team to provide feedback to the department. Additional information about [program learning outcome assessment](#) is located online. A full description of Boise State's methodology for assessment of Program Learning Outcomes and University Outcomes is in Standard 4A3/4B2.

[SBOE Policy III.H](#), and University [Policy #4100](#) outline the requirement for all academic programs to undergo review. The goal of program review is to assist departments and the programs offered within; in determining how effective their programs are; and in bringing together faculty to develop goals and strategies for enhancing or maintaining a high quality of education and opportunities for students. A full description of program review, known as Integrated Review of Academic Departments, is in Standard 3.A. In addition, programs at Boise State University with specialized accreditation status are reviewed on a schedule maintained by their respective accrediting bodies.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

As noted in 2.C.1, all degree programs are required to have program-level learning outcomes, which can be found on Boise State's [assessment website](#).

Syllabi for all courses are expected to include course learning outcomes. The Center for Teaching and Learning offers [Summer Course Design Institutes](#) that include (i) guidance on how to construct course learning outcomes that effectively provide focus for course activities and assessment and (ii) the use of the principles of backwards design to align learning outcomes, course activities, and assessment. Many other faculty development offerings invite participants to connect assessments and course activities to planned learning outcomes. A [template for syllabi](#) that includes course learning outcomes is available to all faculty members.

The University Foundations Program (Boise State's general education program) requires that syllabi for all courses include course learning outcomes, including (i) University Foundations 100 and 200 and (ii) all Foundations of the Discipline courses (humanities, science, social sciences, etc.) taught by academic departments.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Academic credit is awarded in the form of semester credit hours, as defined by [Policy # 4080](#) Credit Hours. That policy applies to all for-credit University classes at all levels, regardless of mode of delivery. That definition follows the standard that each credit hour requires the equivalent of 15 clock hours of classroom or direct faculty instruction, and a minimum of 30 Clock Hours of out-of-class student work. Students have ready access to the [Clock Hour definition on the website](#) of the Office of the Registrar, as well as the [undergraduate catalog](#) (page 61).

Requirements for baccalaureate degrees are published in the [undergraduate catalog](#) (chapter 10; page 49) and reflect those typical of baccalaureate degrees, such as requirements for a minimum of 120 semester credit hours overall, completion of 40 semester credit hours at the upper division level, and completion of general education requirements. Four-year plans for undergraduate programs are available at the [Major Finder webpage](#).

Requirements for graduate degrees are consistent with commonly accepted norms of higher education, as described in the [graduate catalog](#) for graduate certificates (page 55), master's programs (page 56), education specialist's programs (page 60), and doctoral programs (page 61).

Undergraduate and graduate students (as well as faculty and advisors) can view an [Academic Advisement Report](#) using an online interactive degree audit tool that provides students and advisors with real-time degree progress tracking and what-if functionality to explore degree options.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admissions and graduation requirements are clearly defined and widely published.

Admission requirements for undergraduate programs are available at the website of the [Office of Admissions](#) and in the [undergraduate catalog](#) (page 22).

Students desiring to enter a graduate program must apply to (and be admitted to) both the [Graduate College](#) and the [individual graduate program](#).

As noted in 2.C.3, the broad requirements to graduate with a baccalaureate degrees are published in the [undergraduate catalog](#) (chapter 10; page 49) and the broad requirement for graduate degrees are published in the [graduate catalog](#) (page 55).

The requirements for individual degree programs are listed in the [undergraduate catalog](#) (page 63) and [graduate catalog](#) (starting on page 55), organized alphabetically by the name of the academic department offering the degree. [Checksheets](#) of requirements for undergraduate programs are available at the website of the Office of the Registrar.

The University ensures that degree programs are of appropriate design through the curriculum approval process, which is discussed in 2.C.5.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Boise State faculty members have primary responsibility for designing, approving, and implementing program curricula. Faculty members determine if program curricula should be revised, following [Policy #4050](#) Minor Curriculum Change Procedures. Additionally, faculty lead much of the effort of instituting new programs and delivery formats, following [Policy #4040](#) and [Idaho State Board of Education Policy III.G.](#) Curriculum changes must be approved by the University Curriculum Committee (for undergraduate programs), the General Education Committee (if the change has relevance to the University Foundations Program), or the Graduate Council (for graduate programs). All three committees have delegated responsibility from the [Faculty Senate](#).

Faculty members play a significant role in selecting new faculty members within their departments. Following HR policies and guidance, it is the responsibility of faculty members to create job descriptions, serve as search committee members, interview finalists, and vote on candidates for recommendation to the Dean.

Faculty members take the lead role in assessing student achievement of clearly defined learning outcomes, both in the courses they teach and for the degree programs within their departments. Every three years departments submit a [Program Assessment Report](#) in which they document Program Learning Outcomes, the methodology for assessing those outcomes, and changes made based on assessment information. The Program Assessment Report is evaluated by an interdisciplinary team of faculty reviewers, who provide feedback to the department. Timelines, schedule, forms, peer review process and training are found on the [program learning outcomes assessment](#) webpages.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Information literacy instruction is embedded in the University Foundations (UF) courses required of undergraduate students, particularly UF 100 and UF 200. Under the leadership of the Instruction Coordinator, UF assignments are developed collaboratively with teaching faculty and dovetail with classroom instruction. Library faculty share teaching responsibilities for these classes, and actively participate on campus-wide committees to plan and implement the general education curriculum.

Albertsons Library faculty ([liaison librarians](#)) work closely with faculty and staff members in specific disciplines to meet each department's information literacy needs. Their work includes providing face to face, online and hybrid instruction; developing effective assignments; coordinating access to materials; individual consultations with students and faculty; and developing interactive online research guides. These guides, called [LibGuides](#), can be embedded within courses via the University's online learning management system, Blackboard. The Instructional Design Librarian works with library and disciplinary faculty to develop interactive videos that can be embedded in guides and course syllabi. In addition, library faculty actively engage with instruction via the [MakerLab](#) and [Video Production Suite](#), designed to integrate emerging technologies, multimedia, design theory, and active learning into disciplinary instruction to improve student learning outcomes.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

The awarding of credit for prior experiential learning is available for undergraduate students only, and is based on evaluation of a portfolio. The process is administered by the Office of the Registrar in accordance with [Policy #3040](#) Prior Learning, which states, "The maximum number of credits earned in portfolio credit cannot exceed one-fourth (1/4) of the total credits required for a degree or certificate." Academic departments and their faculty members are responsible for evaluation of prior experiential learning. Additionally, the University must comply with [Idaho State Board of Education Policy III.L](#). Continuing Education and Prior Learning.

The policy and process for awarding Credit for Prior Learning are published in Chapter 10 of the [Undergraduate Catalog](#) and on the webpage [Credit for Prior Learning](#). Credits are transcribed after the student completes the [Credit for Prior Learning form](#) which must be approved and signed by the chair of the academic department. Credit for Prior Learning is identified on the students' transcripts and may not duplicate other credit/courses on the academic record.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The policies and procedures regarding the transfer-of-credits are located in Chapter 10 of the [Undergraduate Catalog](#) and online at [Transfer and Alternative Credit](#).

The Office of the Registrar oversees the process of evaluation of transfer credits, and led the effort to develop a public and searchable [Transfer Equivalency System](#) that contains all transfer credit rules. The Provost's Office has delegated authority to the Office of the Registrar to develop transfer rules for lower

division courses, and departments are brought into that process as needed. Academic departments develop the rules for transfer of upper division courses. For Boise State's top 50 feeder institutions, rules were developed for all courses in the catalog. For institutions not in the top 50, rules are developed based on the evaluation of transcripts and associated syllabi.

The Idaho State Board of Education requires a statewide common core known as GEM (General Education Matriculation). GEM courses articulate across all public institutions in Idaho. The Office of the Registrar collaborates with the State Board of Education and other Idaho public institutions to maintain a state portal system [CourseTransfer](#) to facilitate the transfer of GEM courses.

The [BroncoConnect](#) program provides a smooth and efficient transfer process with the College of Western Idaho and we are in the final stages of establishing a similar program with the College of Southern Idaho. In addition, 2+2 articulation agreements have been developed for many programs at the College of Western Idaho. Those agreements facilitate a smooth transition of students from the College of Western Idaho to Boise State.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Boise State's general education program, known as [University Foundations](#), was developed with guidance from the [LEAP framework](#) of the Association of American Colleges and Universities. Underlying the program are the University Learning Outcomes, which are described in 2.C.10.

Beyond the typical distributed disciplinary coursework of a general education program, the University Foundations program includes three additional courses.

- The 100-level Foundations of Intellectual Life class (UF 100) challenges students to become more active and expert learners as they investigate major questions or problems from a disciplinary perspective. The class is designed to further develop two complex skills that successful students continue sharpening throughout college and life: critical inquiry and oral communication.
- The 200-level Foundations of Ethics and Diversity class (UF 200) is a 30-student, interactive learning class centered on the question, "What does it mean to be an engaged citizen in a democracy?" Students discuss issues of ethics and diversity, connect course content with the real world through civic engagement projects, and build their writing skills.
- A senior-level "Finishing Foundations" course within each student's major provides a summative experience to their college career.

Prepared with a broad framework from UF 100, students move into specific disciplinary general education courses, exposing them to further ways of knowing themselves and the world. In alignment with [SBOE Policy II.N](#), the University Foundations program requires thirty credits of coursework distributed across the following disciplinary/skill areas: written communication (6 credits), oral communication (2 credits), mathematics (3), natural science (7 credits), humanities and the arts (3 credits), and social science (6 credits).

Students in baccalaureate degree programs and transfer students without associate degrees must complete the University Foundations program or demonstrate completion of general education equivalent to the subject areas outlined above.

The General Education Council consists of representative faculty dedicated to the cohesion, assessment, and oversight of the program. The Council includes subcommittees for each disciplinary area in the general curriculum to ensure quality and adherence to the learning outcomes. These subcommittees are populated faculty with the requisite disciplinary expertise corresponding to each course.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Boise State shares eleven university-wide learning outcomes (ULOs) that guide both the general education program as well as the many degree programs at the institution. This approach reflects the scope of the university's mission to advance "student success, lifelong learning, community engagement, innovation and creativity." The learning outcomes correspond to this mission by emphasizing the proven skills and habits of mind necessary for civic and career readiness. The ULOs are as follows:

1. Written Communication – Write effectively in multiple contexts, for a variety of audiences.
2. Oral Communication – Communicate effectively in speech, both as a speaker and listener.
3. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
4. Innovation and Teamwork – Think creatively about complex problems to produce, evaluate, and implement innovative possible solutions, often as one member of a team.
5. Ethics – Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.
6. Diversity and Internationalization – Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including political, economic, and environmental issues.
7. Mathematics – Apply knowledge and the methods of reasoning characteristic of mathematics, statistics, and other formal systems to solve complex problems.
8. Natural, Physical, and Applied Sciences – Apply knowledge and the methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.
9. Visual and Performing Arts – Apply knowledge and methods characteristic of visual and performing arts to explain and appreciate the significance of aesthetic products and creative activities.
10. Literature and Humanities – Apply knowledge and the methods of inquiry characteristic of literature and other humanities disciplines to interpret and produce texts expressive of the human condition.
11. Social Sciences – Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

Each of the ULOs has an [associated rubric](#); the rubrics were developed by interdisciplinary teams of faculty and draw upon the Association of American College and Universities' VALUE rubrics. The rubrics provide a foundation for evaluating progress of students over their academic careers and represent development goals to be met by the time a student completes their bachelor's degree.

Boise State's ULOs are in alignment with [SBOE Policy III.N](#), which requires thirty credits of coursework distributed across the following disciplinary/skill areas: written communication (6 credits), oral communication (2 credits), mathematics (3), natural science (7 credits), humanities and the arts (3 credits), and social science (6 credits).

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Not applicable.

Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Key in our role as a metropolitan research university has been the growth of graduate-level educational opportunities. Students in graduate programs help to support the [institutional mission](#) of advancing new knowledge and benefitting the community, the state, and the nation. Through these programs, graduate

faculty and students ensure that the University remains an integral part of the metropolitan environment. Graduate programs also facilitate University engagement in economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Boise State offers more than 80 distinct graduate curricula spanning a wide variety of disciplines and degree levels. In recent years, the university has focused on the development of transdisciplinary, research-intensive doctoral programs that include PhDs in Biomolecular Sciences; Materials Science and Engineering; Computing; Ecology, Evolution, and Behavior; and Biomedical Engineering. The Graduate College, in collaboration with the Division of Extended Studies has also focused on development of graduate programs that expand access to a broader range of student via a wholly online format, including a MS in Respiratory Care, MS in Genetic Counseling, a Master of Business Administration, a MS in Accountancy, a Doctor of Nursing Practice, and an EdD in Educational Technology.

The [Graduate College](#), with [Graduate Council](#) approval, is responsible for establishing and implementing policies and procedures for all graduate education. The Graduate Council is a standing committee of the Faculty Senate. Its voting membership consists of a graduate faculty representative from each academic college, the Graduate College student senator in the Associated Students of Boise State University (ASBSU; the University's student government organization), and a member of the Faculty Senate. Ex-officio members include representatives from the Library (Associate Dean, Library Collections) and the Graduate College (Graduate Dean).

The [Graduate Catalog](#), published each year, describes the graduate programs offered by Boise State University (beginning at page 71) and the policies, procedures, and requirements that govern those programs (beginning at page 48). The [Graduate College Policy and Procedure Manual](#) contains descriptions of policies and procedures relevant to graduate programs. Degree requirements for each of the master's and doctoral programs are clearly identified in the catalog and on the [degree programs](#) page of the Graduate College website. Regulations for a Master's degree program require that a master's degree must include at least 30 credits and a minimum study of one academic year. Two doctoral degrees with an in-depth focus on academic research are offered: the Doctor of Philosophy (PhD) and the Doctor of Education (EdD). The Doctor of Nursing Practice, the highest degree for practice-focused nurses, is also offered. Regulations for doctoral programs require that a degree must include at least 60 credits. The minimum duration of study is three years beyond the baccalaureate degree. Detailed regulation information can be found in the [graduate catalog](#) (starting on page 38).

In addition to coursework that entails greater depth of study than that required at the undergraduate level, the majority of graduate degrees involve a culminating activity. The types of culminating activities vary among disciplines, but they involve a thesis or dissertation, project, comprehensive exam, portfolio, capstone course, or public recital or exhibition. All Ph.D. programs require a dissertation. Regardless of the exact nature, culminating activities reflect the heightened intellectual or creative demands placed on graduate students. Additionally, where appropriate Boise State seeks and maintains specialized accreditation status for a number of graduate programs.

As is described in 2.C.5, quality and rigor of graduate programs is ensured by the fact that any new graduate program requires approval by the appropriate dean, the Graduate Council, Vice President for Finance and Administration, Provost, President, and Idaho State Board of Education. Additionally, approval of new doctoral programs requires an evaluation by external reviewers.

Program learning outcomes for individual graduates program are located online at Boise State's [assessment website](#).

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Students desiring to enter a graduate program apply to (and must be admitted to) both the Graduate College and the individual graduate program. The minimum requirements for admission to the Graduate College are listed in the Graduate Catalog (page 26) and [Graduate College Policy and Procedure Manual](#). Those requirements include a baccalaureate degree from a regionally accredited U.S. college or university (or the international equivalent), submission of a graduate admission application, official transcripts from all previously attended colleges and universities, and either a 3.0 or higher GPA for all undergraduate credits or a 3.0 or higher GPA for the last half of the undergraduate credits. Individual programs may identify stricter criteria and require that additional information, such as standardized test scores, letters of recommendation, writing samples, etc., be submitted. International students must also demonstrate that they have an ability to apply for the appropriate visa, sufficient financial resources, and English proficiency. Requirements for admission to individual programs can be found at the [degree programs](#) page of the Graduate College website, in the listing for each program in the Graduate Catalog, and on the websites of academic departments.

Policies regarding academic performance are found in the Graduate Catalog (page 49). In brief, graduate students must maintain a minimum cumulative grade point average of 3.0 or be subject to review by the Graduate College with the potential for probation or dismissal. Students must have a minimum grade point average of 3.0 to be able to graduate. A student enrolled in a doctoral program who is unable to pass the comprehensive examination will be dismissed from the program and University.

Criteria for transfer credits are clearly identified in the [Graduate Catalog](#) (page 50). At least half of the total credit requirement for a degree must be earned after admission to the graduate program. Departments and programs may set stricter criteria with approval by the Graduate Council.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Course credit at the graduate level is not offered for experiential learning, internships, or field experiences that are external to a graduate program, nor is credit granted for experiential learning that occurs prior to a graduate program. However, numerous graduate programs, such as Counselor Education and Social Work, incorporate some form of experiential learning such as internships, field experiences or clinical practice. These educational activities are offered as applicable graduate course work in the discipline, with appropriate supervision (typically by faculty) as determined by the discipline.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

The graduate faculty at Boise State are key to ensuring that graduate programs are characterized by a high level of expertise, originality, and critical analysis. [Graduate faculty](#) members are a subset of the institutional faculty who have been determined to have met identified criteria, and were reviewed and approved by the Graduate Council. All tenure-track faculty members from colleges with graduate programs may be recommended for membership to the graduate faculty at the time of their appointment at the institution. Non-tenure-track individuals who occupy an endowed chair, a Clinical Faculty position, or a Research Faculty position may be recommended for graduate faculty status for the entire period during which they occupy

their position. Graduate faculty may chair project, thesis or dissertation committees if they have a departmental endorsement. All graduate faculty members may teach graduate courses and/or serve on committees.

In addition, all [graduate programs](#) must adhere to the guidelines found in the [Graduate College Policy and Procedure Manual](#). In general, graduate programs in the arts require a culminating experience in the format of a performance, exhibition, or creative thesis. Graduate programs focused on research or scholarship typically involve a thesis or a dissertation focused on original research and overseen by a committee of graduate faculty. In some cases, graduate programs require students to publish original research in peer-reviewed journals. Graduate programs preparing students for professional practice include, as deemed appropriate by the faculty members who developed the program, the coursework, clinical experience, thesis, project, portfolio, capstone course, and/or comprehensive examination necessary to ensure proper preparation of the graduate. As one indication of the quality of Boise State graduate students, one-third of all downloads from Scholar Works are for theses or dissertations.

As is described in 2.C.5, the appropriate focus of the graduate curricula is ensured by the fact that any new graduate program requires approval by the appropriate dean, Graduate Council, Vice President for Finance and Administration, Provost, President, and Idaho State Board of Education. Additionally, approval of new doctoral programs requires an evaluation by external reviewers.

Continuing Education

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

Boise State University’s mission and strategic goals speak to the importance of educational access, lifelong learning, professional and continuing education, and enrichment. The Division of Extended Studies has the primary responsibility for continuing education, and its programs include [eCampus](#) (online programming for both campus-based and fully online students), [Boise State Flex](#) (hybrid evening/weekend degree programs available at outreach centers), [Concurrent Enrollment](#) at high schools, the [Osher Lifelong Learning Institute](#) (non-credit programming specially designed for people age 50 and over), the [Center for Professional Development](#) (non-credit programming tailored for businesses and agencies), [Summer Sessions](#), and [Boise State Public Radio](#). These programs have grown considerably in the past decade as Boise State University reaffirmed its role and mission as a public metropolitan university.

2.C.17 The Institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

All aspects of the University’s continuing education are coordinated and overseen by the Division of Extended Studies. The Dean of Extended Studies reports directly to the Provost/Academic Vice President and is a member of the Deans Council. The Dean works closely with other deans and university leaders to ensure the offerings of Extended Studies are aligned with the University.

Academic oversight for all of Extended Studies’ credit-bearing courses and programs is provided by appropriate academic departments. Curriculum approval, hiring of instructors, and assessment of student achievement are the responsibility of the academic departments—and follow the same vetting processes—as other academic programs at the University. Noncredit programs draw on the expertise of University faculty, are assessed systematically, and abide by all university approvals, policies, and procedures.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

When granting credit or CEUs, Extended Studies complies with [Policy #4080](#) on credit hours and State Board of Education [Policy III.E.](#) on certificates and degrees, and [SBOE Policy III.L.](#), which guides the University's standards and processes for approving and implementing continuing education credits. Additionally, the University follows the standards of relevant specialized bodies. For example, the Center for Professional Development follows standards of the International Association for Continuing Education and Training when awarding CEUs. Credit-bearing activities are always offered in conjunction with an academic department and subject to the same approvals, policies, and assessment requirements as other University academic programs. This holds true whether a course is offered face-to-face, online, at a high school through Concurrent Enrollment, or through any other Extended Studies program.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Detailed records of non-credit instruction are recorded and retained by Extended Studies. Offerings, instructor information, enrollment data, dates and other important course details are stored in the AceWare noncredit registration system. This system, which is supported by the University's Office of Information Technology and backed up routinely, complies with University IT practices. Extended Studies can retrieve and provide noncredit records upon request.

2.D. Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Boise State ensures that students have access to classrooms, collaborative workspaces, and research spaces across campus through a variety of efforts that are covered in section 2.G.1. Beyond the creation and maintenance of physical spaces on campus that create effective learning environments, Boise State offers a variety programs and services that ensure students learning needs are met through a multitude of supportive learning environments both on and off campus.

The goal of Boise State's [Housing and Residence Life](#) is to provide effective learning environments through the facilities where students live and services provided through the Residence Life program.

Resident Assistants (student staff members living in residential communities) are trained to address students' social, academic, and emotional health. Additionally, Residence Life offers social, educational, and inclusive community-building activities to support residents' learning, growth, development and socialization. Emphasis is placed on the first six weeks of the fall semester in order to support residential students as they connect with peers and identify campus resources. Subsequently, at least one weekly community-building program, activity, or event is provided. In coordination with the Student Involvement and Leadership Center, Housing and Residence Life coordinates and hosts activities across campus to help First-Year students living on campus connect with each other and campus resources over social and educational content. Similarly, the 2-Year Residential Engagement Program was implemented to create opportunities for Second-year residential students to connect with each other and gain valuable educational skills that will help them within and beyond the classroom.

[Living Learning Programs](#) are an integral part of the Housing and Residence Life department and are coordinated by Residence Life staff. Living Learning Programs serve approximately 10 percent of the

residence hall population. Seven full-time faculty members live in the residence halls with communities of 20 to 70 students each, and teach a course aligned with community purpose, focus and interest. An additional seven faculty members are “out-of-residence.” Although they do not live on campus, out-of-residence faculty remain connected and highly visible to the Living and Learning Community residents.

The communities include:

- Arts and Sciences Residential College
- College of Business and Economics Living and Learning Community
- STEM-Education Living and Learning Community
- Engineering and Innovation Residential College
- Health Professions Living Learning Community
- BroncoFit Living and Learning Community
- Leadership and Engagement Living and Learning Community.

Boise State’s [Student Diversity and Inclusion](#) office seeks to provide a sense of connectedness to students from first-generation and underrepresented minority populations. Student Diversity and Inclusion uses the following strategies:

- One-on-one work with students begins with the premise that whoever they are and whatever they face, students belongs here and there is a way to address their need.
- Themed programming seeks to build community and amplify a message of celebration and valuation of the cultures of origin for students from under-represented minorities.
- Creation of partnerships with student-led organizations supports the growth and development of new and relevant activities conceived of and designed by students, in order to reflect their developing needs and perspectives.

Boise State offers a variety of TRiO-funded programs such as Educational Talent Search, TRiO Rising Scholars Program, [TRiO Teacher Prep Program](#), [McNair Scholar’s Program](#), as well as [Upward Bound](#) and [Veterans Upward Bound](#). Boise State University also offers the [College Assistance Migrant Program](#) on campus, which has been helping migrant or seasonal farm workers and their children go to college since 1984.

All students have access to the [Math Learning Center](#) and [Writing Center](#). The Math Learning Center focuses on improving student success by building mathematical reasoning and problem-solving skills. The Writing Center offers consultations geared toward the individual needs of the writer as a collaborative effort between writer and consultant. These resources and others are also made available to Idaho high school students taking Concurrent Enrollment courses through Boise State.

The [Educational Access Center](#) coordinates accommodations for students with disabilities who have identified as needing accommodations for equitable access to academics and university housing. The Educational Access Center works with students to identify access barriers and determine appropriate accommodations to remove them. Accommodations can include, but are not limited to, sign language interpreters, captioned videos, written material in alternate format, and access technology such as screen readers. The center also works with campus partners such as the Office of Information Technology, Instructional Design and Educational Assessment, and eCampus to proactively identify and remove access barriers, thereby reducing the need for accommodations.

[Health Services](#) enhances the health of the Boise State community and enriches the learning, research and service opportunities surrounding health care on campus. Health Services provides a full range of primary care and urgent care medical services to both staff and students, as well as crisis intervention and individual and group counseling through [University Counseling Services](#). Because Health Services is integrated with Boise State’s Department of Nursing, experienced health care providers help teach the professionals of tomorrow. This co-location provides opportunities to integrate classroom learning, laboratory, clinical and internship experiences with research and health care policy development for students, faculty and staff.

Health Services also offers a variety of wellness screenings, workshops, health and fitness challenges, classes and activities that lead to a healthy campus population.

[Veterans Services](#) help veterans prepare for and succeed in post-secondary education. Staff members provide veterans with an education assessment, individual and group instructional programs, academic coaching, career planning and other services to support their educational goals. They help veterans fill out FAFSA applications and other financial aid services, and even enroll them for care at the Boise VA Medical Center. Many veterans face unique social and emotional challenges when they retire from service and re-enter civilian life, which can lead them to take longer than their peers to finish their degrees. Boise State offers the [Peer Advisors for Veterans Education](#) (PAVE) program, in which peer mentors help remove these barriers for veteran students. Upper-class veteran students volunteer their time to contact incoming veteran students and help them feel welcome and connected with community resources. They organize social events as well as connect students with tutoring, financial help, internships, job searchers, counseling, day care services and more.

The [Gender Equity Center](#) helps empower individuals of all gender identities to feel valued, protected and safe to express themselves with confidence through interactive programs focused on gender, sexual orientation, learning to become an ally, and violence prevention. The center promotes active citizenship and focuses primarily on gender-related issues, encouraging dialogue about the social construction of gender and how gender intersects with race, ethnicity, class, sex, sexual orientation, ability, age and nationality. The center organizes events and workshops designed to create a deeper understanding of sexism, homophobia, gender-based violence, racism, classism and ableism, thereby providing a basis for strategic action. It helps students achieve their academic goals by providing educational outreach, support services, and a safe place.

Boise State offers a number of programs delivered wholly online. These online programs are offered through Boise State University's [eCampus](#) and are designed to be high-touch, as well high-tech. This means that eCampus' instructional designers work with faculty to design online courses that feature substantial interaction among students, and between students and the instructor. Resources are invested to provide online students with success coaches who proactively reach out to students, ask how they are doing, and offer advice ranging from time management to financial aid to degree requirements. In addition to success coaches, eCampus has transcript evaluators, financial aid counselors, and information technology staff available to assist students in successfully navigating their academic coursework.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The Department of Public Safety (DPS) operates 24 hours a day, 7 days a week, and is staffed with both sworn and unsworn personnel, including trained professional Boise State Senior Security Officers (SSO's) (unsworn) and City of Boise Police Officers (sworn). DPS is comprised of the following departments: Transportation, Parking and Safety Systems, Security, Police and Event Operations, and Emergency Management. University [Policy #12130](#) Security and Police Services Authority establishes the authority for the Department of Public Safety to manage and enhance campus safety and security.

Boise State SSOs are responsible for building security and patrol, grounds security and patrol, parking enforcement, policy enforcement, citizen assistance, and emergency response. SSOs patrol all campus properties, including residence halls, throughout the day, every day of the week. All full-time SSOs are required to complete the 80-hour Western Association of Campus Law Enforcement Administrators' Basic Academy. These officers are certified in first aid, CPR, and AED, with training throughout the year. When additional security personnel are needed, particularly for larger-scale events, Boise State contracts security services with private firms who provide both parking and event security services. DPS is currently working to cross train SSOs with selected parking enforcement and event staff to provide an extra layer of trained emergency response individuals who can support the function of security officers when needed.

In addition to security, DPS has administrative responsibility for law enforcement contract with the Boise Police Department (BPD). BPD officers have jurisdiction throughout the Boise City limits, and Boise State contracts with BPD to provide police services to campus. BPD maintains a substation and dispatch center on campus that is staffed 24 hours a day. BPD also provides law enforcement services to public property contiguous to the Boise State main campus.

BPD has 1 lieutenant, 6 officers, and 4.2 dispatchers assigned to Boise State; those personnel are stationed at the DPS substation and work in concert with Boise State SSOs. At least one officer and one dispatcher are on-duty on campus 24 hours a day, 7 days a week. BPD is responsible for law enforcement, investigations of alleged criminal offenses, crime prevention programs, responding to criminal activity and crime-related problems on campus, and assisting with emergency response at Boise State. BPD officers have full law enforcement authority and have completed the Peace Officers Standards and Training (POST) Academy, and receive regular training on areas such as emergency first aid, criminal law, firearms, crisis intervention, arrest procedures, victim response, and crime prevention. Police officers are empowered by Idaho law to make arrests, investigate crimes, and carry firearms on campus.

The Department of Public Safety maintains a close working relationship with City, County, State, and Federal law enforcement agencies, as well as all appropriate elements of the criminal justice system. Crime-related reports and statistics are routinely exchanged, and personnel from City, County, State and Federal law enforcement agencies routinely assist DPS during football games and other major events or emergencies that occur on campus. DPS personnel also participate in the Joint Terrorism Task Force and routinely work with the Idaho Criminal Intelligence Center. DPS SSO's generally co-deploy to calls for service with BPD officers on campus.

The Department of Public Safety will respond to any criminal complaints, complete a thorough criminal investigation, and warn and/or notify the campus community of safety concerns on a timely basis, if necessary. Priority response is given to crimes against persons and personal injuries. In an effort to keep the campus community informed, crime reports and referrals for disciplinary action received by DPS that reportedly occurred on campus or at certain off-campus locations relevant to the campus community are reflected on Boise State's Campus Crime Log. Additionally, DPS will cross-report information as necessary in compliance with mandatory reporting laws, such as reporting child abuse and submitting Title IX report information to Boise State's Title IX Coordinator.

DPS maintains equipment and services that support the safety of Boise State students, faculty and staff. Installation of a campus-wide closed-circuit television camera system is currently in progress and will continue over the next few years until full campus coverage is attained. In addition, 77 blue-lighted exterior emergency telephones are located throughout the Boise State campus. These emergency direct-ring telephones have a no-charge dialer for Boise area assistance with an identified push button for 9-1-1 emergency and police assistance. The telephones can be used to report a criminal incident, a fire, or any other type of emergency or suspicious activities. Locations of these blue light phones are included on our [Boise State Campus Map](#).

Additionally, DPS operates a mobile safety application called Rave Guardian, which is a free, smartphone-based safety application that connects end-users directly with the Boise State Department of Public Safety and/or local dispatch centers. Users are able to text or call DPS via the touch of a button to provide tips and request help. Users are able to designate "guardians" through a safety timer function which, if enabled, tracks and alerts the chosen guardian to a user's location. At the user's discretion, the application allows for two-way communication between the end user and dispatcher and allows for user location, medical, and biographical data to be automatically displayed to dispatchers when the user activates the application. [Additional information and frequently asked questions about the Rave Guardian application](#) are available online.

Per the Clery Act requirements, Timely Warnings and Emergency Notifications are sent out when appropriate. Timely Warnings are sent out to the campus community whenever a Clery Act crime is reported to DPS in one of the four federally-defined campus locations and when that crime is thought to represent a serious or continuing threat to the campus community. Emergency Notifications need not be triggered by a crime report; they are sent out whenever there is confirmation of a significant emergency or other dangerous

situation involving an immediate or impending threat to the health or safety of the campus community. Three University policies guide these programs: [Policy #1200](#) Clery Act, [Policy #12090](#) Timely Warnings, and [Policy #12110](#) Emergency Notifications.

The Department of Public Safety annually publishes the [Annual Security and Fire Safety Report](#), which meets the requirements of the Clery Act. Included in the report are annual crime statistics gathered from law enforcement and Campus Security Authorities, Boise State policies related to safety and security, and outlines of program information for Title IX and emergency management. Crime statistics coverage includes areas where students travel that meet the Clery geography requirements. DPS also produces an internal Clery map, reviewing it annually for changes or updates.

Emergency response for the Boise State main campus is detailed in the [Boise State Emergency Operations Plan](#) (EOP) as a part of a comprehensive Emergency Management program. The EOP is designed to effectively coordinate the use of Boise State and community resources to protect life and property immediately following a major natural or man-made disaster and provide a response system for Boise State faculty, staff, and students for major disasters occurring on Boise State property. The plan is activated whenever an emergency affecting the campus cannot be controlled through normal response measures. Various groups on campus are engaged in training using this plan, and it provides guidance in emergency situations to ensure continuity of operations.

As a proactive measure, the Department of Public Safety also engages the campus community routinely throughout the year by leading training efforts on campus that highlight safety and emergency response. Topics available to campus departments include targeted violence (Run, Hide, Fight) training, situational de-escalation techniques, communications training, and building safety. DPS also holds a yearly Idaho Threat Assessment Conference, bringing nationally recognized experts on violence and threat management to the campus. Several DPS members are Association of Threat Assessment Professionals members and regularly attend training conferences.

In an effort to prevent emergency situations from developing, Boise State has assembled a [Campus Assessment Resource and Education \(CARE\) Team](#) supported by the Office of the Dean of Students. CARE team work is guided by University [Policy #12050](#) Behavioral Intervention and the CARE team. The CARE Team is responsible for responding to reports of concern received from the community about faculty, staff or students. The team also serves as the University's threat assessment team. Students, faculty, staff, and concerned community or family members, are encouraged to use the online reporting system to make the CARE Team aware of behavior that may pose a threat to self or others. [CARE reports can be filed online](#). Once an alert is submitted, the CARE team reviews available information to help assess risk, develop an appropriate course of action, and provide targeted assistance. The CARE Team develops and implements education and outreach for the campus community including, but not limited to, training for Resident Assistants, Resident Directors, incoming faculty, staff and students, academic colleges and department chairs in order to ensure that CARE processes and contacts are well known by the campus community. Training and outreach typically covers reporting procedures and warning signs of distressing, disturbing or dangerous behaviors. CARE Team members come from the Office of Dean of Students, Department of Public Safety, Human Resources, Counseling Center, Institutional Compliance, Academic Affairs, Boise Police Department, and Office of the General Counsel. The CARE team works to maintain standards of practice in the field of threat assessment, including team composition, training, and standard operating procedures. In May 2018, Boise State contracted an extensive external review of the CARE team through SIMGA Threat Management Associates. The report identified Boise State as having the good foundation necessary for a University-wide behavioral threat assessment team. It also made several recommendations for adapting and expanding the program.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely,

useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Publications, [Admission's website content](#), and enrollment counseling via the recruitment process are designed to provide prospective undergraduate students with information about the [educational offerings](#) in a transparent and straightforward manner. Strategies are employed by the Office of Admissions to target recruitment activities in geographic areas and with student populations who have the potential to benefit from the Boise State's offerings. Specific staffing, programming and strategies are employed for key subpopulations of undergraduates. For example, the Coordinator of Multicultural Recruitment creates and implements a recruitment plan to target the needs and concerns of under-represented minority students and students who reside in families with a low income and/or little to no previous experience with accessing higher education. Another enrollment counselor has a particular focus on programming and communication with prospective students who have excelled academically and are particularly interested in conducting undergraduate research, the Honors College, or graduate school.

Once students have been accepted and are ready to enroll, Boise State orients new undergraduate students with three population-specific orientation programs:

1. [First-year orientation](#) (BroncoVenture): This two-day program serves first-time, first-term students who have graduated from high school in the last year. The program introduces incoming students to the University's academic expectations and requirements, engagement opportunities, and support resources, while also connecting them with faculty, staff, and current students. Students receive academic advising and register for fall courses. BroncoVenture includes an optional overnight stay in the residence halls and invites students to register guests to attend. Separate content exists to welcome family members to the [Bronco Family](#), educate them on Boise State practices, and help them assume constructive support positions in their students' lives. Through this program, family members are encouraged to be partners in the work of retaining and graduating students.
2. [Transfer and Non-Traditional Student Orientation](#): This one-day program serves students with 14 or more transferable units and/or are beginning a college career at age 21 or older. Students arriving with academic majors are connected to appropriate programs or departments for advising, and the Advising and Academic Support Center serves undeclared students. Transfer and Non-Traditional students are also encouraged to register a guest, and family members are encouraged to be partners in the work of retaining and graduating students.
3. Long Distance Orientation: It is our preference that students attend in person, but they may qualify for Long Distance Orientation if they are unable to attend for one of the following reasons:
 - a. Student lives more than 300 miles from Boise, ID
 - b. Active military service
 - c. Distance employment (ex: forest fire fighter)
 - d. Travel or service abroad for the full summer

Long Distance Orientation is designed to connect students with key campus resources, provide basic advising (via phone and email), and prepare students to register for classes.

New Student Programs orients all students to ensure they understand the requirements related to their programs of study through our general advising and college-specific advising opportunities embedded in orientation. Students receive overviews of:

- Requirements for degree completion
- Transfer Credit Report and policies (when applicable)
- Placement exams related to specific academic department Math/English requirements
- The purpose and importance of general education curriculum (Foundations)
- Academic options available in each college
- Introduction to the online tools students will use to conduct business:
 - myBoiseState
 - Student Center

- “To-Do” lists
- Online registration system
- Post-orientation advising follow-up information

The learning outcomes for the advising-specific experience at orientation were reassessed in 2017 to ensure prioritization of information most relevant to the creation of the first semester schedule, specific degree requirements, and awareness of ongoing advising support available to students during and after orientation.

At orientation, students often encounter an abundance of information, but too little time to connect with peers and staff. Students have a significant amount of academic problem solving to do quickly (ex: determine the appropriate Math placement, with guidance) and are focused on answering time-sensitive questions. To address the abundance of information received at orientation, we have purchased an online module platform with the intent of: 1) Improving our Long Distance Orientation option and 2) Pre-Orientation Modules filled with content and action items meant to help students come to orientation with more directed questions specific to their financial, advising/transfer, and family situation.

Students [seeking admission to a graduate program](#) apply (and must be admitted) to both the Graduate College and the individual program. Information for incoming students is available at the [Graduate College website](#), including funding for graduate school, deadlines, graduate school events, and information for first year students.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Before any elimination of a degree program can take place Boise State must first submit a [proposal for discontinuance](#) to the Idaho State Board of Education for approval. Included in the discontinuance proposal is a teach-out plan. In the event of the elimination of an individual program, Boise State informs affected students of the changes and provides them with advising to facilitate their completion. Students may graduate under any active catalog under which they have attended. Undergraduate catalogs expire six years after publication.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) Institutional mission and core themes;
 - b) Entrance requirements and procedures;
 - c) Grading policy;
 - d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
 - e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
 - f) Rules, regulations for conduct, rights, and responsibilities;
 - g) Tuition, fees, and other program costs;
 - h) Refund policies and procedures for students who withdraw from enrollment;
 - i) Opportunities and requirements for financial aid;
- and
- j) Academic calendar.

The [Undergraduate Catalog](#) and [Graduate Catalog](#) provide all of the stipulated information and embed references, where appropriate, to other officially maintained websites.

- a) Institutional mission and core themes can be found in Chapter 1 of the Undergraduate Catalog and in the Introduction to Boise State University section of the Graduate Catalog.

- b) Entrance requirements and procedures can be found in Chapter 3 of the Undergraduate Catalog and in the Graduate Admission Regulations section of the Graduate Catalog. Specific program admissions requirements are located in Chapter 12 of the Undergraduate Catalog and in the Academic Programs and Courses section of the Graduate Catalog.
- c) Grading policy are located in Chapter 5 of the Undergraduate Catalog and the Grades section in the Graduate Catalog.
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings can be found in Chapter 12 of the Undergraduate Catalog and in the Academic Programs and Courses section of the Graduate Catalog.
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty are located in the Administration, Faculty and Emeriti section of the Undergraduate Catalog and Graduate Catalog.
- f) Rules, regulations for conduct, rights, and responsibilities are located in Chapter 2 of the Undergraduate Catalog and in the General Policies section of the Graduate Catalog.
- g) Tuition, fees, and other program costs are located in Chapter 6 of the Undergraduate Catalog and in the Tuition and Fees section of the Graduate Catalog.
- h) Refund policies and procedures for students who withdraw from enrollment - can be found in Chapter 6 of the Undergraduate Catalog and in the Tuition and Fees section of the Graduate Catalog.
- i) Opportunities and requirements for financial aid can be found in Chapter 7 of the Undergraduate Catalog and in the Financial Aid section of the Graduate Catalog.
- j) Academic calendar is located in the front section of both the Undergraduate and Graduate Catalog.

2.D.6 Publications describing educational programs include accurate information on:

- **National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
- **Descriptions of unique requirements for employment and advancement in the occupation or profession.**

Whenever relevant, academic units and colleges provide specific information on licensure and careers in their fields. Two examples follow: (i) The College of Education's website provides detailed [information on teacher licensure](#). (ii) In the School of Social Work, students on the main campus are invited to meet with staff of the Idaho State Occupational Social Work Licensing Board; students are provided with information on how to apply for licensure, the continuing education requirements, and ethical practice expectations. Distance site and online students are provided this information by the site coordinators and/or the instructors of their capstone seminars.

The Career Center works with students to help them understand requirements for entry into a job or career. Center personnel assist students in the use of the [Occupational Outlook Handbook](#), which covers licensing and certifications necessary for entry.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Boise State recognizes the important role records and other institutional publications play in maintaining the organization's history and identity. Therefore, Boise State has guidelines to ensure that documents necessary for the preservation of that history are handled correctly in accordance with [Policy #1020](#) and the Student Records Management Retention, Disposal, and Archive of Student Records guide of the American Association of Collegiate Registrars and Admissions Officers.

Historical academic records (i.e., transcripts dating back to 1932) are stored in a fireproof vault and in the university's Enterprise Content Management solution.

Electronic student data are maintained in PeopleSoft Campus Solutions on secured, locally hosted servers and networks. All data is backed up nightly to a secured off-site location. Additionally, a secured co-located data center has been deployed as part of the Office of Information Technology's business continuity and disaster recovery operations.

[Policy #8060](#) Information Privacy and Data Security outlines data privacy, security and governance for all data used for Boise State operations. [Policy #8000](#) Network Standards outlines acceptable and appropriate usage of technology resources. [Minimum System Security Standards](#) specifies standards for university systems including data backups and computer virus protections (referenced in [Policy #8060](#)).

[Data Classification Standards](#) specifies how data is classified and secured based on sensitivity risk (High, Moderate or Low) (referenced in [Policy #8060](#)).

Boise State publishes and follows established policies for confidentiality and release of student records in accordance with the [Family Educational Rights and Privacy Act of 1974](#) (FERPA) and University [Policy #2250](#), Student Privacy and Release of Information.

The Office of the Registrar maintains a webpage dedicated to informing students of their rights under [FERPA](#) include:

- Defining Directory Information
- Requesting Privacy
- Permission to Release Non-Directory Information
- Health and Safety Exemption Requirement
- Authorized Disclosure Without Consent
- Disclosure Recordkeeping Requirements
- Instructions on Reporting a Concern

Faculty and staff members are required to review FERPA and sign a FERPA Confidentiality Agreement. The agreement is completed online as part of the online tutorial at [FERPA at Boise State](#).

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Boise State awards federal financial aid to undergraduate and graduate students in accordance with Title IV regulations. In addition to awarding and disbursing Title IV aid, Boise State awards scholarships and athletic aid to both graduate and undergraduate students in accordance with NCAA regulations, state and institutional policies.

In the support of the mission, the Financial Aid Office has added 2 new scholarship programs in that last two years:

- The True Blue Promise promotes college access to Idaho students who demonstrate financial need. This scholarship serves to affirm Boise State's mission of providing access to students from Idaho and supports increasing the number of graduates in Idaho and improving Idaho's completion rate.

- The Treasure scholarship is designed to provide additional access to non-resident students who do not qualify for the Gem scholarship or come from a state that does not participate in the Western Undergraduate Exchange program.

The Financial Aid Office has a detailed [financial aid handbook](#) that outlines federal aid policies and assists students in understanding the intricacies of financial aid at Boise State. The handbook outlines:

- How to apply for aid
- The different type of aid programs
- How to manage aid (borrowing and budgeting)
- General policies.

Financial aid information is also available in the [Undergraduate Catalog](#) (Chapter 7, p. 36) and [Graduate Catalog](#). Additionally, the [Financial Aid Office](#) hosts a robust website to answer student questions, provide details on federal financial aid, and outline information on scholarship opportunities.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

All students who accept Title IV loans are required to complete online entrance counseling prior to the first disbursement of a federal loan. An assessment at the end of the online counseling requires students to score an 80 percent or better to “pass” the test. Sophomore level students are encouraged to complete an online [Financial Literacy](#) program. Online entrance counseling, exit counseling (see next paragraph), and the financial literacy program address the obligation for students to repay their student loans. Links on the student portal enable students to easily:

- View their total student loan balances at any time
- Review repayment options
- Access a repayment calculator

When a student graduates, withdraws completely, or drops below 6 credits an email is sent to both the students’ university-assigned email address and their external email address notifying them of the requirement to complete exit counseling. The email contains instructions on where to login to conduct the exit counseling and an attachment with an electronic copy of the Department of Education’s ["Exit Counseling Guide for Direct Loan Borrowers"](#) pamphlet. The pamphlet contains a list of resources to help the student manage their loans. Students without an external email on file receive a paper copy of the “Exit Counseling Guide,” sent to their last known mailing address on record.

On a weekly basis, a production counselor reviews student loans for any loan over awards, and performs manual corrections. Additionally, a Senior Accountant reconciles the loan accounts monthly, by comparing our record of the amount disbursed to students to that recorded at the U.S. Department of Education’s Common Origination and Disbursement site.

Boise State receives an official Cohort Default Rate (CDR) from the Department of Education annually. Our most recent official Cohort Default Rate was 6.0 percent; and the national average is 7.1 percent for Public 4-year institutions.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Advising offices and efforts are organized through a hybrid system consisting of a central advising office, [Advising and Academic Support Center](#) (AASC), and college-embedded advising centers.

The AASC provides advising to students who have not yet declared a major, and provides central coordination of advising at the university. College-embedded advising centers provide advising to students with majors declared in the respective colleges.

Boise State developed two “Student Success Dashboards,” one focused on first-year students and another on continuing students. The dashboards are designed to identify for advisors those students who have a large number of indicators that have been shown to be associated with attrition from the university. Advisors are then able to intervene with the identified students.

The university conducts triennial advising surveys to gauge student satisfaction related to advising. Over the past 10 years, the satisfaction rate has climbed from 37.1 percent to 83 percent of students rating their experience of advising as “satisfied” or “very satisfied.” Furthermore, in 2015 the university invested in academic advising with an additional six hires, distributed between AASC and the academic colleges.

These distinct offices share information and coordinate activity via the University Advising Network. The Advising Network convenes in two separate, monthly meetings: (1) all-advisor meetings, where updates and other information are disseminated (2) Leadership meetings of the directors of AASC and college-based advising coordinators.

Boise State advising professionals and faculty advisors gain knowledge of curriculum and associated policies and procedures through on-the-job experience and voluntary training opportunities. Beginning in academic year 2019-2020, AASC will launch formal and required advisor training for new and continuing Boise State professional advisors, while making these same resources available for faculty advisors.

Students may access information regarding academic advising, graduation requirements, and academic rights and responsibilities through print and electronic copies of the [Undergraduate Catalog](#) and through the [AASC website](#).

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

The Division of Student Affairs and Enrollment Management is the lead on campus in co-curricular programming for students. Units on campus leading this effort include but are not limited to:

- [Student and Involvement Leadership Center](#)
- [Housing and Residence Life](#)
- [Campus Recreation](#)
- [Gender Equity Center](#)
- [Student Diversity and Inclusion](#)
- [New Student Programs](#)
- [Veterans Services](#)
- [Multicultural Student Services](#)
- [Fraternities and Sororities](#)
- [Student Clubs and Organizations](#)
- [Associated Students of Boise State University](#) (ASBSU)
- [Student Media \(student newspaper and radio station\)](#)

The above list includes a wide array of department-sponsored, co-curricular programs that are coordinated, advised, or otherwise supported by University staff, including (but not limited to) student activities, living and learning communities, recreational activities, signature campus-wide events such as Homecoming, and programs centered around issues of diversity and inclusion.

Student agencies, such as ASBSU and Student Media, are student-run, co-curricular organizations that receive a direct student fee. Student agencies have designated staff advisors who are employed at the University and are responsible for providing guidance and support and serving as resources to the organizations.

Learning and operational outcomes were developed and implemented for co-curricular programs for all units in FY16. Departments developed outcomes, determined assessment metrics, and tied them to annual assessment plans. Learning outcomes are reviewed by departments on an ongoing basis to ensure relevancy and consistency with Boise State University’s mission and core themes.

There are more than 200 university recognized student clubs and organizations at Boise State. Every student club and organization has a designated faculty or staff advisor who is currently employed at the University and has been approved by the relevant program. All student clubs and organizations must have a constitution. Each fall, clubs and organizations must go through annual registration process, which includes advisor confirmation (or reconfirmation) and requires officer training for students filling officer roles within their club or organization. All relevant policies and instructions for student clubs and organizations are detailed in the [Student Organizations Handbook](#).

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Dining

University Dining Services supports the University mission by striving to provide quality food that meets the needs of students, staff, faculty and guests. It is the goal of this program to enhance the student experience by providing nutritious food that customers enjoy. Boise State contracts with Aramark Educational Services, LLC, for all residential, retail, catering and concession dining. Boise State in partnership with Aramark operates two full-service board-dining facilities (Boise River Cafe and SouthFork Market). These facilities are designed primarily for on-campus residents, but are open to faculty, staff and the general public as well. Additionally, our campus offers a total of four coffee shops, eight retail locations, and four convenience stores with brands that currently include Starbucks, Freshii, Grille Works, Panda Express, Papa John’s, Einsteins Bagels, Chick-fil-A, Moe’s Southwestern Grill, Tree City Smoothies, and Subway. A residential dining plan is mandatory for all freshman living on campus and for upperclassmen living on-campus that do not have access to kitchenette facilities. To ensure that every student regardless of dietary preference has access to quality nutrition, Boise State dining facilities offer vegan, vegetarian, gluten free, and lactose free dining options. All nutritional facts and ingredients can be found on the [Campus Dish](#) website, and most are also posted at the restaurants and food service stations as well. This nutritional information coupled with two on-campus dietitians helps students navigate dietary preferences and restrictions. The dietitians on campus provide nutrition counseling, educational outreach and assistance.

Dining services gathers customer feedback through the use of periodic satisfaction surveys administered by Aramark. Assessments are developed and carried out by teams of students, faculty and staff throughout the year. Assessments are facilitated by our campus-wide Quality Assurance Program, from periodic meetings with our Boise State’s Food Services Advisory Committee, and through individual interviews and conversations with students. The Food Service Advisory Committee is comprised of a cross-representation of all major customer groups. The feedback covers food service and quality in retail, catering, resident dining and concessions, and is used to continually improve and better serve students and our Boise State community.

Bronco Shop

The Boise State [Bronco Shop](#) is the university’s exclusive retailer and provides textbooks, general supplies, gifts, computers, hardware, software, and insignia products and services for the university community. Profits contribute to scholarships for students.

The Bronco Shop is the on-campus resource for course materials supporting the University mission by providing access to all course materials and supplies. The Bronco Shop offers new, used, and rental textbooks for all University courses, ensuring that every student has access to the materials needed to receive a quality education. In addition, the Bronco Shop sells course supplies and an array of technology products at a

discounted educational rate. The Bronco Shop uses price comparison software to ensure that students have the ability to find the most affordable option to acquire their course materials.

The Bronco Shop gathers student, faculty, staff and administrator feedback through the Bronco Shop Advisory committee, which provides recommendations related to operating procedures, operations, and product offerings. The Quality Assurance Program also assesses Bronco Shop services such as textbook buyback to continually improve service to students.

Transportation, Parking and Safety Systems

The Transportation, Parking and Safety Systems unit within the Department of Public Safety is granted authority for their work through University [Policy #12130](#), Security and Police Services Authority. The unit supports the University mission by providing access to campus through management of 7,339 parking spaces for the nearly 30,000 students, staff, faculty and guests who commute to campus. To properly manage access based on limited parking spaces, the University invests more than one million dollars annually in alternative transportation infrastructure, including an on-campus and downtown shuttle program (which serves students and faculty traveling to our downtown campus programs), biking infrastructure, Cycle Learning Center, pedestrian infrastructure and unlimited access to Boise’s municipal transportation system. The shuttle program has seen tremendous growth in ridership since its inception.

The University receives feedback from students, faculty, staff and administrators through the Transportation and Parking Advisory committee, which provides recommendations regarding all operational elements of this program, as well as assessments from the Quality Assurance Program. As an example of a change that resulted, a new evening parking permit was developed for students taking only evening or weekend classes.

Student Union

The Student Union is the campus “living room” and multi-purpose center for the University community. It includes retail, dining, social meeting spaces, reservable event space, art galleries, and University department office spaces such as Admissions, The Gender Equity Center, and Associated Students of Boise State University (ASBSU). Student Union staff and associated programming encourage students and other members of the University community to meet, share and celebrate their talents, interests and ideas through the provision of formal and informal cultural, social, educational, recreational, and employment programs.

Student employees are at the heart of the Student Union, serving in positions ranging from facilities personnel to supervisory and leadership roles that provide essential campus services through the Information Desk, Bronco Card, Games Center, University Event Services, Audiovisual Production Services, Facility and Event Operations, and Fine Arts programming. The Student Union gathers student, faculty, staff and administrator feedback through student-driven services and idea generation, client and guest satisfaction surveys, focus groups, student assessments, tenant lease agreement review meetings, and formal advisory bodies and assessments that include the Student Union Advisory Board, Special Events Center Advisory Board, Student Union Arts Advisory Board, and the Quality Assurance Program.

Housing and Residence Life

[Housing and Residence Life developed a vision, mission and values](#) influenced by the mission and core themes. Housing and Residence Life works to provide students living on campus access to resources, activities and programs that increase students’ engagement and success in their academic pursuits. Additionally, these programs, activities and resources promote personal growth and provide opportunities to interact with students from different backgrounds.

Prominent examples are the five Living and Learning Communities and two Residential Colleges available to students. These programs, which join students and faculty together in the resident halls, provide students with an immediate community to learn and socialize within, and include a variety of educational and social offerings that foster growth and development in interpersonal, cultural, and academic areas.

Critical to Housing and Residence Life's success is its ability to gain input and feedback from stakeholders across campus. The following data collection methods show some of the significant ways the unit collects feedback to incorporate into department decision making.

- Annual Assessment- use of SkyFactor assessment tool
- Living Learning Program Course Evaluations
- Residence Life Committees (Social Justice and Diversity, Housing Ambassadors, Training)
- Residential Housing Association General Assembly Meetings

Campus Recreation

Campus Recreation supports the intellectual climate of Boise State by providing facilities and activities designed to encourage healthy lifestyles and community building, all of which enhance student success and contribute to the overall wellbeing of the campus community.

Campus Recreation values input and feedback from students, faculty, staff, and administrators who utilize our facilities, programs and services, and provides various avenues for our patrons to submit their feedback. Every year the department distributes surveys to user and non-user (student) population to solicit perspectives related to the utilization of facilities and services. Documentation that captures this standard can be found in our most recent non-user survey, one-time user survey, and all-user survey (found in evidence). We also have an electronic Comments or Feedback Sheet that patrons can utilize, as well as paper feedback forms throughout the building and a feedback bulletin board near the fitness studios.

Taco Bell Arena

[Taco Bell Arena](#) is a 12,000-seat multi-purpose venue serving Boise State University and the surrounding community. It was opened in 1982 and serves as the home to Boise State Athletic teams (Men's Basketball, Women's Basketball, Gymnastics), Boise State commencement ceremonies and a variety of campus, commercial and community events and meetings averaging 100 per year with attendance of 300,000 annually.

The Arena also houses Athletic offices, multiple team locker rooms, a training room, the ROTC/Military Science department, and a 10,000-square-foot Auxiliary Gymnasium that serves as the practice facility for Men's and Women's Basketball. The Arena functions as a physical and experiential gateway between the University and the community.

The events held at Taco Bell Arena contribute significantly to the social and cultural vibrancy of the community and campus. The Arena provides for student recruitment, donor cultivation and alumni outreach/engagement opportunities by drawing these groups to campus via the events it hosts. It aligns University programs with community needs through events such as First Robotics, Spring Fling, Boise Music Week, High School graduations, and enriches the lives of students and citizens through the artistic, competitive, educational and celebratory events it hosts.

The Arena employs upwards of 100 students as part-time event workers (marketing interns, A/V technicians, ticket sellers, ushers, security, stagehands, etc.), providing them with real world experience in the live event management/customer service/venue management fields. The Arena Marketing Department supervises the A-Team, a sanctioned Boise State Student Club that engages students in event marketing for a variety of events at the Arena and elsewhere on campus.

Financially, the Arena's commercial activity generates significant revenue, reducing the burden on the University and/or Athletics (as a major user of the facility) for covering operating overhead. Operationally, it supports athletic team needs, and supports academic needs by housing the Military Science/ROTC department and hosting Winter and Spring Commencements. Opportunities for input on services are offered to multiple stakeholders via post-event online surveys, on-site intercept surveys, pre-planning meetings and post-event debriefs with clients such as Student Activities/Student Affairs (Bronco Day), Athletics Administration (Athletic season games), and the Provost Office (Commencements).

The Arena supports the University's mission of community engagement and cultural enrichment through the event it hosts, and supports the University's vision as an economic engine driving a financial, experiential and cultural return on the original investment in building the facility.

Printing and Graphic Services

Boise State's [Printing and Graphic Services](#) serves the campus community by providing professional graphic design, printing and copying services, sign formatting and printing, and bulk mail addressing and fulfillment. These services assist departments and programs reach potential students, advertise to events and activities that may be of interest or benefit to students and staff, and allow students a place where they can print large posters for presentations or conferences.

Morrison Center for the Performing Arts

The [Morrison Center](#) promotes cultural and intellectual activities for the benefit and enjoyment of Idaho citizens and the Boise State community by attracting national and international artists in the performing arts, fostering the growth of community arts groups, and developing and promoting excellence in the performing arts at Boise State University. Additionally the Morrison Center provides art-related education and programming opportunities through collaborative efforts and space for programs that enhance the cultural and intellectual growth of the community.

Boise State Health Services

[Health Services](#) supports the educational mission of Boise State by providing convenient, accessible and high-quality health care to the campus community. A wide range of comprehensive and integrated services is provided to students, faculty and their dependents on campus.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The [mission of Boise State's Athletics Department](#) is closely aligned with the institutional mission and [shared values](#). The University's athletic program is operated with appropriate institutional oversight: all major decisions made by the [Athletics Department](#) involve consultation with constituents appropriate to the nature of decisions being made.

The Executive Director of Athletics is responsible for the day-to-day operations of all aspects of the Athletics department and reports directly to the University President. The Executive Director of Athletics is part of the President's Executive Council and meets privately with the President once per month.

The President consults with the State Board of Education on major decisions involving athletics to ensure that the University is managing the department under [SBOE Policy III.T](#) set forth by the State Board. The SBOE, therefore, serves both in a consultant role for the President and Executive Director of Athletics and as a decision-making body regarding items such as contracts and capital projects.

The President appoints the Faculty Athletics Representative (FAR) to a three-year term. The FAR reports directly to the President and works with the Executive Director of Athletics and the President on issues related to athletics. The FAR meets with the President at least once per semester, the Executive Director of Athletics monthly, and the Associate Athletic Director/Compliance and the Senior Associate Athletics Director/Internal Operations/SWA (Senior Woman Administrator) regularly throughout the year. The FAR also consults on issues, as needed, with the Provost and the Vice President for Student Affairs.

The Intercollegiate Athletics Advisory Committee is chaired by the FAR and is composed of faculty members and students. The committee serves as a resource to the President on matters of policy and development, helping to ensure the alignment of intercollegiate athletics with the values and goals of the university.

Members of this committee also review several athletically-related reports and conduct in-person exit interviews with departing student-athletes.

The [Athletics department Policy Manual](#), which is reviewed annually by the Executive Director of Athletics, is available to all Athletics Department coaches and staff. [The Student-Athlete Handbook](#) is reviewed annually by the Department's Academic Advisors, the FAR, and the Compliance unit; and is distributed to all student-athletes, coaches, and staff. Both the *Student-Athlete Handbook* and the *Department Policy Manual* are reviewed periodically by the University's General Counsel. The Executive Director of Athletics meets annually with all staff, including coaches, assistant coaches, trainers, compliance personnel, athletic academic advisors, and athletic administrators and staff. Additionally, the Executive Director meets with the department heads weekly. The athletic administration, athletics academics, compliance staff, and all coaches frequently review the NCAA and Mountain West Conference rules and policies. The Associate Athletic Director/Compliance meets regularly with athletics administrators, coaches, the FAR and athletics advising personnel to keep them apprised of proposed new rule changes. The Associate Athletic Director/Compliance also meets quarterly with the President and the Chief Operations Officer to review institutional infractions, as well as to give updates on all NCAA and Mountain West Conference related matters.

Student-athletes are held to the same university standards and expectations as any other student with regard to admission, academic, and degree requirements. In addition, student-athletes must also meet minimum academic and degree standards set forth by the [NCAA](#). As is the case with the general student body:

- The Office of Admissions makes all admissions decisions.
- The Office of Financial Aid and Scholarships oversees all awarding and distribution of federal financial aid, institutional scholarships, and athletic aid.
- The Office of the Registrar enforces academic standards and makes the final determination of degree completion.

All three of the above offices collaborate with the Department of Athletics to ensure compliance with NCAA Division I policies and procedures. Student-athlete financial aid awards are overseen by the Director of Financial Aid. Appropriate policies and procedures are in place to address student appeals. Two Athletics Certification Specialists are housed within the Office of the Registrar, verify initial eligibility, and monitor progress toward a degree for all student-athletes consistent with NCAA legislation and university policy.

Student-athletes receive academic advising and support from [Athletic Academic Services](#). Facilities available to student-athletes include a large study area, a 25-seat computer lab, tutor rooms, and a large meeting room. Five full-time academic advisors and one graduate assistant provide services such as academic mentoring, tutoring, study skills instruction, and career development. These support services are in place to provide student-athletes with resources necessary to help meet the demands of balancing participation at the highest level of college athletics with a healthy and successful college life. Rather than fostering dependence, our support services teach student-athletes to take care of themselves and develop self-reliance, a quality that will help them throughout their college career.

The Athletics Department works in alignment with other campus support programs, such as the [Educational Access Center](#), [University Counseling Services](#), [Health Services](#), [Gender Equity Center](#), [Advising and Academic Support Center](#), [Career Center](#), and [Testing Services](#).

Evidence of the effectiveness of the support of student-athletes can be found in several key metrics:

- The 6-year graduation rate for student-athletes is consistently higher than that of the general student body. For the most recent cohort, the student-athlete six-year graduation rate was 69 percent, which is substantially higher than the general student body (47 percent) and represents the highest student-athlete graduation rate ever at Boise State University.
- Last year the Athletics department established new records for Graduation Success Rate (90 percent), overall grade point average (3.31), and has an overall NCAA Academic Progress Rate of 990 out of 1000.

Boise State is a participant in the initial implementation of the NCAA's new [Institutional Performance Program](#), which is designed to replace athletic certification with a process that serves as an ongoing review of the health of an athletics program. Boise State implemented the program in 2016 with the creation of three subcommittees that were focused on academics, finances, and inclusion (gender/diversity). Each subcommittee was provided with data on a variety of metrics for Boise State student-athletes and student-athletes at peer institutions.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Boise State University employs a wide range of mechanisms by which we authenticate the identity of students enrolled in online courses and programs. Importantly, in June 2016 the U.S. Department of Education conducted a review of Boise State's financial aid program, examined the university's student identity verification processes, and found our measures sufficient. Specific mechanisms include:

1. Boise State student and learning management systems require individuals to log into secure environments that comply with high data security standards, including strong passwords that must be changed every 90 days. FERPA regulations are enforced.
2. Remote and online proctoring services are used by faculty in instances of high-stakes exams in online courses. ProctorU is used extensively in online courses. (In these cases there is a note attached to the class in the student registration system letting students know the instructor has chosen to use proctored exams and the approximate cost associated with the exams). The University's Testing Center also provides proctoring services for students in the Boise area, and can work with other institutions to allow students elsewhere to access proctoring services at those campuses.
3. Instructors utilize Blackboard's Safe Assignment plagiarism detection program.
4. When developing online courses and training online faculty, eCampus instructional designers work with instructors to promote authentic assessment practices over multiple choice and/or standardized tests. In addition to the educational effectiveness of authentic assessment, the practice makes it harder for someone other than the student enrolled to complete the assignment. eCampus staff collaborate with the staff of the Dean of Students, the Center for Teaching and Learning, and Learning Technology Solutions to educate faculty about student behaviors and apply best practices in online curriculum design and assessment.
5. Boise State's [Student Code of Conduct](#), which applies to all students including those online, forbids all forms of academic dishonesty. Considerable effort is made to orient Boise State students about what constitutes academic dishonesty and its consequences. In fact, revenue from online programs has helped fund additional staffing in the Dean of Students office to increase resources that educate online faculty and students about academic integrity and its enforcement.
6. Boise State has piloted the use of BIOsig-ID as a way of augmenting identity verification measures. Results of the pilot were mixed. Boise State continues to explore additional measures to ensure identity verification and academic integrity.

2.E. Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The Library supports the university's mission and core themes with a focus on activity corresponding to the first three goals of the university's strategic plan:

- Goal 1: Create a signature, high-quality educational experience for all students.
- Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.
- Goal 3: Gain distinction as a doctoral research university.

The mission of Albertsons Library is to lead in developing partnerships that aid students, faculty, staff, community users, alumni and others to:

- Connect to resources, tools, and expertise anytime anywhere
- Create, experiment, explore, and innovate to solve problems
- Cultivate diverse knowledge and skills for life-long success

Pursuant to this mission, Albertsons Library connects students and faculty to high quality resources and tools for learning, research and scholarship through the [Library's website](#). The Library catalog includes approximately 897,000 items and provides access to approximately 293 databases, 163,000 full text electronic journals, 277,000 electronic books, and streaming audio and video. Students, staff, and faculty have access to these resources wherever courses are offered however they are delivered via the library's webpage. Access is available to the general public up to the point where use requires authentication with a university username and password. The Library is a Selective U.S. Government Depository focusing on Idaho and surrounding regions, and links to digital versions of materials whenever possible.

Examples of the Library's collections include Special Collections and Archives, the Curriculum Collection, the McCain Collection on Western Life, and ScholarWorks, which is Boise State's open access institutional digital repository.

- [Special Collections and Archives](#) is a resource for university, local, and Idaho history, including approximately 350 manuscript collections, University Archives, maps, artifacts, audiovisual materials, and books. Finding aids and digital collections are accessible online.
- The Curriculum Collection contains PreK-12 materials for students and faculty to use in coursework, student teaching, and research, including books for children's and young adults, lesson plans and curricula, CDs, DVDs, audiobooks, PK-12 Textbooks, manipulatives, kits, and posters.
- The McCain Collection on Western Life was established in 1993 through a generous endowment by Warren E. and Bernie McCain and a challenge grant. It includes books, journals, microforms, and other media documenting the Western U.S. (beyond the 100th meridian), including history, literature, anthropology, geography, politics, economics, cultural life, frontier experience, and Native American tribes.
- The [ScholarWorks](#) institutional repository provides open access to, preserves and promotes the quality scholarly and creative work of Boise State faculty and students in nearly 800 disciplines, including non-text items such as oral histories, images, recordings, 3D designs and research datasets.

The Library has moved from a collections model that emphasizes ownership of materials to an access model that emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Library's serials are primarily electronic, which serves user preference and is accessible to distant learners. To broaden the currency, depth and breadth of materials to which users have access, the Library offers WorldCat Local searching, which displays local holdings and regional availability of materials. Albertsons Library participates actively in resource sharing among Idaho Libraries, and reciprocal borrowing among academic libraries in the region. Library staff seek out and engage in consortial purchase arrangements whenever possible.

To ensure adequate support for the university's education and research mission, Albertsons Library has one physical location offering the support of 23 FTE faculty, 25 FTE classified staff, 9 FTE professional staff, and approximately 11 FTE student employees. It is one of the busiest buildings on campus. In response to

student feedback, the Library extended weekend hours in 2015, adding 12 additional hours per week. The Library is now open 115 hours per week and hours are extended to 24/7 during the last week of classes and finals to accommodate student study. The Library has the largest computer lab on campus, including printers, large format printing, and scanners. Library staff check out laptops, tablets, accessories, and other equipment for student use through [Technology Lending](#). Technology requests are tracked and equipment is added based on interest.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The Dean of Albertsons Library reports to the Provost and Vice President for Academic Affairs and is a member of the Deans' Council and the President's Administrative Council. The Dean is an active participant in university planning and policy discussions. In addition, Albertsons Library faculty members are actively involved in campus governance bodies and participate widely in campus planning and policy groups, including a bi-annually elected representative to the Faculty Senate. Additional library faculty are selected to serve on all Faculty Senate standing committees.

Library faculty members are [library liaisons](#) assigned to departments, programs, and units on campus, where they develop and maintain working relationships with faculty and staff members. Liaisons collaborate with faculty to evaluate resources to make best use of available funds. To mitigate some of the impact of library materials inflation on purchasing power, the Library works with college deans and other administrative units to collaboratively identify funding and develop memoranda of agreement to cover the cost new resources.

The Library has adopted a Patron-Driven Acquisitions policy, a purchase-on-demand program that is informed by users. In this collection development model, users request materials not yet within the library collection, and items are purchased based on certain criteria. If items do not meet purchase criteria, they are borrowed via Interlibrary Loan from other libraries. If borrowing is not possible, they are purchased on Short Term Loan. The process is seamless for users. Regardless of how items are acquired, the user receives notice when it has arrived in the library, and for those who have secure mail boxes on campus, items are delivered. No additional request forms are required and requests can be made 24/7. Use of Interlibrary Loan and Short Term Loan programs allow the Library to offer a wide array of resources to users at a small fraction of the purchase price. Monographs are purchased with a preference for electronic versions.

The Library Collections Council regularly reviews journal, database, and vendor packages based on overlap, use patterns, and cost effectiveness, eliminating duplication wherever possible and freeing up funds from lesser used materials for new subscriptions. If cancellation is recommended, feedback is solicited from library and campus faculty before final decisions are made. Acquisitions and Collections employees monitor Interlibrary Loan data and track frequently requested material. Library staff complete this analysis regularly and compare the cost of continued Interlibrary Loan borrowing against potential purchases. This process ensures that items cancelled due to low use are not being frequently requested from other libraries.

Library representatives serve on both the campus wide Undergraduate Curriculum Committee and the Graduate Council to keep apprised of changes in the curriculum. Proposals for new undergraduate and graduate curricula require a review of library resources and approval of the Library Dean. This process allows for assessment of resource needs prior to establishing new programs. An important aspect of the approval process is that the University Administration is alerted of the need to increase funding for library materials to support new programs and is able to document that need.

The Library administered the LibQUAL+ customer service survey in 2006, 2008, 2010, 2012, 2014 and 2016, and will do so again in 2019. The LibQUAL+ survey tracks student, faculty, and staff satisfaction with library collections and services. Based on 2014 feedback, the Space Design and Enhancement Committee (Space Co.) was established to assess use, monitor feedback, and make regular improvements to student spaces. Although the improvements made by the Space Co. were positive, the 2016 LibQUAL+ longitudinal results showed increasing student expectations for the quality of library study spaces with a simultaneous decrease in the perceived quality of existing spaces. To address this gap, the Library launched an intensive project to

gather additional qualitative feedback from undergraduate and graduate students via focus groups. In combination with data from LibQUAL+ and assessment projects conducted by the Space Co, the library gained a better understanding of student needs, identified issues, and prioritized potential improvements with the building and services. Priorities are now being addressed as funding becomes available. For example:

- Assessments showed that the entrance to the library, multiple staffed service desks, and lack of signage on the library's first floor created an intimidating, confusing, and unwelcoming atmosphere for traditionally underserved populations. Funding was set aside to address signage and a proposal has been submitted to remodel the 1st floor to make the entrance more welcoming.
- The most frequent complaint is noisy group study rooms. Library faculty worked with a COEN faculty member to develop and implement a Mechanical Engineering senior capstone project to study and test noise mitigation techniques in the rooms. These results have been shared with the University's Architecture and Engineering services and will help inform a project to address this student concern.
- Feedback from graduate students indicates that the Library needs to offer more instructional and research support to this time-strapped group. The Library is in the process of working with Graduate College to develop instruction modules that offer flexibility and point-of-need instruction in small pieces.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Pursuant to the mission of Boise State University, Albertsons Library partners with students and faculty members to help them create scholarship and cultivate knowledge and skills through a variety of instruction and services.

As noted in Standard 2.C.6, information literacy instruction is embedded in University Foundations general education courses campus-wide, and faculty liaisons work closely with faculty members to integrate instruction into disciplinary teaching. LibGuides, videos and self-paced tutorials are used to ensure distant learners have access to instruction 24/7.

In addition, library faculty members use the Library's [MakerLab](#) and [Video Production Suite](#) to integrate emerging technologies, multimedia, design theory and active learning into disciplinary instruction to improve student learning outcomes. Library faculty, staff, and student assistants provide assistance to those using video and audio equipment, green screen recording and editing, creating digital projects, using software for image and video editing, 3D printing, and use of small computer products such as Arduinos and Raspberry Pi.

During the most recent fiscal year, librarians offered nearly 475 instruction sessions that reached over 10,860 attendees. In addition to formal instruction, the library offers research assistance (reference) at point of need in-person, via email, phone, text message and chat during all hours that the library is open (115 hours per week). Individual research consultations can be scheduled with the liaison librarians. Special Collections and Archives serves numerous local, state, national and international patrons using the unique collections for a host of research purposes. The Library also offers a variety of workshops on special topics and research techniques.

Library faculty members are actively involved in research and service to the university and community. Under the leadership of the Scholarly Communication and Data Management unit, the Library works collaboratively with partners on campus and liaison librarians to offer instruction, consultation and help identifying Open Education Resources. The Scholarly Communication and Data Management unit leads a collaborative, campus wide Research Data Group that is engaged with consultation, education and implementation of a

campus wide data management agenda, which includes aiding faculty in development and implementation of data management plans for research, metadata development for data sets, and publishing data sets.

The library routinely partners with other campus units to increase the visibility and accessibility of student success services, faculty research and teaching support, and community engagement. For example, a room in the library is dedicated to free tutoring services offered by the Advising and Academic Support Center. The Library is increasingly used as a venue for events such as lectures, presentations, displays, exhibits and activities. Space in the building is maximized for student learning, multiple study styles, active learning, and teaching.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Albertsons Library uses a variety of assessment techniques to systematically evaluate the quality, adequacy, use, and security of collections and services. Data is collected on inputs, outputs, costs, use, and user feedback and preferences. As noted in Standard 2.E.2, the Library administered the LibQUAL+ customer service survey in 2006, 2008, 2010, 2012, 2014 and 2016, and will do so again in 2019. Survey data is used to track, understand and act upon the perceptions of faculty, students and staff. Longitudinal data was compiled for the first time in 2016 and will be routinely analyzed in the future. Albertsons Library's new Strategic Plan for 2018-2020 includes a goal is to develop and implement a comprehensive and consistent library-wide assessment process that provides data for informed decision making.

The library regularly evaluates the security of computer systems and works closely with the Office of Information Technology to centrally authenticate and authorize users and update library records to ensure compliance with licenses and agreements. Confidentiality of patron data is maintained according to campus standards and improvements are made when issues are identified. All library employees, including student assistants, sign a confidentiality agreement, and education on privacy of patron information is part of employee onboarding. When library faculty members conduct research on human subjects, they work with the Institutional Review Board to ensure their research methods meet ethical guidelines. Liaison librarians who work with faculty on data management coach them on potential risks associated with data sets.

Under the leadership of the Library Computing and Information Services unit, the Library's Web Content Coordination Team creates web content; monitors usage data, web analytics and problem reports; and makes regular improvements to the website and online tools, resources, and support services. In 2017, in response to concerns about accessibility, the Library completed a move to WordPress, improved accessibility for individuals with disabilities, and eliminated numerous old and unused pages. Efforts are made to caption instruction videos created in-house and funding is set aside to caption commercial materials for classes. PDF documents are scanned to be accessible. The Library is actively involved in campus wide efforts to incorporate accessibility standards into purchasing decisions.

2.F. Finances

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Bonding agencies carefully analyze an institutions financial standing before issuing a rating; therefore, it is reasonable to rely on ratings as an evaluation of financial stability.

In each of the years where the University has issued bonds, Moody's and Standard and Poor's have issued ratings reports covering the financial health of the University. It is common for Boise State's budgeting and management practices to be highlighted as a strength. In February 2018 Moody's noted solid liquidity and continued surplus operations as a strength, while Standard and Poor's commented on Boise State's good

fiscal stewardship with a focus on operations and conservative budgeting. (See the credit reports in evidence).

The University projects flat or declining enrollment when developing annual operating budgets. Enrollment increases are budgeted only after they are realized. This approach mitigates the risk of mid-year budget reductions due to tuition revenue shortfalls. In addition, the University budgets general state appropriation after the budget is approved by the Legislature and Governor in late March or early April. Tuition revenues are collected by the University and transferred to the State Treasury three times a year. These tuition revenues along with general state appropriation are held at the State Treasury and transferred to the university as reimbursement on expenses incurred.

Historically, the University has engaged in the practice of committing future funding for new initiatives and for faculty lines initially hired on grants. These future commitments are documented and considered during short-term and long-term financial planning. In recent years, the University has significantly limited the amount of future unfunded commitments to realize a more structurally balanced budget. As of the start of FY19, funding has been identified and held in reserve for all future commitments that were previously made by the University.

As discussed more thoroughly in 2.F.5, Boise State has effectively leveraged long-term debt (including capital leases and public private partnerships) to provide needed enhancements to the physical plant.

The process of issuing debt includes conservative evaluation of the health of the University's cash flow and repayment streams and continual evaluation of refunding opportunities to reduce future payments.

[SBOE Policy V.F.4.c.](#) uses the debt burden ratio as a means to measure capacity. Actual debt service divided by annual adjusted expenses is limited to be equal to or less than 8 percent. Annual adjusted expense represents operating expenses plus non-operating expenses minus institutional depreciation plus institution principal payments.

When considering the ability to repay future debt, Boise State looks to the all-funds budget as a starting point. It is assumed that annual adjusted expenses will be driven by budgeted revenues. Projections of future cash flows are created based on the current year all-funds budget. Assumptions are intentionally conservative and not aligned with expectations or historical performance to ensure that debt service will not exceed board policy. As an example, assumptions used as of November 2017 for the 2018A bond issuance ([attachment 6 to the board agenda submission](#)) included:

1. Student Revenue (inclusive of tuition and fee increases and volume increases) – 98 percent of the FY18 budget realized and reduced by 2 percent each of the next nine years, including no new student facility fee.
2. State General Fund Revenue - 2018 budget achieved and reduced 2 percent for each of the next 9 years.
3. Donations and Sales Revenues – 98 percent of the FY18 budget realized and reduced by 2 percent for each of the next nine years.
4. Federal Grants – 97 percent of the 2018 budget realized and reduced by 3 percent for each of the next nine years.
5. Direct loans are removed from the all funds budget entirely.

The result of this conservative approach was that FY18 annual adjusted expenses were estimated to be \$370 million, dropping to \$311 million by 2027. The actual audited annual adjusted expense for FY18 was \$392 million.

This approach to reviewing debt burden was used by the University long before the Board set a limit in policy.

Aside from debt, other significant long-term liabilities include pensions and other post-employment benefits. These plans are managed by the State of Idaho and funded through annual contributions by the University that are then invested by the State.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, tuition, and other non-tuition revenue sources.

The annual operating budget for Boise State University has three major components: state appropriations, self-supporting auxiliary budgets, and local funds. Such a construct is consistent with the principles of fund accounting and State of Idaho law. Budgeting for all institutional accounts relies upon reasonable projections of revenues, enrollments, and other factors.

Appropriated Budgets

Boise State University’s Appropriated Budget includes appropriations from the state general fund, the tuition and education fee portions of tuition and fees, and select additional fees as defined by the State Board of Education and Idaho state law (see [SBOE Policy V.R.](#), Establishment of Fees).

Table 2.3 shows the trend in the appropriated budget as funded through state general appropriation and tuition from students.

Table 2.3. Appropriated Budget Allocations to Boise State University (in \$Millions)

	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<i>General Appropriation</i>	74.1	77.3	83.1	85.6	93.0	96.2	99.8
<i>Tuition</i>	76.3	82.8	90.6	93.4	98.3	102.9	118.2

The State legislature has historically funded the general fund share of benefit cost increases, the general fund share of statewide compensation changes, and occupancy costs for new buildings. These allocations are relatively stable and considered in future year budget planning. However, statewide compensation changes (merit increases) are not approved every year.

Increases or decreases in the overall appropriated budget can occur in the following ways:

- Program Maintenance requests to the legislature, which address changes in benefit costs and compensation, inflationary adjustments, and pass-through charges.
- Enrollment Workload Adjustment, which is a formulaic request to the legislature based on changes in primarily resident student credit hour production, and is calculated using a 3-year average weighted for discipline and level. The resulting calculation can be positive or negative, depending on enrollment trends. The legislature has been inconsistent in either increasing or decreasing funding amounts, and given the uncertainty of this funding source, Boise State does not include enrollment workload adjustment funding in future-year financial planning.
- Line Item Requests, which are requests to the legislature for strategic initiatives and occupancy costs for new buildings.
- Tuition increase requests, which are considered by the State Board of Education on an annual basis. Funding from these tuition increases has been used to fund the portion of statewide compensation changes and benefit rate changes not funded through general state appropriation, as well as increases

in the facilities fee to fund debt for new buildings. The table below shows the recent trend of tuition rate increases.

- Reductions in state general funds as approved by the State legislature.
- Enrollment increases or decreases, as well as the ratio of resident to non-resident students, will cause changes to the amount of tuition revenue received.
-

Table 2.4. Approved Increases to Resident Tuition and Fees

FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
5.0%	5.0%	9.0%	5.0%	5.7%	6.9%	5.5%	3.5%	3.0%	3.5%	5.0%

Planning for use of increases in appropriated funding is done as follows:

- Line Item Requests are developed during the summer and fall prior to the spring legislative session. Proposals for strategic initiatives are received by the President’s Office, and it is the President who ultimately decides which requests fit with the University’s strategic plan and which have the greatest likelihood of success with the legislature. For example, in FY18, the university received \$1,435,900 in line item funding to launch and support programs in the College of Innovation and Design, as well as \$652,900 to start a new PhD in Computing program. In FY17, the university received \$962,400 to funds university efforts to support Complete College Idaho, \$617,100 for graduate assistants in the PhD in Material Science and Engineering program, and \$1,000,000 to create a cyber security lab in partnership with the Idaho National Laboratory.
- Program maintenance requests are developed following instructions provided by the State of Idaho Division of Financial Management in the [budget development manual](#). The request is primarily formulaic and prescribed rather than discretionary.
- Planning for increased revenue that results from Enrollment Workload Adjustment (EWA), tuition rate increases, and/or enrollment increases occurs during the late fall and early spring semesters during the Annual Budget and Planning Process. Vice presidents and deans develop proposals for new funding that demonstrate the connection of the proposed funding to the university’s strategic plan. Those budget proposals are presented to the President, vice presidents, and deans. Final prioritization of those proposals is made by the President. Upon receiving word in April of the tuition increase and enrollment workload adjustment, the Office of Budget and Planning first ensures that must-fund items (such as benefit increases) are funded, then is able to determine which of the prioritized proposals can be funded. See additional detail in 2.F.3.

Table 2.5 shows the history of EWA funding. Since FY03, the funding formula calculated that Boise State should receive a total of \$22,107,032 in annual EWA funding. The Idaho Legislature and the Idaho State Board of Education have not always put funding towards EWA, with the result that \$12,570,000 of new funding has been received but another \$9,537,032 has not.

Table 2.5. Enrollment Workload Adjustment (EWA) Funding History

	EWA Funding earned based on formula	EWA Funding received from State Board of Education	EWA Funding that should have been received but was not
FY03	\$682,481	-	\$682,481
FY04	\$117,292	\$56,000	\$61,292
FY05	\$1,037,304	-	\$1,037,304
FY06	\$1,179,155	\$1,179,200	(\$45)
FY07	\$534,800	\$534,800	-
FY08	(\$146,700)	-	(\$146,700)
FY09	\$1,394,400	\$1,394,400	-
FY10	\$2,143,000	\$992,300	\$1,150,700
FY11	\$3,957,400	-	\$3,957,400
FY12	\$4,379,300	-	\$4,379,300
FY13	\$3,512,000	\$3,512,100	(\$100)
FY14	(\$88,000)	\$1,277,400	(\$1,365,400)
FY15	(\$219,200)	-	(\$219,200)
FY16	\$83,000	\$83,000	-
FY17	\$63,800	\$63,800	-
FY18	\$1,114,400	\$1,114,400	-
FY18	\$2,362,600	\$2,362,600	-
Total	\$22,107,032	\$12,570,000	\$9,537,032

In making the above budget decisions, Boise State University typically takes a conservative approach, by assuming flat enrollments or even declining enrollments for most student segments despite often experiencing enrollment growth. For example, in recent years, the University has experienced a decline in international student enrollment and has therefore budgeted declining non-resident tuition revenue based on annual projections. At the same time, Boise State has experienced a large growth in enrollments of non-resident students who qualify for the Western Undergraduate Exchange program. These students pay 1.5 times the resident tuition and fee rate. However, despite this growth, the University has continued to budget flat enrollment for those students.

Because of the importance of non-resident tuition, Boise State continually monitors our pricing relative to competitors for out-of-state students, particularly California students.

In the event that the state legislature implements a budget cut, the University would address them through a combination of tuition revenue increases and reducing expenditures.

Auxiliary Budgets

Auxiliary units operate as self-supporting units and include: Athletics, Morrison Center (Performing Arts Center), Housing, Bookstore, Health Services, Printing and Graphics, Parking and Transportation, Campus Recreation, ASBSU (student government), Student Union, Dining, and Event Services. Auxiliary unit budgets are reviewed and approved on an annual basis. Variances from the approved budget plans, including the approved position plan, require approval from the Office of Budget and Planning. Auxiliary units are expected to develop an operating plan that contributes at least 2% of income to reserves which are used to

fund deferred maintenance and capital projects. Auxiliary units are also expected to maintain a capital plan. For FY18, auxiliary budgets totaled \$84.1 million.

The State Board of Education, per [SBOE Policy V.X.](#), limits the use of state and university funds to support Athletics. For FY19, this limit totals \$4,524,500, of which \$3,139,600 are state general funds for athletics, \$1,384,900 are state general funds for gender equity, and \$490,400 are institutional local funds. In addition, the State Board of Education allows the waiver of non-resident fees for most student athletes. With the exception of these two sources, Athletics operates as a self-supporting entity.

Health Services, Campus Recreation, ASBSU (student government), and the Student Union receive mandatory student fees to help support their operations. These mandatory fees are approved along with tuition as part of the overall tuition and fee setting process. With mandatory student fees, these areas operate as self-supporting entities.

Morrison Center (Performing Arts Center), Housing, Bookstore, Printing and Graphics, and Parking and Transportation operate entirely as self-supporting entities from the revenues they generate.

Local Budgets (excluding Research Grants and Contracts and excluding Private Funds)

Local budgets are funded by a variety of revenue sources that include course fees, non-credit fees, self-support and wholly online academic program fees (as defined by State Board of Education policy), private funds, FandA, and mandatory student fees for technology, facilities, and student activities. Revenues are allocated directly to the departments, which are to spend the amount of revenue they receive. For FY18, local budget revenue totaled \$96.6 million.

Research Grants and Contracts

Research Grants and Contracts are managed by the [Office of Sponsored Programs](#) at Boise State University according to [relevant university policies](#). The majority of these grants and contracts are federally funded, but there are also state and privately funded research projects. All projects are managed according to federal and state law, as well as university guidance. All budgets follow the Federal Cost accounting standards and are uniformly managed. Grants and contracts are scoped and budgeted by investigators with the assistance of specialists from the Office of Sponsored Programs pre-award team. Successful award of grants are managed in conjunction with the investigators and a post-award team. All projects are reviewed to ensure compliance and accuracy by the Office of Sponsored Programs prior to submission. Expenditures are monitored for accuracy and appropriateness until the close-out of the project. The Office of Sponsored Programs provides training, forms and tools to assist investigators.

Private Funds

University Advancement (UA) is responsible and accountable for building relationships with alumni and donors through programs, services and communications, ultimately resulting in gifts to support the University's priorities. Private contributions amount to 7 to 8 percent of university expenditures each year. UA establishes fundraising priorities in collaboration with the deans (articulated in a series of white papers), vice presidents and President to ensure consistency with academic priorities. UA creates annual plans with specific goals and objectives at the individual program and division levels, which are specifically aligned with each goal of the university's strategic plan. UA produces annual income projections that inform university and Boise State University Foundation budget decisions. Project-based fundraising campaigns in the last 5 years have secured more than \$52 million in new money for scholarships and \$42 million for new building construction.

Transparency is paramount to the trust and accountability necessary to raise private gifts. UA publishes an annual accountability report to share progress on goals and objectives and, in collaboration with the Boise State University Foundation, individual endowment reports for donors showing the investment performance and impact of the endowments the donors have funded. Fundraising results are reported annually to the Council for Aid to Education's (CAE) Voluntary Support of Education (VSE) survey and the Council for

Advancement and Support of Education (CASE), and periodically to the Eduventures and Association of Governing Boards' (AGB) benchmarking surveys.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that includes appropriate opportunities for participation by its constituencies.

The university financial planning and budget development policies and guidelines are contained in various sections of [Idaho State Board of Education policies](#), [university finance policies](#), and budget protocols.

The university's strategic budget process provides multiple opportunities for stakeholder engagement and is focused on aligning resource allocations with the university's strategic priorities. The major components of the university's strategic budget process includes:

- **Tuition and Fee setting:** The tuition and fee setting process establishes the university's resident tuition rates, as well as the technology fee, facilities fee, auxiliary activity fee, and student activity fee. The process begins in December with a call to campus to propose changes to existing fees. Proposed rates are published in the student newspaper and made available to campus. A public hearing is held to provide an opportunity for students, faculty, staff, and the general public to provide comments on proposed fees. An Executive Budget Committee consisting all of the university's Vice Presidents, classified staff representative, professional staff representative, faculty representative, and three students conduct the hearing before developing a recommendation to the President. The President then submits proposed Tuition and Fees to the State Board of Education in a public forum before final tuition and fee rates are set by the State Board.
- **Student Activity Fee Advisory Board:** The Student Activity Fee Advisory Board allocates the student activity fee to priorities that are important to students. The board is comprised four students and two staff members and provides funding for a diverse range of needs such as the marching band, student life, and theatre. Departments have the opportunity to submit proposals to the board, which conducts hearing on the requests.
- **Appropriated Budget Allocations:** The university's strategic budget allocation process begins in December with an announcement to campus. Each Vice President has the opportunity to submit a prioritized list of strategic budget requests. These requests must describe how the request supports the university's mission and strategic plan. In addition, strategic budget requests describe what outcomes the unit wishes to achieve and how they will assess their success. All strategic budget requests are shared with the Administrative Council and hearings are typically held in April. At the April budget hearings, units must report on progress made toward outcomes from prior years, as well as present high priority new budget requests. In addition, units are given the opportunity to share any reallocations they have made to better align resources in their division with the University's strategic priorities. After the State Board of Education sets tuition rates, the President decides new budget allocations.
- **Enrollment-based Allocations:** In addition to new appropriated budget allocations, each instructional College's budget is adjusted based on changes in their student credit hours instructed, majors supported, and student's graduated. This change was implemented with the FY18 annual budget. For FY19, budget hearings are being held with each instructional college in May, where each Dean will present their plan for the upcoming fiscal year. This includes information on how they intend to spend any increases in their enrollment-based allocations or cover any decreases.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Boise State University utilizes Oracle's Enterprise Resource Planning financial system in the cloud, currently version 12. The University converted from Oracle's Peoplesoft 8.8 financial product on July 1, 2016. The University had utilized Peoplesoft 8.8 since 2005.

While implementation proved difficult, the new system improved controls, speed of transaction processing, and efficiency by implementing electronic approval workflow and attachments. Procurement and payment transactions are initiated by campus departments and route according to system-assigned flows, assuring proper approval prior to ordering or payment. Documentation is attached to the transaction within the system.

File uploads are utilized for allocations, accruals and amortizations. Uploads generated by campus are reviewed by administrative accounting prior to posting to the general ledger.

Initially, available reporting was sparse and campus end users found the transition away from PDF reports and a familiar excel extract for managing budgets to be difficult. Over time, more tools have been introduced, and through continued outreach and training campus has adopted the new processes. This required significant focus on change management and process improvement. A new department devoted to process improvement was created as part of the Oracle implementation. A cloud system is updated regularly with new functionality and it is no longer an option to have a stagnant system or process. As such, focus on continuous improvement and adoption of the system functionality is required to ensure the University obtains maximum value from the tool.

Today, financial information is available to end users using a variety of tools, depending on the need. Training materials that provide step-by-step instructions are available through the [Office of Continuous Improvement training's portal](#). Campus Transaction Dashboards, designed by Boise State using the Oracle system, provide quick and easy access to details of payables, payments, deposits, journal entries, budget transfers, budget details, expense reports, requisitions, and purchase orders. The dashboard also provides access to a requisition lifecycle, allowing the user to see a purchase move from requisition through to payment. These dashboards allow the end user to put in simple prompts to return the data set needed to answer their questions.

Budget vs. Actual review is currently accomplished utilizing the Account Analysis report in Oracle, which provides excel based transaction details. The results of this report are run through a budget pivot macro provided to campus that generates easy to use drillable results. The account analysis can be scheduled for delivery to email, and the pivot macro takes less than a minute to execute. This is an interim solution while the University develops a financial data warehouse.

The Office of Information Technology has teamed with the Office of Continuous Improvement and key campus end users to design the new data warehouse reporting. This reporting, expected to be delivered in FY19, will provide dashboard access to any executives, analysts or staff interested in reviewing budget vs. actual status. This reporting is the stepping stone to reports that will easily combine student, human resource and finance data to facilitate management decision making.

The University produces and presents full accrual financial statements and analysis to the State Board of Education Audit Committee on a quarterly basis. (See the Q1 fy19 report) This has been recognized by the ratings agencies as a best practice in the past.

Financial internal controls are [audited annually](#) by Moss Adams with no findings for many years. In addition, Internal Audit reviews both central and departmental processes on a rotational basis. Any findings are addressed with a management plan.

2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Master Plan and 6-Year Capital Plan

The Boise State University campus has undergone significant transformation in the last 20 years. The University’s 1998 campus master plan received updates in 2005 and 2008. In 2012 Boise State introduced a new strategic plan, “*Focus on Effectiveness*.” To support this initiative and the newly approved core themes, in 2013-2015 Boise State engaged in an update to the master plan to complement the new strategic direction, inform appropriate University development in a new expansion area, update other campus development in response to the expanded planning, and accommodate housing and facilities to provide students with a richer on-campus living and student life experience.

The University planning team maintains a focus on capital improvement priorities based on ever-evolving university needs and opportunities. To support this in accordance with State Board of Education’s [Policy V.K.](#), Boise State annually prepares and submits a [six-year capital construction plan](#). Capital construction plans are required for all institutions and agencies under the governance of the SBOE. The plan includes capital construction projects for which the total cost is estimated to exceed \$1 million. Boise State also dedicates \$500,000 per year for the acquisition of new property and land that supports overall capital planning.

The State of Idaho provides ongoing appropriations that support long-range capital projects planning through the annual statewide budget process. The University submits annual requests to Idaho’s Permanent Building Fund Advisory Council (PBFAC), which include [2-4 major capital projects](#), an [Americans with Disabilities Act projects list](#) and an [Alteration and Repair list](#). The alteration and repair list is a comprehensive and prioritized list of deferred maintenance, capital renewal, and space renovation projects. The PBFAC analyzes Boise State’s requests, and provides funding recommendations to the Governor’s Office for inclusion in the overall State of Idaho budget. The Idaho State Legislature is the final decision-making body for funding allocations.

Overall, funding amounts vary year-to-year depending on statewide funding priorities. These state-allocated funds allow the University to address capital renewal needs and plan for new capital projects that advance Boise State’s Strategic Plan and core themes. An overview of funding for the last five-years is listed below in Table 2.6.

Furthermore, the University’s [alteration and repair list](#) developed for the PBFAC serves as a long-range capital renewal plan that projects the total capital costs associated with current facilities. This is the primary mechanism by which the University captures the total cost of ownership, equipment, furnishing and operations of university facilities. The current list (in evidence) includes 102 projects encompassing a need of more than \$30 million.

Table 2.6. Permanent Building Fund Advisory Council Capital Funding, by Year

	FY15	FY16	FY17	FY18	FY19
Alteration and Repair	\$4,241,000	\$2,340,000	\$2,760,000	\$2,150,000	\$8,012,000
Major Capital Projects	\$0	\$2,500,000	\$2,500,000	\$10,000,000	\$0

In addition, all auxiliaries on campus that are not eligible to receive state funding annually submit a 5-year capital plan to Boise State’s Office of Budget and Planning for review and approval. This process ensures that auxiliaries have adequate fund reserves to upgrade current facilities, purchase major equipment, and fund new major capital projects.

In totality, the six-year capital plans, alteration and repair list, auxiliary capital plans, and ongoing maintenance budgets ensure that the University is adequately planning for new capital needs, capital renewal, and major facility equipment needs. These budgets and plans reflect the total cost of ownership, including equipment and furnishing for new or renovated facilities. Operational costs are provided through State of Idaho Occupancy Funding allocated to the University at completion of a new capital project to support ongoing costs for utilities, maintenance, custodial, and landscaping.

Boise State [Policy #9170](#), Capital Project Needs, outlines the process of prioritizing all capital projects, which include the remodel, renovation, or improvement of existing facilities and the construction of new facilities, regardless of funding source. All proposed capital projects are submitted for review, prioritization and approval to the University Facilities Planning Council. This process ensures that the University is investing capital funds to projects that are the highest priority in furthering the University mission and Core Themes. Improvements to this policy and process are currently under development, along with a system that will apply a more objective, transparent process for assessing new capital priorities and maintenance projects.

Debt for Capital Outlay

The University has a robust debt management system. Boise State has been active in the bond markets, issuing over \$500 million of project and refunding bonds since the year 2000. Aggressive refunding of bonds has generated over \$32 million in cash flow interest savings for the University.

In the Fall of 2005, the University implemented a strategic facility fee to support the long-term funding of facilities. The full-time fee will be \$658.00 per semester for the 2018-2019 academic year. With the growth in students and programs over the last two decades, facilities have been required to meet educational needs. This fee has been instrumental in funding the acquisition and construction of the following:

1. Micron Materials Science Building
2. Fine Arts Building
3. Micron Business and Economics Building
4. Environmental Research Building
5. University Health Services and Norco Nursing
6. Lincoln Avenue Parking Garage
7. Real estate in the expansion zone
8. BODO downtown office suite
9. CS program City Center Plaza downtown office suite
10. Alumni and Friends Center

The fee is matched with donations, internal reserves, state money, and other sources to create an efficient system for funding new buildings, as well as remodels and capital maintenance of the physical plant. The accumulated fees may be used to directly pay for real estate, remodels and maintenance, all or portions of buildings, or for debt service. In order to facilitate this plan, the University uses a single, centralized, bond system supported by a bond and debt management system.

The tool of debt plays a significant role in this system. Debt allows the University to leverage multiple years of future fee revenues to address current capital needs. The ability to issue debt is dependent on preserving debt capacity, as well as complying with all debt requirements. Debt capacity is limited by board policy. Principle and interest payments cannot exceed 8 percent of the operating budget. In addition, debt service is dependent on having the revenue streams to repay the debt, which is the more difficult test. As such, the Vice President of Finance and Administration is diligent about limiting the amount of debt needed for each issuance. Alternative funding methods such as internal loans, public private partnerships, operating leases and central reserves are means used to minimize debt levels. For each bond proposed, analysis is

presented to the State Board of Education that demonstrates compliance with Board policy (see examples in evidence).

Debt compliance issues are complex and voluminous. Most University debt is tax exempt, which reduces the cost of capital but subject to IRS regulation. Depending on the yield curve at the time of issuance the difference between tax exempt and taxable debt varies, therefore reviewed at each issuance to design the best structure to meet the goals of the University. There have been times when, due to the usage expected, higher cost taxable debt was a more appropriate choice. There are also SEC regulations around public markets and continuing disclosure requirements embedded in the bond closing documents themselves. It is significant to note that the IRS became focused on the industry of higher education during the last decade, increasing the risk of non-compliance.

Having a central bond system and a central pledge (as opposed to pledging only the revenue stream of a specific project or group of projects to a specific bond issue) saves the University significantly through stronger ratings from Moody's and SandP, which lowers interest rates and the debt service coverage requirement. It also eliminates the need to retain formal debt service reserve accounts with a trustee.

2.F.6 The Institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Idaho State Board of Education [Section V. Financial Affairs, Subsection B.](#) Budget Policies define and govern auxiliary enterprises as follows:

Operating Budgets (Non-appropriated -- Auxiliary Enterprises)

a. Auxiliary Enterprises Defined.

An auxiliary enterprise directly or indirectly provides a service to students, faculty, or staff and charges a fee related to but not necessarily equal to the cost of services. The distinguishing characteristic of most auxiliary enterprises is that they are managed essentially as self-supporting activities, whose services are provided primarily to individuals in the institutional community rather than to departments of the institution, although a portion of student fees or other support is sometimes allocated to them. Auxiliary enterprises should contribute and relate directly to the mission, goals, and objectives of the college or university. Intercollegiate athletics and student health services should be included in the category of auxiliary enterprises if the activities are essentially self-supporting. All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs. However, rental charges for uses of the facilities or services provided by auxiliary enterprises may be assessed to departments or programs supported by state-appropriated funds.

b. Operating Budgets

Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

The University uses distinct funds to ensure separation between lines of business and funding sources as needed. A fund represents a self-balancing unique set of records and includes asset, liability, revenue, expense and reserve accounts. There is no co-mingling of revenues or expenses between funds.

Operationally, there are transactions between funds. Auxiliary's may provide services to other units on campus and create an intercompany billing to record their revenue and charge the campus customer for the expenses. These transactions are eliminated to produce the quarterly and annual financial reports.

Beginning in 2008, Boise State implemented an Administrative Service Charge (ASC) assessed on Auxiliary units in order to recover the cost of providing services from infrastructure units to the campus community. Infrastructure units are those that provide a service that benefits campus as a whole and whose services cannot be directly attributed to a single unit; this includes, but is not limited to, Finance and Administration, Campus Operations, the President's Office, and Student Affairs. Examples of the services provided by the

infrastructure units would include Communications and Marketing, Accounts Payable, Admissions, Payroll, Legal Services, and Informational Technology.

Distinct funds and their reserve balances for FY19 Auxiliaries are shown in Table 2.7.

Table 2.7. Funds and reserve balances for FY19 Auxiliaries

Auxiliary	FY16	FY17	FY18
<i>Athletics</i>	\$1,294,753	\$1,221,887	\$1,424,276
<i>Morrison Center</i>	\$2,555,737	\$2,375,092	\$2,347,053
<i>University Housing</i>	\$2,793,255	\$2,994,137	\$3,757,499
<i>Bookstore</i>	\$3,934,441	\$3,873,244	\$3,672,868
<i>Health Services</i>	\$618,742	\$388,813	\$296,350
<i>Printing and Graphics</i>	-\$273,848	-\$571,106	-\$847,101
<i>Parking</i>	\$4,493,437	\$4,478,733	\$4,818,273
<i>Campus Recreation</i>	\$1,243,407	\$1,312,887	\$1,782,545
<i>ASBSU</i>	\$381,711	\$443,036	\$388,769
<i>Student Union</i>	\$6,253,482	\$6,696,160	\$6,393,582
<i>Dining</i>	\$1,432,984	\$4,071,087	\$4,915,152
<i>Event Services</i>	\$241,293	\$596,414	\$699,356

2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

The State Board of Education, through a formal procurement process, hired Moss Adams, LLP as the audit firm to plan and execute both the annual financial audit and the federal OMB Circular A-133 single audit. [Moss Adams](#) is a large regional firm with over 2,900 employees in 25 locations across the west and extensive expertise in higher education. Our audited financial statement (available on the University’s [Annual Audited Financial Statements](#) website and on the [Financial Audit website of the State Board of Education](#)) is issued near the end of September, three months after our June 30 year-end. Moss Adams and the Vice President of Finance and Administration/Chief Financial Officer separately present the results of the audit to the [Audit Committee](#) of the State Board of Education in November. In these [Audit Committee meetings](#), Moss Adams privately discusses the audit process, results, and any internal control concerns. Later on the agenda, the institution presents a full summary of results, including analysis, and addresses any concerns of the audit committee (the annual update presented to the committee FY17 is in evidence.)

2.F.8. All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Institutional fundraising activities are conducted by the Division of University Advancement (UA) in a professional and ethical manner and comply with governmental requirements. UA also complies with the [Council for Advancement and Support of Education \(CASE\) industry standards](#), the [Donor Bill of Rights](#),

the [Association of Fundraising Professionals \(AFP\) Code of Ethical Standards](#), the [Association of Professional Researchers for Advancement \(APRA\) Statement of Ethics](#), the [Model Standards of Practice for the Charitable Gift Planner](#), relevant IRS regulations, [Section XI of University policy](#), and state and local laws.

The Vice President for University Advancement (VPUA) reports to the President. The VPUA oversees all fundraising activities and supervises the Development and Supporting Operations under the purview of Advancement, including the Executive Director of Alumni Relations and the Alumni Association. In addition, the VPUA is the primary and responsible liaison to the Boise State University Foundation. Directors of Development, under the guidance of the VPUA and UA directives, generate support for college and institutional priorities.

The Executive Director of Alumni Relations reports to the VPUA and the Boise State University Alumni Association Board of Directors, and manages the operations of that Board. The Alumni Association and Boise State University Foundation are separate 501(c)3 organizations with boards of directors. The relationships between each are articulated by a Memorandum of Understanding (located in evidence) authorized by the State Board of Education.

The mission of the [Boise State University Foundation](#) is to inspire, generate, and prudently manage private support for the university. The foundation is managed by an Executive Director who reports to a governing board of directors. The foundation works collaboratively with University Advancement and is responsible for gift processing, gift accounting, investment and database service functions. The Boise State University Foundation adheres to the standards of care and prudence articulated in the Uniform Prudent Management of Institutional Funds Act in connection with the investment and expenditure of donor-restricted endowment funds. The foundation endowment and permanent assets were approximately \$110 million at the end of FY18.

Each year an accountability report is distributed to the members of the Foundation board, the Bronco Athletic Association board, the Alumni Association boards, and the Executive team. This report is produced to showcase the goals that were set and met for the year, as well as to document the accomplishments achieved over the last year. Additionally, donors who have established a scholarship or other fund at Boise State University receive an endowment report each year highlighting how much money is currently in the endowment fund and how their donation money is being used. Other [Boise State University foundation policies and procedures](#) may be found online.

2.G. Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

Campus facilities play an integral role in shaping the student experience and attracting future students. The University strives to create facilities that meet the needs of the students, visibly represent the quality of our education, and enhance the educational experience.

Accessibility, Safety, and Security, and Quality

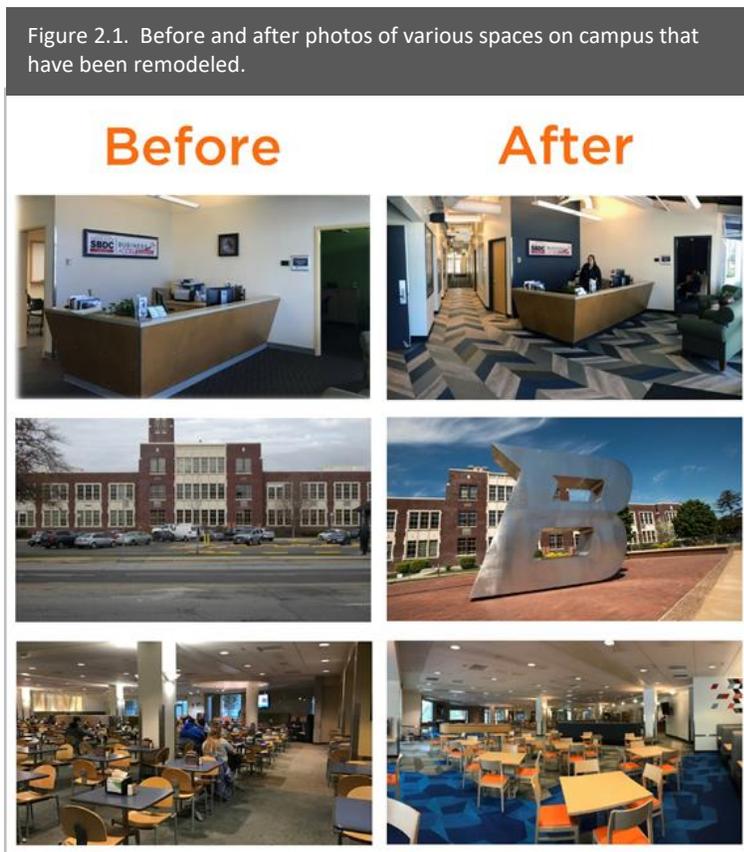
Boise State’s ability to create and maintain the accessibility, safety, security and quality of its physical infrastructure depends on funding sources that were described in section 2.F.5. , which included:

- The [Americans with Disabilities Act projects list](#) contains projects that target specific accessibility issues.
- The [Alteration and Repair list](#) has four types of projects:

- Safety: projects that address specific issues related to safety.
- Infrastructure: projects that address preventative maintenance and deferred maintenance of capital assets.
- Renovation: projects that upgrade spaces that serve a variety of uses, e.g., office, circulation, etc.
- Academic Program Improvement: projects that target specific academic needs, such as classrooms, research labs, etc.

➤ **Accessibility**

All new construction and renovation projects at Boise State University are compliant with current building codes and the [Americans with Disabilities Act](#) (ADA) standards. Architects with ADA expertise review all building and renovations plans to ensure compliance. The Office of Institutional Compliance and Ethics responds to all accessibility complaints and works with the Architectural and Engineering Services Office to make necessary accommodations. The [Americans with Disabilities Act projects list](#) submitted to the Idaho Department of Public Works contains projects that target specific accessibility issues. In total there are three projects on this list with an estimated \$800,000 total in needed investment. A number of other projects [Alteration and Repair list](#) include ADA retrofits.



➤ **Safety and Security**

All buildings are inspected at least annually to ensure they are safe and in compliance with Local, State and Federal codes and regulations. Formal inspections are carried out by a staff member from our Environmental Health, Safety and Sustainability (EHSS) department and a representative from the State Division of Building Safety. Informal inspections are also carried out more frequently by our staff in EHSS, Facilities Operations and Maintenance, Risk Management and Insurance, and Architecture and Engineering Services. The inspections include assessing for potential egress/access issues, slip/trip/fall hazards, electrical hazards, elevator hazards, fire hazards and the availability and condition of emergency equipment. Areas of concern are submitted to the appropriate department for correction and a follow up inspection is carried out to verify that the issue has been resolved. Many of the projects focused on safety issues are funded via requests on the [Alteration and Repair list](#).

Boise State has also implemented a Building Coordinator Program that is used to convey campus safety and security information to contacts in all campus buildings in a timely fashion. While EHSS manages the program, the list is used by numerous groups across campus to convey important information about a particular building and/or the entire campus. This group is critical to helping communicate among the various buildings and departments on campus. The coordinators also report safety issues that may need to be addressed before the annual safety inspection. All members of campus are encouraged to report potential safety issues in order to keep the campus as safe as possible.

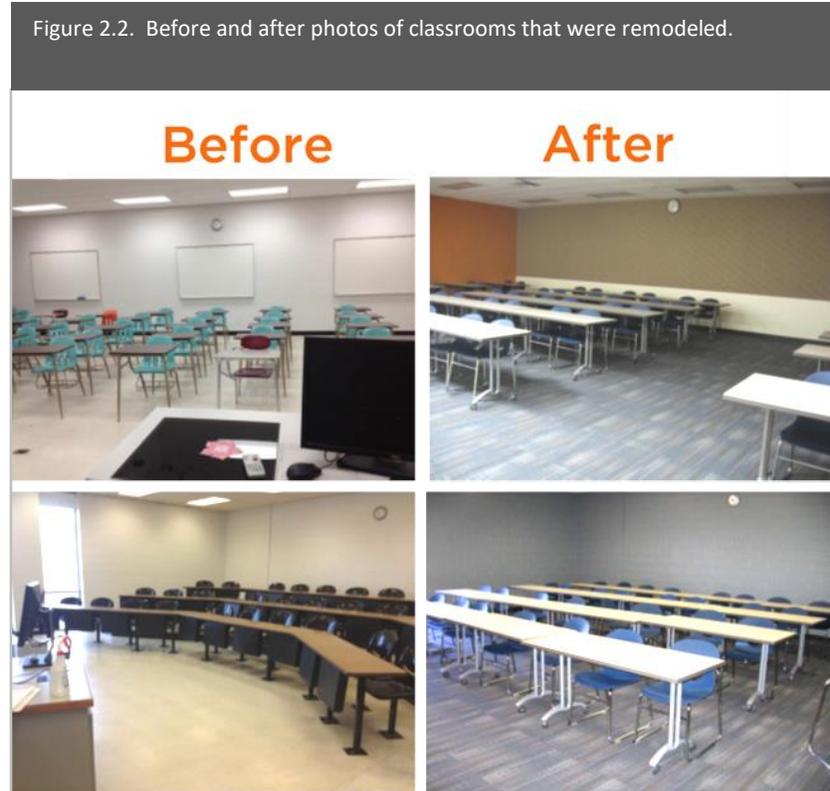
Boise State's Department of Public Safety ensures the safety and security of the physical facilities on campus. Security officers provide 24-hour patrols of all academic, administrative, and housing buildings on the main Boise campus, as well as at local university-owned or controlled off-site locations. Also, Housing and Residence Life staff conducts regular walk-throughs of university-owned, on-campus housing to ensure resident safety and security. Additionally, anyone in the campus community may submit a Building Safety and Security Assessment Request Form. This is as a free on-campus resource to help campus community members identify vulnerabilities and recommend safety and security measures for all work spaces. Further detail is provided in our response to 2.D.2.

➤ **Quality**

Boise State puts a substantial focus on providing quality learning and working environments. Renovation and improvement projects are seen as an opportunity to provide signature spaces for students and elevate the student experience. Generally, updated spaces will achieve student-learning objectives by incorporating collaboration and group-work spaces, interactive technology, whiteboards, study spaces, and brand appeal.

In addition, many recent buildings have student-learning outcomes designed and built into the structures themselves. The College of Business and Economics has a sustainability minor which includes a focus on environmental sustainability. To align with the program's learning objectives, the Micron Business and Economics building has a number of sustainability features built in, including solar panels, geothermal heating, highly automated HVAC and lighting, super-insulated walls and glazing systems, occupancy sensors, and a live green roof.

The modification of existing classrooms to support active learning has been a major initiative over the last decade, and many of the projects received funding after being submitted on the University's [Alteration and Repair list](#). The classrooms of the Interactive Learning Center, which was built in 2007, are furnished with moveable tables and chairs. Such classrooms enable students to easily form small working groups and enable instructors to easily circulate among student groups, creating the type of spaces favored by instructors employing active learning pedagogies. Active learning is the model followed as much as possible with classroom remodels. Figures 2.1 and 2.2 depict examples of remodeled space.



In 2013, Boise State received a grant from the National Science Foundation to support the development of Evidence-Based Instructional Practices (EBIPs) in STEM fields. We found ourselves constrained, however, by the design of our large-sized classrooms, which by and large did not give instructors the flexibility needed to implement EBIP-based pedagogies. In response, we remodeled two lecture halls to better accommodate active learning. MPCB 101, a lecturer hall with stadium seating and a capacity of 170, was remodeled to a tiered room with worktables, movable chairs, and a capacity of 122. SMITC 118, a smaller lecture hall, was remodeled into an active-learning classroom with a capacity of 67. The new Micron Center for Materials Science and Engineering, scheduled for completion in 2020, will have lecture halls that accommodate active learning, one with a capacity of 250 and two with capacities of 80.

Quantity

The Boise State campus spans 5.55 million square feet with 4.79 million assignable square feet. This includes 203 buildings that house 178 classrooms, 141 teaching labs, 90 open class teaching labs, and 227 research labs.

Since 2004, the university has added 1,960,450 square feet to campus and anticipates an additional 203,619 by the end of 2020 (see Table 2.8). Still, the University remains short in several categories. Three examples are:

- Providing sufficient research laboratory space will be a continuing challenge as the University continues to increase its research footprint, especially in the STEM fields.
- Providing sufficient classroom space, especially in the 25 to 50 seat category, is a continuing challenge as the University offers a greater proportion of upper division and graduate courses, and as more instructors seek to use active learning.
- Providing sufficient space for administrative and support offices is a continuing challenge because of the higher priority typically given to instructional and research space.

Table 2.8. Boise State University Major Capital Projects 2004 - 2020

Year	Facility Name	Budget	Square Feet
2020	Center for Materials Science Research	\$50,500,000	97,964
2019	Center for Fine Arts	\$42,000,000	97,400
2018	Campus Planning and Facilities Building - Phase 1	\$1,700,000	8,255
2017	Honors College and Sawtooth Hall	\$38,000,000	231,000
2017	Honors College Dining Service	\$5,500,000	9,200
2016	Computer Science - Clearwater Building	\$9,820,000	45,000
2016	Alumni and Friends Center	\$12,000,000	41,000
2013	Gene Bleymaier Football Complex	\$22,681,876	75,000
2012	Micron Business and Economics	\$39,139,045	133,000
2012	Lincoln Ave. Housing	\$19,813,504	151,000
2012	Dona Larsen Park	\$6,346,872	8,000
2012	Bleacher Expansion	\$3,279,217	-
2011	Environmental Research Building (ERB)	\$30,638,147	98,000
2011	Yanke Family Research Park	\$2,540,931	84,000
2011	Transit Center	\$2,451,024	3,350
2011	Lincoln Ave. Garage, Phase II	\$8,639,225	229,000
2011	Arguinchona Basketball Complex	\$3,309,174	10,000
2010	Norco Building: School of Nursing	\$22,061,020	82,000
2010	Recreation Aquatic Center	\$8,908,864	17,000
2009	Student Union Building Expansion	\$34,695,178	66,000
2008	Stueckle Sky Center	\$41,231,332	180,000
2007	Interactive Learning Center (ILC)	\$18,826,380	68,000
2007	Lincoln Ave. Garage, Phase I	\$13,394,642	239,000
2006	Caven Williams Sports Complex	\$11,447,484	99,000
2006	Capitol Village	\$1,965,834	35,000
2005	Children's Center Addition	\$687,732	18,500
2004	Keiser/Taylor Residence Halls	\$20,948,982	120,000
2004	University Square Apartments	\$18,997,189	233,000
2004	Euclid Modulares (remodel+site work)	\$234,832	9,000
2004	Science/Nursing 4th floor	\$1,814,215	2,600
GRAND TOTAL		\$399,372,700	2,286,650

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Table 2.9. Hazardous and Toxic Materials Plans and Policies

Title	Date of Most Recent Revision (all documents are reviewed annually)
<u>Chemical Hygiene Plan</u>	May 2018
<i>Laboratory Safety Manual - specific to each lab</i>	Reviewed annually on a rolling basis. Revised as needed.
<i>Standard Operating Procedures for Processes Involving Hazardous Materials</i>	Reviewed annually on a rolling basis. Revised as needed.
<u>Radiation Safety Manual</u> and Training	Manual- June 2018
	Training - August 2016
<u>Environmental Health and Safety Policy #9140</u>	March 2012
<u>Employee Safety and Loss Control Training Policy #9210</u>	January 2018
<u>Emergency Action and Building Evacuation Procedures Policy #9220</u>	July 2011
<u>Laboratory Safety Committees Policy #9240</u>	March 2012
<u>Biohazardous Waste Guidance Table</u>	April 2013
<u>Hazardous Waste Management Manual</u>	January 2008

The [Office of Environmental Health, Safety and Sustainability](#) (EHSS) at Boise State University is responsible for ensuring compliance of the University with federal, state, and local regulations, including those promulgated by the U.S. Environmental Protection Agency and Idaho Department of Environmental Quality. In addition, EHSS ensures compliance of several university policies (see Table 2.9) related to safe work and hazardous materials. EHSS works collaboratively with academic departments, researchers and users to develop procedures on how to properly obtain, handle, store, dispose and minimize hazardous materials on campus. EHSS helps faculty, staff, and students work safely by providing training, reviewing standard operating procedures, and inspecting areas where hazardous materials are used/stored. EHSS provides in-person and online training courses on the safe handling, transport, storage and disposal of hazardous materials.

EHSS operates the campus laboratory safety program. Laboratory safety training covers chemical and physical hazards that may be encountered in the lab, and is required of all faculty, staff, and students working in laboratories. With the support of college deans, EHSS has embedded lab safety specialists in two colleges where hazardous materials are regularly used, in order to promote a safety culture and provide immediate access to a subject matter expert. Additionally, EHSS facilitates a “Safety Madness” campaign in March of each year, designed specifically for students working in labs. Teams of students compete in multiple safety-related activities and in the end, one lab is recognized as the “safest lab.” The students have fun and learn more about safety at the same time.

EHSS has a designated Radiation Safety Officer who manages and maintains our radioactive materials license with the Nuclear Regulatory Commission. As a condition of this license, radiation safety training is required for all personnel working with or near radioactive materials. Laboratories authorized to use radioactive materials are inspected semi-annually to verify inventory and safety procedures in those labs.

Hazard communication training is administered by EHSS and is required for anyone on campus who is working with or near hazardous materials. This includes personnel who may accidentally encounter those

materials as part of their duties, such as Public Safety Officers and Custodial Services staff. The training describes how to avoid exposure, use personal protective equipment, and use labeling and safety data sheets. Also covered are Boise State's procedures for campus emergency responses.

Hazardous waste management training is required for anyone on campus that generates hazardous waste as part of their job. Hazardous wastes are handled and disposed of by EHSS in accordance with state and federal regulations. EHSS encourages departments to minimize the amount of hazardous material purchased and used, in order to decrease in the amount of hazardous waste generated. To support our unified campus emergency management efforts, EHSS also maintains a 24-hour phone number for emergencies, such as spills, environmental issues, or safety issues.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The Boise State University campus has undergone a significant transformation over the past 20 years. The University's 1998 campus master plan received updates in 2005 and 2008. In 2012 Boise State introduced a new strategic plan, "Focus on Effectiveness." To support this initiative and the newly approved core themes, in 2013-2015 Boise State engaged in an update to the master plan to complement the new strategic direction, inform appropriate University development in a new expansion area, update other campus development in response to the expanded planning, and accommodate housing and facilities to provide students with a richer on-campus living and student life experience.

Each master plan update has looked back to document major accomplishments, and forward to provide a vision of the campus and facilities needed to meet the projected needs of the institution within the ever-changing context of higher education. In just over 80 years, Boise State has grown from a local commuter junior college into a major state and regional institution with a national presence. With the continued growth of Boise State programs and enrollment, and a substantial increase in the number of students living on or near campus, this urban university on the Boise River has acquired the sense of place with a residential college feeling. During the update of the 2013-2015 master plan, faculty and staff noted that the multi-faceted mission of Boise State has become more traditional in focus, with a growing number of upper level transfer students, graduate students and doctoral degree candidates.

The 2015 master plan was created with the assistance of architectural firm Ayers Saint Gross and approved by the Idaho State Board of Education in June 2015. Following that approval, Phase 1 of the campus master plan was adopted by the City of Boise into the City of Boise Comprehensive Plan. The campus master plan provides the capacity to accommodate growth to 30,000 to 35,000 students over the next 20 to 30 years.

The most notable updates in the [Boise State 2015 master plan](#) were the inclusion of a new expansion area south of the current main campus and the creation of a major pedestrian link between the campus main quad academic buildings and the academic and research buildings located south of the main thoroughfare (University Drive). Additional housing, academic, and academic support facilities are envisioned in the new expansion area. Academic, recreation and athletics facilities are planned in the south campus area to support our rapidly-growing residential student population. Changes to the main thoroughfare through campus (University Drive) are also envisioned to improve connectivity and to support pedestrian, bicycle and transit traffic.

As projects are completed and new strategic goals are identified, the plan is updated and submitted to SBOE for approval regarding any major deviations from the 2015 plan. Since the 2015 approval, several items indicated on that plan have been completed, are under construction, or in planning that closely mirror Boise State's core themes. As presented in standard 2.G.1, the Honors College/Sawtooth Hall and Alumni and Friends Building are both open and occupied, and the new Center for Fine Arts and Micron Center for Materials Research are under construction. An update to the campus master plan was reviewed and approved in April of 2018 and is in evidence. Amendments in that update reflect changes in a few University priorities, including construction of a central receiving and facilities building, which is necessary because of the

construction of the Micron Center for Materials Research; and changes to proposed parking structures and impacted rights-of-way to support a proposed addition of baseball field as well as other development in the south campus area.

To ensure continued physical development of our campus, the University planning team maintains a focus on capital improvement priorities through preparation and submittal of a six-year capital construction plan. This capital planning process is discussed in standard 2.F.5.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Campus Operations maintains all equipment necessary to support maintenance and safety functions for the university. Some components of infrastructure such as our central heat plant and associated boilers are aging, but a plan with replacement schedules is currently being developed to address this and similar infrastructure replacement needs. A high priority has been placed on planning and construction of new buildings and spaces to accommodate our ever-growing student population and associated classroom and research needs. The university is aware that funding must also be invested into aging infrastructure and continues to address facilities maintenance needs through a source of state-designated funding for such repairs (roof replacements, sidewalk maintenance, etc.). Additionally, Campus Operations maintains a fleet of vehicles that support our faculty, staff and students in our academic and research missions.

Equipment for research has been acquired largely directly through grants and contracts via investment of indirect costs from grants and as part of start-up packages for new faculty members. In general, successful research programs have done well in keeping up with equipment needs, including Materials Science and Engineering, Geosciences, and Biomolecular Sciences. Where appropriate, Boise State has established service centers for laboratories to help support qualified technicians to run equipment and associated laboratories, as well as service contracts for instrumentation; examples include the [Biomolecular Research Center](#) and [Materials Characterization Center](#).

In some cases, we have made use of Alteration and Repair funds (see 2.F.5) from the state of Idaho to ensure properly functioning fume hoods and other equipment in teaching and research laboratories found in older buildings. For example, we invested more than \$4 million to upgrade the fume hoods and the ventilation infrastructure in the Science Building, which contains chemistry and biology laboratories. Much of the equipment in teaching laboratories (e.g., microscopes and machine tools) in the sciences and engineering is funded via course fees that are paid by students.

Partnerships with government laboratories and industry have resulted in access to state of the art equipment. For example, The Center for Advanced Energy Studies (CAES) is a partnership with Idaho National Laboratory (INL), University of Idaho, Idaho State University and University of Wyoming. As a part of that partnership Boise State leads the Microscopy and Characterization Suite at the CAES building in Idaho Falls, ID. This facility is equipped with advanced equipment largely from INL, but also other partners that include Boise State, and is accessible to all partners and researchers, as well as industry.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The Chief Information Officer for the University is an Associate Vice President who oversees the Office of Information Technology (OIT) and reports to the Vice President for Finance and Administration, with a dotted reporting line to the Provost.

OIT currently has 131 FTE with an annual budget of approximately \$17 million. OIT employs an average 80 students per semester. Sources include allocated funding (~\$12.6 million), a Student Tech Fee

(~\$3.4 million), and local accounts and grants (~\$1.3 million). In addition, project funding and one-time supplemental funding is available based on initiatives, needs, or University priorities.

OIT consists of Customer Care; Learning Technology Solutions; Development (Web/Mobile, Enterprise Systems, Business Intelligence, and Integration Services); Cloud and Infrastructure Services; Research Computing; the Project Management Office; Training, Communications and Web Support; Information Security and Compliance; and OIT Business Services. More detailed information on OIT departments and services can be found at the [Office of Information Technology website](#).

Since 2010 OIT has implemented and expanded its systems infrastructure to meet the operational and academic needs of the University. A number of these are listed below:

- Formed a Business Intelligence and Data Warehousing team;
- Created a Project Management Office that consists of business analysts, project managers, and product owners that lead and drive projects and products on a continuing basis;
- Created a Research Computing Department in collaboration with the Division of Research and Economic Development to build and support centralized research cyberinfrastructure;
- Formed a mobile app team as part of the Development department;
- Implemented a separate Customer Care Organization from Technical Operations that included Help Desk and Desktop Support;
- Merged Classroom Technology group with Customer Care;
- Created a separate OIT Communications and Training Team;
- Expanded the Information Security Officer (1 staff member) to the Information Security Office (5 staff members);
- Merged with the Academic Technologies department to create the Learning Technology Solutions team within Office of Information Technology.

Selected project and initiative highlights since 2010 include:

- The number of wireless access nodes on campus was increased from 100 to over 1,400 along with a 10-fold increase in overall bandwidth to campus and the addition of redundant networking providers.
- Virtualization of servers (over 98 percent) and convergence of storage infrastructure has created a private cloud that can meet the changing and evolving demands of a growing research institution.
- Moving Boise State systems to the cloud as appropriate using Oracle (Oracle Financial Cloud and Taleo) for SaaS and Amazon Web Services (AWS) to supplement infrastructure needs.
- Implemented a major administration systems and process upgrade – The Roadmap — with 13 major initiatives that started in 2012 and were completed in June 2014.
- Installed a shared High Performance Computing (HPC) cluster for use by all Boise State researchers and faculty, which was housed at the Idaho National Lab in Idaho Falls. The next generation HPC cluster is supported by local industry and housed in the University in the College of Engineering's Computer Science datacenter in downtown Boise (City Center Plaza).
- Provided cost-free storage and virtual servers to researchers and faculty.
- Established a four-step formal career track for OIT staff.
- Absorbed all commodity technology support for 4 of our 6 colleges, including common technology that every college uses – classroom, networking, computer labs, and desktops.
- Opened 4 walk-in technology support centers (The Zone) for students, faculty, and staff across campus.
- Built, migrated, and provided ongoing support for the University WordPress environments, including ongoing accessibility remediation.
- Built student success dashboards for new and continuing students that has helped increase retention and graduation rates at Boise State.
- Developed MyBoiseState (web and mobile) – a unified portal of web services for students, faculty,

and staff – which now has over 1 million views per month.

- Established University governance and prioritization with the Information Technology Governance Council (ITGC) and Information Technology Priority Council (ITPC).
- Expanded help desk support to evenings and weekends.
- Provided employment and technical skill experience to over 80 Boise State students, and technical support and development services across the University.
- Established monthly communication and collaboration meetings with colleges and departments.
- Started the annual Bronco Appathon – a weekend coding event for students with outside sponsorship.

Infrastructure

OIT provides servers and storage in highly scalable ways and can leverage resources in the public cloud or on premises from our private cloud to provide necessary storage and computing to researchers, colleges and departments on campus. What Boise State has achieved through intensive investment in infrastructure, is “infrastructure as a service,” not to be confused with the more commonly referred to “software as a service.”

More than 90 percent of Boise State’s servers are virtualized. Such a high virtualization rate has enabled Boise State to replace nine data centers around the University with seven racks of virtualized platforms in our main data center on campus. The servers run on Cisco UCS and Nutanix servers, are stored on NetApp storage arrays, and virtualized with VMware ESX. Virtualization is scalable, flexible, and elastic. OIT has about 1,400 virtual machines.

Boise State has implemented a hybrid cloud model at Boise State. We utilize our own private cloud model for core systems, such as PeopleSoft, BlackBoard, and Wordpress. We also make use of public clouds, primarily Google and Amazon. Gmail, Google Drive and other G Suite applications run in Google’s cloud. We leverage Amazon Web Services to run some features of the portal myBoiseState and many of our web-based enterprise applications. Students, staff and faculty are able to sign in and seamlessly navigate among the services provided among these clouds.

Boise State has 3.5 petabytes of enterprise class storage for virtual machines, databases, structured and unstructured data. File storage is available to Boise State faculty, researchers, and staff. External storage is provided via the cloud by Google Drive, which is available to all students and employees.

Boise State has a disaster recovery data center located about five miles from campus and outside the Boise River floodplain. Everything on campus is backed up at that location each night. All Tier 1 applications and data, such as Blackboard and PeopleSoft, are backed up every 15 minutes.

Boise State offers support for the following High Performance Computing resources:

- R2 – a heterogeneous compute cluster housed at Boise State. The R2 cluster has 192 gigabytes of memory held on each of 40+ nodes, which act as the brains of the system. These nodes can calculate 300 teraflops of data, or one million (10¹²) floating-point operations per second.
- XSEDE – a variety of national resources available for various levels of research
- Falcon – a homogeneous compute cluster housed at Idaho National Laboratory
- Summit – a heterogeneous compute cluster housed at the University of Colorado

OIT has a single mission with regard to the University data networks—provide a data network that is stable, reliable and available all of the time. Boise State University operates the data network with a goal of 99.99 percent uptime. Boise State has met this goal in 11 of the last 12 months for our tier 1 applications (PeopleSoft, BlackBoard, myBoiseState, and the University website). We have redundant equipment, service providers, data facilities (in addition to onsite and offsite electronic monitoring) and have provided a network that has not experienced a major outage in the last 10 years.

Boise State has centralized the network infrastructure. Sensor, computing, wireless, application level, emergency-response, and Voice Over Internet Protocol communication networks overlay this infrastructure. Boise State’s centralized network infrastructure is a 10 gigabit (Gb) fiber loop between three

campus hub facilities, each with backup power and conditioned air space. All major research buildings on campus are connected at 10 Gb to the core, with all other buildings connected at 1 Gb. The University utilizes both the Idaho Regional Optical Network (IRON) and Syringa Networks for two separate multi-gigabit commodity internet connections. Perimeter security is provided by redundant Palo Alto firewall security appliances.

IRON also provides a 10 Gb private circuit to Idaho National Labs to quickly move computational datasets to the Idaho National Labs high performance computing cluster, thereby facilitating computational research. IRON is used access Internet2, Quilt is the path to the Utah Education Network (UEN) and the Pacific Northwest GigaPOP in Seattle. IRON will be upgrading to 100 Gb connectivity in the next 18 months and Boise State will utilize this increased capability as needed.

Information Security

Boise State University has developed, implemented, and maintained a comprehensive information security program. The program contains administrative, technical, and physical safeguards that are appropriate to Boise State University given the size and complexity of operations, the nature and scope of activities, and the sensitivity of the university's information.

The Department of Information Security is responsible for updating, coordinating, and operating the information security program at Boise State. It ensures the security and confidentiality of customer information, protects against any anticipated threats or hazards to the security or integrity of such information, and protects against unauthorized access to or use of such information that could result in substantial harm or inconvenience to the University. This work is done using ongoing risk assessments; employee security awareness training; detecting, preventing, and responding to attacks, intrusions, or other systems failures; safeguards and testing/monitoring; and overseeing service providers.

Boise State works diligently to be compliant with the Center for Information Security's Top 5 critical controls. OIT assesses progress against the Top 5 and annually reports progress to the State of Idaho. Boise State subscribes to BitSight Security Ratings, which provides a daily measurement of an organization's security performance. BitSight has ranked Boise State above the average for higher education for the last 24 months.

The State of Idaho's Executive Order 2017-02 states "...Updates on adoption of the NIST Cybersecurity Framework and implementation of CIS Controls will be included in each agency's strategic plan submission to the Division of Financial Management (DFM)." Therefore, each March, Boise State University submits a letter to the Office of the State Board of Education that contains the required updates; the 2018 letter is in evidence.

Data Warehouse

The University maintains a [data warehouse](#) for student data that is available to administrators, staff members, and faculty members. A wide range of reports is available, enabling analyses that include enrollments by major, student credit hour production, number of graduates, retention rates of cohorts, grade distributions, and classroom utilization. In the near future, additional reports will be developed that include financial data, human resources data, and financial aid data.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Several resources are available to the broad campus community. General technology questions can be addressed to the Help Desk. Three campus Zone locations provide equipment checkout and personalized concierge, telephone, email, and chat support for Boise State students, faculty, and staff technology needs. One-on-one personal assistance for software and hardware technology issues, free malware and virus removal, and free hardware diagnosis are provided.

The Office of Information Technology provides support for general purpose classroom technology with the goal of ensuring a consistent, professional experience for faculty and students. In 2016, a new monitoring system was implemented to simplify hardware and interfaces in Boise State's general classrooms. This has resulted in a nearly 90 percent reduction of calls to the Help Desk regarding technology issues in the 150 classrooms that OIT supports. In addition to the generally available resources listed above, faculty members receive instruction and support in the following areas:

Faculty members receive instruction and support from the following:

- [Learning Technology Solutions](#) provides support, management, coordination, and strategy for Blackboard learning management system and other enterprise instructional technology systems.
- The [IDEA Shop](#) in the Center for Teaching and Learning helps faculty integrate emerging technologies such as [mobile learning](#), Virtual Reality/Augmented Reality, and 360 video into their face-to-face and hybrid courses.
- [The instructional design unit of eCampus](#) supports faculty members through consultation in the design and development of online courses and programs, including the development of online instructional materials.
- Institutional Research provides training and one-on-one consultation with faculty, colleges, and department on the use of [Faculty 180](#), an online software tool used to collect, organize faculty's teaching, research and service data.
- [Research Computing Support](#) provides consulting for research computing, including assistance to faculty and students in areas such as writing or updating software, resolving networking issues and large data transfers, providing large amounts of network storage and fine tuning grant applications.

Students receive additional instruction and support from the following:

- Learning Technology Solutions provides [Blackboard help and tutorials](#).
- eCampus offers an array of [support resources for online students](#), such as academic advising, online tutoring, an online writing center, online health and wellness resources, as well as computer and technology resources. Additionally, students in Boise State's eCampus programs have access to standard student services such as Library, Disability, Career and Veteran's services.

Staff members receive additional instruction and support from the following:

- Office of Information and Technology in conjunction with Human Resources offers a [broad selection of OIT training](#) and resources for the campus community on software such as Blackboard, WordPress, Microsoft Excel, G Suite, and more.
- [University Financial Services training portal](#) provides workshops and training materials on topics such as travel, purchasing, time entry and approval, expenses, projects and awards.

2.G.7 Technological infrastructure planning provides opportunities for input from technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Boise State University has a planning structure for information technology that provides a number opportunities for input. Our response to 2.G.8 addresses the use of that planning structure to ensure the long-term excellence of our information technology systems. Here, we focus on how the structure provides opportunities for input.

The Information Technology Governance Council (ITGC) consists of the University vice presidents plus the chair of Information Technology Planning Committee (ITPC), the Associate Vice President for Information Technology, and a member of the Deans Council. The ITGC provides leadership for the adoption and application of university-wide IT resources in support of Boise State University's academic mission, administrative functions, and role in community services.

The ITPC functions as the planning and steering committee for the Office of Information Technology (OIT) and reports to the ITGC. The membership of the committee is widely representative across campus, and includes associate vice presidents, vice provosts, deans, the Registrar, and several directors. Also included are representatives from several of the committees described below. The ITPC utilizes eight Planning and Implementation Work Groups, each created to provide input into a particular area: Decision Support, Data Governance, Research Administration, Enterprise Systems (Finance, HR, Student), Student Success, Digital Transformation of Learning, Cybersecurity, and Outreach and Interface. Each of the working groups has the breadth of membership needed to provide the necessary input. For example, the Decision Support working group includes a Vice Provost, three deans, three department chairs, the Director of Institutional Research, and the Associate Vice President for Enrollment Services.

The following committees provide input on IT in specific areas:

- The Teaching and Learning Technology Group membership includes stakeholders from Albertsons Library, eCampus Center, University Foundations, the Center for Teaching and Learning, OIT, and a select number of faculty. The group provides input on technology-enhanced pedagogy.
- The Research Advisory Cyberinfrastructure Advisory Council and the Research Cyberinfrastructure Technical Advisory Committee together have membership that includes the Vice President and Associate Vice President for Research, the Assistant Dean of Engineering, and several faculty members in computationally-intensive disciplines. The council and committee provide input on higher performance computing infrastructure as it relates to research needs.
- The University Technology Advisory Group consists of IT personnel from OIT, academic, and administrative units.

Campus input into IT projects also occurs as a result of the project submission and planning process that is overseen by OIT's [Project Management Office](#). Campus personnel may submit request for a specific project. During the development of projects, business analysts work with stakeholders to gather input. In addition, there exists a group of functional users of PeopleSoft Campus Solutions (our student system) known as TAO ("Talk Among Ourselves"); that group serves as a venue for sharing problems and solutions.

Finally, a number of functional users regularly attend the Higher Education Users Group meeting hosted by the vendor of our enterprise systems, Oracle. At that meeting, our users are able to explore and better understand our enterprise systems, in order to provide more informed input into the development of those systems.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

There are strong motivations to ensure that our information technology infrastructure is updated and replaced as needed, including:

- Cybersecurity breaches are more likely with outdated technology
- Students are attracted to and retained at institutions with up-to-date technology
- Updated infrastructure typically provides greater functionality, resulting in greater effectiveness of business processes, greater capacity for work by faculty members, and a more effective learning environment for students.
- Vendors often require that their systems be updated.

The Office of Information Technology (OIT) is the primary entity charged with ensuring that the university has an updated technology infrastructure, and OIT's mission reflects that charge: "[OIT]

advances Boise State educational and research experiences through high quality, innovative technology solutions and services within a sustainable, effective, and efficient environment.”

OIT creates and maintains an [Information Technology strategic plan](#) that is aligned with University’s mission and strategic plan, and establishes the goals of OIT for the next five years. The plan includes areas of infrastructure, customer support, learning and teaching, and system support. The implementation of the plan is manifest in the long list of projects and accomplishments outlined in Standard 2.G.5.

For the University’s core enterprise software systems (student, finance, and human resources), appropriate OIT personnel work with appropriate personnel from the functional areas to develop long-term plans for each of those areas. In some cases, the Information Technology Planning Committee (ITPC) is consulted. The final decisions as to how and when to proceed are made by the Information Technology Governance Council (ITGC).

Decisions on the necessity and timing of upgrades balance the following:

- The need for increased functionality
- The associated financial impact of either maintaining as-is or upgrading the system
- The future trajectory of the software system (that is, will it be phased out in the long term?)

As examples of the interplay of the factors discussed above,

- Our decision to move from PeopleSoft Financial to Oracle Financial Cloud was initially motivated by a substantial increase in cost of the former.
- Our decisions to move, within the next several years, from Peoplesoft Student and Peoplesoft Human Capital Management to the corresponding Oracle Cloud products were motivated by the fact that Peoplesoft is ending support of their products and by the increased functionality that will be available in the new cloud-based products.

Standard 3: Planning and Implementation

3.A Institutional Planning

- 3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.
- 3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.
- 3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.
- 3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Overview

This section of the self-study describes the ongoing institution-level planning processes at Boise State, beginning with context and foundation for those ongoing processes.

Powerful context and foundation for the ongoing planning and decision-making processes at Boise State is provided by four factors. That is, they provide the foundation for planning, the basis for decisions, and the focus for action.

- The concept of “Metropolitan Research University of Distinction” and the University’s Mission
- *Focus on Effectiveness*: The strategic plan issued in 2012
- Program Prioritization: A campus-wide process in 2013-14 that has lasting impact
- Alignment of efforts with Strategic Plan and the goals of the Idaho State Board of Education

The ongoing processes that are grounded in the above are:

- The annual planning and budget process, which includes BroncoBudget 2.0
- *Ad hoc* budget requests
- Academic degree program development and improvement
- Online program development
- Program review/integrated review of academic departments
- Information Technology planning

This section concludes with a description of tentative next steps for strengthening the ongoing planning processes at Boise State.

Standard 3: Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Context and Foundation for Ongoing Planning and Decision-making

➤ **“Metropolitan Research University of Distinction”**

This simple phrase simultaneously indicates what the University should **be** and what it should **become**. It has been used dozens of times since its coining in 2003 to describe Boise State, and therefore has been a constant influence on the mindset of the University. To be a “metropolitan...university” speaks to the responsibility to be a fully embedded, completely accessible, and wholly active partner in the Boise metropolitan area and the state of Idaho. To be a “research university” requires that the faculty of the University engage in relevant and sophisticated research and creative activity that serves the economic, social, and cultural needs of the region. Although not an explicit criterion in our ongoing planning processes, the phrase is certainly part of the paradigm within which decisions are made. Furthermore, it had substantial influence on the creation of Boise State’s Strategic Plan.

➤ **The Strategic Plan: *Focus on Effectiveness***

The journey to become a “Metropolitan Research University of Distinction” was the focus of two strategic plans that served as a foundation for ongoing decision-making.

The first strategic plan was *Charting the Course*, which was rolled out in 2006, and was essential to changing the mind-set of the University, community, and Idaho State Board of Education. Subsequently, Boise State developed a new Mission and identified Core Themes to delineate the broad categories of the new mission: undergraduate education, graduate education, research and creative activity, and community connection.

A new Strategic Plan, *Focus on Effectiveness*, was rolled out in 2012. The name “*Focus on Effectiveness*” is telling: whereas *Charting the Course* had the primary impact of changing the University’s mindset into one conducive to becoming a Metropolitan Research University of Distinction, *Focus on Effectiveness* focuses on the nuts and bolts needed to actually become one.

Focus on Effectiveness has been used since 2012 as an overarching umbrella for planning and actions at the university. The plan has served two primary purposes. First, the plan provides guidance about the strategies used to achieve the aspirational aspects of the University’s mission. An example is Strategic Goal Three: “*Gain distinction as a doctoral research university.*”

Second, the plan puts forth the actions necessary to effectively address those challenges that require a broadly strategic approach involving substantial planning, resources, and effort. An example of such a challenge would be Boise State’s historically low retention and graduation rates, which resulted in Strategic Goal Two: “*Facilitate the timely attainment of educational goals of our diverse student population.*” A focus on facilitating student success is critical for Boise State to achieve its mission.

Figure 3.1 presents a high-level depiction of the way in which each Core Theme is addressed by the strategic goals of *Focus on Effectiveness*.

- Boise State’s work in the broad category of undergraduate education is addressed by strategic goals 1, 2, and 4, which pertain to creating academic programs, ensuring student success, and aligning programs with community needs.
- The work in the broad category of graduate education is addressed by strategic goals 1, 2, 3, and 4, which pertain to creating academic programs, ensuring student success, becoming a doctoral research university, and aligning programs with community needs.
- The work in the broad categories of research and creative activity and community connection are addressed primarily by strategic goals 1, 3, and 4, which pertain to creating academic programs and the experiences therein, becoming a doctoral research university, and aligning programs with community needs.

In subsequent sections of this self-study devoted to Core Theme Planning, we depict the mapping of Core Objectives to objectives within the University’s Strategic Plan.

Strategic Goal 5 will be of particular importance in (and will be discussed in) Standard 5.B. Adaptation and Sustainability because of its focus on strengthening the infrastructure of the University.

Creation of the Plan. The process for creation of *Focus on Effectiveness* had broad participation. In April 2011, in-depth interviews were conducted with faculty, and staff, and administrators to gain information about four areas of interest: academics, research and creative activity, community engagement, and culture. Interviewees were asked to respond to the following questions about each area: (i) How well is Boise State doing? (ii)

Where has Boise State been successful and not successful? (iii) What kinds of evidence should be used to assess success? (iv) What should be Boise State’s focus in the future? Information from interviews was consolidated into common themes, which were then used to construct a survey that went to members of the campus community. In each of the four areas of interest, themes from the survey were rated first by how well Boise State is doing, then by how high a priority that theme should be in the future. The themes were ranked within each question. For example, “Developing the foundational skills of our students in analytical thinking, writing, speaking, and problem-solving” ranked relatively low in “how well is Boise State doing” but was at the top ranking for “should this be a future priority.” (Survey results are in evidence.)

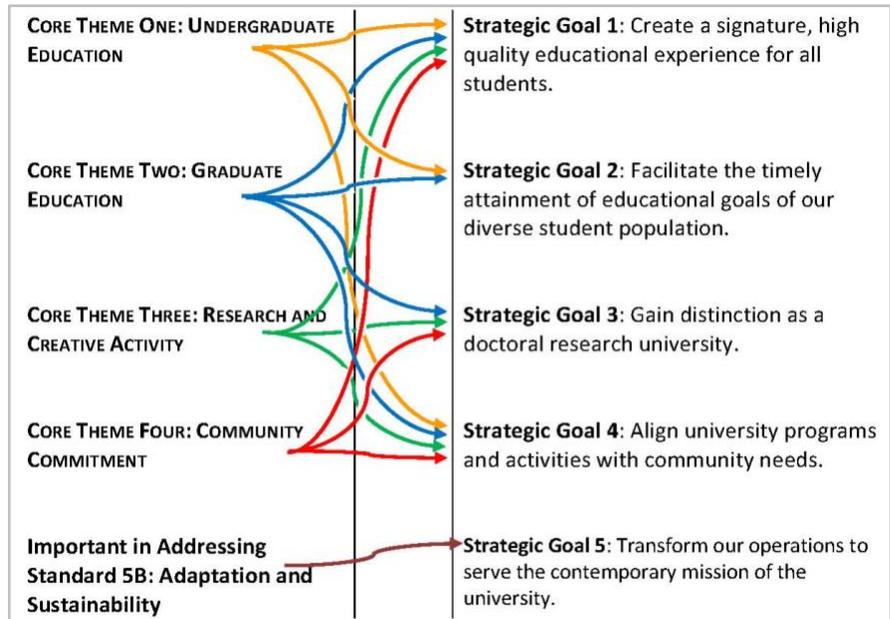
In August 2011, department chairs and deans performed an analysis of the University’s strengths, weaknesses, challenges and opportunities. Informed by both analyses, the University’s executive team produced a vision statement and identified four pillars upon which the Strategic Plan would be constructed. They were:

- *Relevance and Impact*
- *Student Success and Engagement*
- *Visionary Relationships*
- *Innovative Models for Organizational Effectiveness*

During the fall semester, the four pillars were the focus of four working groups of campus members and community members, wherein each developed a draft set of goals and strategies. Those drafts were consolidated into a single draft set of goals and strategies. Campus input on that draft was solicited, first at a campus-wide planning meeting in January 2012, then via a survey sent to all campus constituents. Result from the meeting and survey are in evidence and were important in refining the focus of the plan. The resulting five goals and associated strategies were approved by the Idaho State Board of Education in June 2012. The strategies of *Focus on Effectiveness* were later consolidated into “objectives” to comply with State of Idaho statute.

Implementation. Initial implementation of *Focus on Effectiveness* at the University level was accomplished using a project-focused approach, facilitated using the methodology of project management so as to better

Figure 3.1. Mapping of Core Themes to the Strategic Goals of *Focus on Effectiveness*



ensure project success. In addition to the University-level projects described in the next paragraph, division- and unit-level projects were developed, often based on strategic plans that had been developed to align with *Focus on Effectiveness*.

Proposals for University-level projects were developed by a team consisting of associate vice presidents from all divisions and were focused on projects crossing divisional boundaries. A set of nine university-wide projects were proposed and approved by the vice presidents in Fall 2012. The following table ties those projects to the Mission and Core Themes and to further discussion in Sections 3B/4A/4B.

Table 3.1. Implementation of University-wide Projects from Focus on Effectiveness

<i>Original Project Title</i>	<i>Connection to Mission/Core Themes</i>
<i>Develop Our Strategic Enrollment Plan as the Basis for Integrated University Planning</i>	The plan led to more detailed planning efforts in undergraduate program development and a finer grained approach to the Core Theme Indicators of Core Theme One in Section 3B/4A/4B.
<i>Achieve Institutional Effectiveness through Comprehensive and Systematic Assessment</i>	This project was replaced by a mandate from the State Board of Education that the University go through Program Prioritization, which (i) led to the development of assessment processes in all units, (ii) served as a basis for development of Integrated Review of Academic Departments (see Standard 3A), and (iii) led to the development of part of the methodology used in assessment of Program Learning Outcomes, as described in Standard 4A3/4B2.
<i>Adopt Leading-Edge Pedagogy and Learning Environments at the Program Level</i>	This project led to a series of initiatives focused on pedagogical innovation described in the Pedagogical Transformation Key Initiative of Core Theme One in Section 3B/4A/4B.
<i>Implement Complete College Boise State</i>	This project consolidated the efforts underway to increase retention and graduation rates (described in the Early Academic Success Key Initiative of Core Theme One in Section 3B/4A/4B) and is also important for aligning Boise State’s efforts with those of the State Board of Education, as described in Standard 3.A.
<i>Foster a Culture Focused on Student Success</i>	This project resulted in training regimes for front-line staff in several offices (described as Student Interaction with Support Staff Key Initiative of Core Theme One in Section 3B/4A/4B).
<i>Build Sustainable Structure to Increase Funding for Research and Creative Activity</i>	Described in several of the Key Initiatives of Core Theme Three in Section 3B/4A/4B.
<i>Expand the Mobile Learning Initiative</i>	The project led to the development of a successful suite of programs that support faculty as they integrate mobile learning into their course curricula.
<i>Maximize Success of the Foundational Studies Program in Achieving University Learning Outcomes</i>	The project built on the already-underway implementation of Boise State’s new general education program, Foundational Studies, which subsequently was renamed University Foundations (described in the General Education Key Initiative of Core Theme One in Section 3B/4A/4B).
<i>Strengthen the Structure and Operations of Academic Departments</i>	This project formed the basis for several initiatives, including a leadership academy for department chairs and an upgrading of administrative support in several departments. Because of the importance of academic departments in the overall effectiveness of the University, this initiative is discussed in Section 5B Sustainability.

Grounding of the Plan in Metrics. Initial development and subsequent implementation of *Focus on Effectiveness* continue to be based on a variety of data and other information that pertain to fulfillment of the mission, including our Core Theme Indicators. Following are several examples; more detail can be found in Standards 3B, 4A, and 4B.

- Targets that were set by the Idaho State Board of Education for the number of baccalaureate graduates to be produced by Boise State provided focus to our efforts to retain and graduate our undergraduate students and form the basis for Core Theme Indicator (CTI) 1.1.
- Subsequent analysis of numbers of baccalaureate graduates with high impact on Idaho’s college attainment rate (e.g., Idaho residents; CTI 1.3) led to a recent shift in focus of recruitment and retention efforts.
- Boise State’s graduation and retention rates (CTI 1.2) have historically been quite low, spurring the creation of our Freshman Success Task Force in 2006. Many of the initiatives of that task force were subsequently incorporated into *Focus on Effectiveness*.
- Recent analysis of retention and graduation rates revealed substantial equity gaps (CTI 1.4), and as a result Boise State targeted several underrepresented groups for student success initiatives.
- Boise State’s Carnegie basic classification (CTI 3.1) is based primarily on two key pieces of data: number of doctoral graduates (CTI 3.3) and extramural research funding (CTI 3.2). Because of the importance to our mission of achieving the Carnegie classification of “doctoral research university,” the creation of successful doctoral programs (CTI 2.1 and CT 2.3) and the enhancement of research productivity have driven much of our work in the realm of research and graduate education.
- Our Carnegie community engagement designation (CTI 4.1) is based on the richness of partnerships between the University and community partners. Maintaining the designation is critical because of the importance of community connection to being a Metropolitan Research University of Distinction; it therefore drives much of Boise State’s work in the realm of community.

Focus on Effectiveness, which was released in 2012, will be seven years old at the time of Boise State’s seven-year review in March 2019. During that seven-year span, the plan has proved to be a robust structure on which to base ongoing efforts in planning, resource allocation, and implementation of initiatives. The arrival of a new President in 2019 will likely result in the creation of an updated or new strategic plan.

➤ **Program Prioritization**

During the 2013-14 year, all Idaho public universities were mandated by the Idaho State Board of Education to go through “program prioritization,” using the general model of Robert Dickeson. The process had a number of lasting impacts on Boise State, therefore, a discussion of the process provides important context for institutional planning efforts.

Program Prioritization is grounded in the principle that allocation of resources should align with the priorities of the University. The process makes extensive use of data and analyses to inform decisions regarding resource allocation.

Boise State was given substantial latitude in developing the methodology by which the process was implemented, and therefore was able to create a process with several key attributes. (i) Development of the process was broadly participatory. For example, department chairs and faculty members were able to provide extensive input into the metrics that were used to evaluate academic programs. (ii) Decisions as to actions to be taken were not made centrally, but were instead pushed to the divisions, colleges, and departments that would be responsible for implementing those actions. (iii) The focus was on improvement of programs instead of on the discontinuation of programs. Low-ranked programs were to make substantial improvements but were given latitude in deciding what actions would be taken. All instructional programs, academic departments, and administrative and support programs were evaluated in terms of four criteria developed by the university: relevance, quality, productivity, and efficiency.

Program Prioritization had a number of lasting effects on various aspects of planning and decision-making, and also on the mindset and culture of the university, including the following:

- For instructional programs, the process led to the development of measures of productivity and efficiency, which were used in the scoring and ranking of programs. The immediate result for a

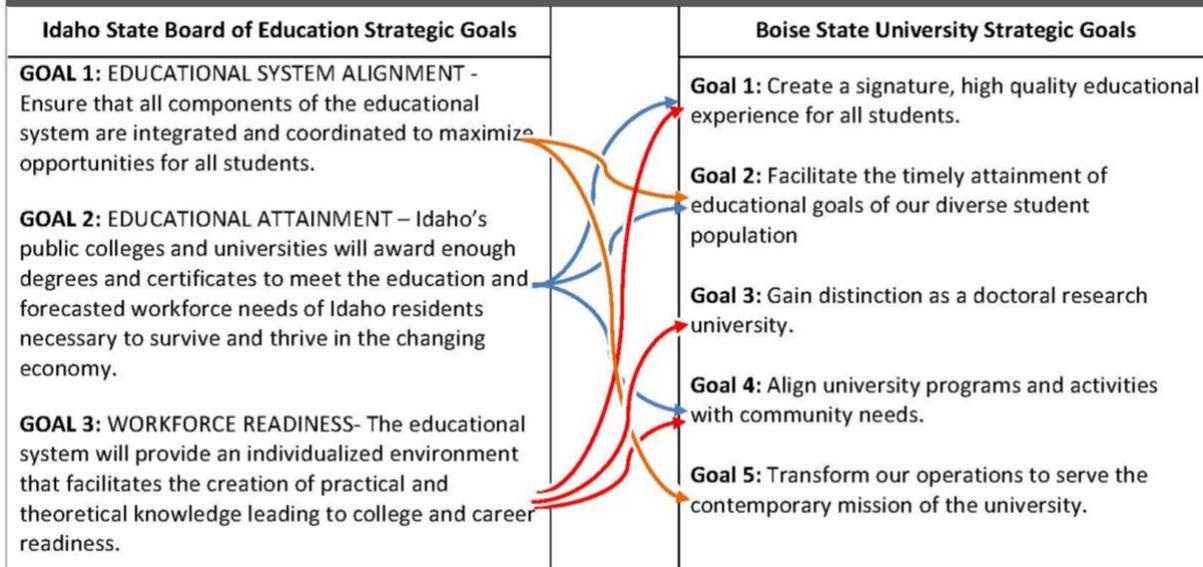
number of departments was that they could no longer feel complacent about their numbers of majors, numbers of credit hours produced, and workload of their faculty members.

- The longer-term result is that many metrics used in Program Prioritization have been incorporated into various data reports and assessment processes. Many of the measures developed for academic programs are now part of the “Department Analytics Report,” which is issued annually to department chairs and college deans, forms an important foundation to the “Integrated Review of Academic Programs” process, which is discussed below.
- Metrics related to productivity and efficiency have gained even more prominence recently with the implementation of a new incentive-based budget model, “BroncoBudget 2.0,” which is discussed below.
- Measuring the quality of academic programs is challenging. It is especially challenging to assign a “number” to quality that can be incorporated into an overall ranking, as required in Program Prioritization. As a solution, Boise State developed a process by which faculty and staff “peers” reviewed and rated the strength of the process used to assess program learning outcomes (PLOs) for academic programs. Such peer review has become a key aspect of assessment of PLOs, as discussed below in Standard 4.A.3/4.B.2. Peer reviewers use a rubric to evaluate the strength of the process by which departments assess PLOs. Peer reviewers also provide feedback regarding how departments might improve their assessment process.
- For many administrative/support units, the program prioritization process was the first time they had been asked to perform any sort of evaluation of the effectiveness of their unit. For many units, such evaluations have become a regular and systematic occurrence.

➤ **Alignment of Boise State Efforts with Strategic Plan and Directives of the Idaho State Board of Education**

It is important that Boise State align planning with the priorities of the Idaho State Board of Education (SBOE). Because the SBOE’s responsibilities are very broad, including all K-20 education at public institutions in Idaho, the [SBOE’s strategic plan](#) is necessarily broad. Figure 3.2 shows the mapping of the strategic goals of the SBOE’s Strategic Plan to those of *Focus on Effectiveness*.

Figure 3.2. Mapping of Strategic Goals of *Focus on Effectiveness* to the Strategic Goals of the Strategic Plan of the Idaho State Board of Education



The SBOE oversees alignment through an annual review and approval of Boise State’s Strategic Plan, with updated Key Performance Indicators and an annual review and approval of a Performance Measures Report. Recently, however, a growing volume of specific directives from the SBOE has occurred as a result of (i) a refocusing of effort by the SBOE on attaining Idaho’s goal of reaching a 60% post-secondary credential attainment rate, (ii) a renewed commitment by the SBOE to the strategies outlined by Complete College America, and (iii) a report issued in Fall 2017 from the Higher Education Task Force, which was formed by the Governor’s Office.

As will be documented in this self-study, Boise State’s work in the realm of undergraduate education (Core Theme One) is well aligned with the 60% goal, the strategies of Complete College America, and the priorities of the Higher Ed Task Force.

Directives from the SBOE at times have proven somewhat challenging for the public post-secondary institutions in Idaho because they specify tactics that should be used to achieve a desired outcome instead of stating the desired outcome and tasking the institutions with determining how best to achieve that outcome. They also fail to take into account fundamental differences among institutions and efforts already underway.

Fortunately, the SBOE created a task force comprised of the chief academic officers from the institutions. Ensuing conversations have resulted in the following:

- The SBOE has strongly affirmed that it is focused on achieving the desired outcomes, not on specifying the exact tactics to be used, and will task institutions with developing the best way to achieve those outcomes.
- The task force has created a conceptual structure, known as “The Matrix,” which uses a focus on outcomes (as opposed to tactics) as a way of operationalizing the SBOE’s strategic plan in terms of the work that needs to be done by the institutions.

The Matrix identifies the overall goal of “Increase the number of Idahoans who have a relevant, high-quality post-secondary credential,” which corresponds to the SBOE’s second strategic goal. The Matrix then identifies a set of nine “contributing goals” that will result in the outcomes necessary to achieve the overall goal. The entire Matrix is in evidence. Table 3.2 is an extract from The Matrix. The first two columns show the overall goal, the contributing goals, and the metrics associated with the goals.

As a collateral benefit, The Matrix clarifies the connection of the Strategic Plan and Core Themes with the outcomes sought by the SBOE. The third column in the table illustrates this connection by showing how the Strategic Goals, Core Theme Indicators, and Core Objective Indicators align with the goals and metrics of The Matrix.

Boise State will use The Matrix to help ensure that the University’s efforts continue to be aligned with the priorities and directives of the SBOE. Importantly, Idaho has been chosen as one of two states to receive a Momentum Year Grant from Complete College America. Besides providing support for planning and implementation of various initiatives at the institutions, the grant will provide a compelling means for the prioritization of the many directives that have come forth; those that align with the Momentum Year Grant should have the highest priority.

Table 3.2. Extract from “The Matrix” showing the alignment of Boise State’s Indicators with the metrics associated with the overall goal and the contributing goals of Idaho’s efforts to increase its college attainment rate.

Matrix: Overall Goal	Matrix: Overall Outcome Metrics	Relevant Strategic Goals and Core Theme Indicators (CTI)
Increase the number of Idahoans who have a relevant, high-quality college education	<ul style="list-style-type: none"> Number of graduates Impact of degree 	Goal 1: Create a signature, high quality educational experience for all students Goal 2: Facilitate the timely attainment of educational goals of our diverse student population Goal 4: Align university programs and activities with community needs CTI 1.1: number of baccalaureate graduates CTI 1.5: Robustness of learning outcomes assessment CTI 1.6: Employability measures
Matrix: Contributing Goals	Matrix: Contributing Goal Outcome Metrics	Relevant Core Theme Indicators (CTI), Core Objective Indicators (COI), and Selected Standards
<i>Entry into the Pipeline: Access</i>		
1. Increase go-on rate for high school students	<ul style="list-style-type: none"> Go-on rate 	CTI 1.3: Numbers of graduates with high impact on Idaho’s college completion rate.
2. Increase return-to-college and completion for adults	<ul style="list-style-type: none"> Return rate Completion rate # of graduates 	CTI 1.3: Numbers of graduates with high impact on Idaho’s college completion rate COI 1.1.2 Online and Afterwork programs and enrollments
3. Close the gaps for groups under-represented as college graduates		CTI 1.3: Numbers of graduates with high impact on Idaho’s college completion rate CTI 1.7: Student debt measures
<i>Stay in the Pipeline: Progression and Completion</i>		
4. Increase timely degree completion and close gaps for underrepresented minorities	<ul style="list-style-type: none"> Retention rate Progression rates Graduation rates Gaps in retention, graduation, # graduates, etc. 	CTI 1.2: Rates of retention and graduation for undergraduate students CTI 1.3: Numbers of graduates with high impact on Idaho’s college completion rate CTI 1.4: Equity metrics for graduation and retention rates

5. Increase use of transfer credits	<ul style="list-style-type: none"> • % of credits that transfer • Community College grads who complete 4yr 	CTI 1.3: Numbers of graduates with high impact on Idaho’s college completion rate
6. Increase use of competency credits	<ul style="list-style-type: none"> • # competency-based credits transferred 	
7. Ensure the quality and relevance of college education	<ul style="list-style-type: none"> • Experiential Ed measure • Robust evaluation by institution of program quality and relevance 	COI 1.2.1. Participation in internships, etc. CTI 1.5: Robustness of learning outcomes assessment CTI 1.6: Employability measures See also: Standard 3.A: Program review
<i>Deal with Constraints</i>		
8. Increase affordability of college	<ul style="list-style-type: none"> • Debt ratio • Net price • ## enrollments and graduates of low-income students • FAFSA completion rate 	CTI 1.3: Numbers of graduates with high impact on Idaho’s college completion rate CTI 1.7: Student debt measures
9. Increase \$\$ efficiencies at institutions; and funding formula	<ul style="list-style-type: none"> • Cost per graduate • Number of graduates 	CTI 1.1: number of baccalaureate graduates Goal 5: Transform our operations to serve the contemporary mission of the university See: Standard 2.F. and Standard 5.B.

Ongoing Processes for Institution-level Planning and Decision-making

➤ **Annual Planning and Budget Process and BroncoBudget 2.0**

The Strategic Plan, *Focus on Effectiveness*, is foundational to decisions as to how resources are centrally-allocated at the University. Those decisions can be divided into two broad categories: those made as part of the Annual Planning and Budget Process and those made on an *ad hoc* basis. *Ad hoc* decisions are addressed in the next section.

The Annual Planning and Budget Process has three primary foci. The first focus is on decisions regarding the allocation of increased state appropriated revenue that results from Enrollment Workload Adjustment, tuition rate increases, or changes in state appropriations. The second focus is on reallocation of existing appropriated budgets. The third focus is on the allocation of tuition funds to academic colleges and consists of an incentive-based budget model known as “BroncoBudget 2.0.”

The Annual Planning and Budget Process begins in December. Each vice president submits a prioritized list of strategic budget requests and proposed reallocations within the division. These proposals must describe how they support the university’s mission and Strategic Plan. In addition, strategic budget requests must describe what outcomes the unit proposes to achieve and how success will be evaluated. All strategic budget requests and reallocation proposals are shared with the Administrative Council, followed by hearings that are held in April. At the April budget hearings, units must report on progress made towards outcomes from prior years, as well as present new budget requests. In addition, units are given the opportunity to describe any reallocations made to better align resources in their division with the University’s strategic priorities. Once it is known how much appropriated revenue will be received from the state, which occurs in April after the State Board of Education sets tuition rates, the President makes final decisions on new budget allocations. A [summary of FY19 approved budget requests](#) can be found on the website.

BroncoBudget 2.0 represents, for academic colleges, an additional layer in the Annual Planning and Budget process. The BroncoBudget 2.0 budget model aligns with the following strategy from Goal 5 of *Focus on Effectiveness*: “Develop and implement a model for resource allocation that supports strategic goals and promotes innovation,

effectiveness, and responsible risk-taking.” It also aligns with the fundamental philosophy of Program Prioritization, which speaks to the necessity of aligning resources with priorities and the use of metrics relating to productivity and quality in deciding which programs deserve more or less investment of resources.

The BroncoBudget 2.0 budget model is in its pilot year of implementation and is designed to replace the previous incremental budget model. Incremental budget models generally allocate resources based on the previous year’s budget, which restricts its responsiveness to the needs and productivity the units. Bronco Budget 2.0 better aligns resources with university priorities, better enables the movement of resources to departments where they are needed, and incentivizes behaviors that lead to greater overall productivity and quality of academic programs.

Under BroncoBudget 2.0, colleges receive an allocation of tuition revenue that is based on the number of student credit hours instructed, the number of majors the college is serving, and the number of graduates from the college’s programs. In addition, colleges receive subvention funding, which accounts for differences in cost of instruction and can be modified through a central decision-making process.

The following are the basic premises of BroncoBudget 2.0:

- In any university, decisions that affect revenue to the University are often made at the department or college level. For example, a department that responds to the need for more class sections by accommodating student need will increase student enrollments (and therefore tuition revenue) in the short term and will likely increase persistence of students at the University (and therefore tuition revenue) in the longer term. Tying the amount of revenue received by a college to the decisions made in that college will result in decisions that are more sensitive to the revenue implications.
- Tying the revenue received by a college to credit hour production creates alignment of revenue to instructional cost. Therefore, a college that experiences increased enrollments in its classes will receive revenue in accordance with the instructional costs of those classes. Similarly, a college can strategically pursue new courses or a new program that will result in additional student credit hour production with the expectation that the revenue necessary to support those courses or programs will follow.
- Tying the revenue received by a college to credit hour production has the potential to incentivize undesirable actions, such as using easy grading to attract students to classes. Boise State is aware of such possibilities and is vigilant about them.
- Tying the revenue received by a college to the number of students enrolled in the college’s academic programs creates alignment of revenue with the costs of advising and otherwise supporting those students. It also creates incentives to recruit new students to the University and to retain students already enrolled. Departments are also incentivized to create high-quality, relevant academic programs that will be attractive to students.
- Tying the revenue received by a college to the number of students who graduate from the college’s academic programs creates an incentive to ensure that students successfully progress to graduation. Resulting actions by a department might include (i) streamlining curriculum to make it more easily navigable, (ii) better advising students as to appropriate coursework, and (iii) ensuring that students are able to successfully complete courses offered by the department.
- Colleges should have strategic plans that align with the university’s Strategic Plan and be evaluated on the outcomes they achieve in support of the College plan.
- Decision-making regarding centralized resource allocations can best be used to address strategic initiatives and to help account for differences in cost of instruction among colleges.

As part of the annual BroncoBudget development process, a budget and planning hearing is held where each college presents their proposed budget. The scope of these hearings continues to evolve as BroncoBudget 2.0 progresses, but is intended to include:

- An update on the College strategic plan and progress towards the College’s strategic initiatives.

- A review of metrics that inform the effectiveness and use of available resources, as well as performance, such as student credit hour production per faculty member, class size, research productivity, etc.
- Qualitative information that cannot be captured in metrics.
- Departmental budget allocations and re-allocations, including the re-allocation of vacant faculty lines.

Through these budget and planning hearings, the university can ensure college plans are aligned with university priorities, that resources are aligned with college plans and utilized effectively, and that colleges have the freedom to develop innovative approaches to achieving desired outcomes.

➤ ***Ad hoc* Budget Requests**

Ad hoc decisions regarding resource allocation, that is, decisions that are outside of the Annual Planning and Budget cycle, are necessary when needs arise on a shorter time frame than an annual cycle. The challenge with such requests is that because they cannot all be considered at the same time, it is difficult to prioritize them against one another.

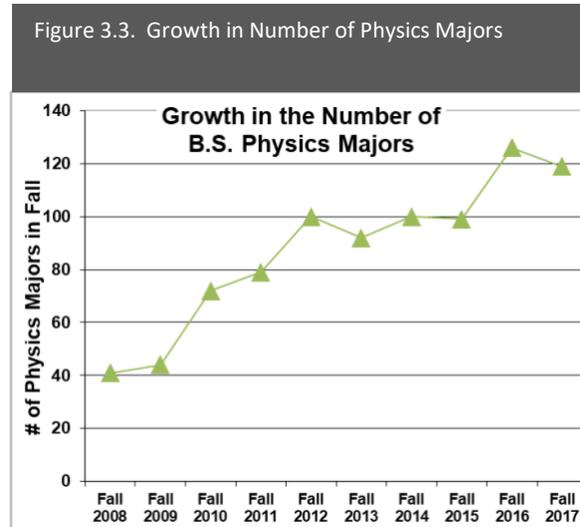
Ad hoc requests for *one-time* funds are made through the Special Funding Request (SFR) process. Requesters submit a form describing the request and its justification, including the outcomes to be achieved, how they will be measured, and how the request supports the strategic plan ([SFR Form](#)). Historically, SFRs were used for all central one-time funding requests. Since FY17, however, one-time funds have been allocated through the annual planning and budget process and SFRs are limited to addressing an extraordinary challenge or opportunity that was not anticipated during the annual budget development process. All SFRs are approved by the Vice President making the request, the Associate Vice President for Budget and Planning, the Chief Financial Officer, and the President.

Ad hoc requests for *ongoing* or *multi-year* funds are made through a Memorandum of Agreement (MOA), which is designed to carefully delimit the expectations of all parties regarding the commitment of funds and expected outcomes. Requesters submit a form describing the request and its justification, including the outcomes to be achieved, how they will be measured, and how the request supports the strategic plan ([MOA Form](#)). MOAs are primarily used for future year commitments. For example, the university has received several grants to fund new tenure-track faculty positions for three years. After the three years, the university has committed to funding the positions on an ongoing basis. MOAs have been used to affirm and document this commitment as well as how the positions will be funded. MOAs are also used to address an extraordinary challenge or opportunity that was not anticipated during the annual budget development process. All MOAs are approved by the vice president making the request, the Associate Vice President for Budget and Planning, the Chief Financial Officer, and the President.

➤ **Academic Degree Program Development and Improvement**

The creation of new and the revision of existing programs occur primarily in four ways. First, planning for the creation of new academic programs is carried out by academic colleges and departments working in close collaboration with the Provost's Office. Initial ideas for new programs are documented in the three-year planning process, overseen by the Idaho State Board of Education. The decision as to whether to proceed with the implementation of a new program depends on the investment of resources required to create it and the expected "return" on that investment in terms of fulfilling the mission and Strategic Plan of the university and any revenue that may result from the new program. Once a decision is made to proceed, a proposal is written. The [Undergraduate/Graduate proposal form of the Idaho State Board of Education](#) provides the framework for planning because it requires departments to address the need for the program, curriculum of the program, process by which learning outcomes will be assessed, and resources needed for the new program. In some cases, college or departmental advisory committees provide guidance as to what programs are most relevant. For example, input from advisory committees that include representatives of the local health industry led to the development of online degree-completion programs in nursing, respiratory care, and radiation science.

Second, changes occur as a result of the strategic planning in the department, which is part of Integrated Review of Academic Departments (described below). For example, the Department of Early and Special Education recognized that their existing undergraduate curriculum, consisting of dual-endorsement degrees, only served well those students who began the program as freshmen, but did not do a good job of serving transfer students, second-degree students, or those who changed their major after their freshman year. Consequently, they created individual single-endorsement degree programs. External review of the Department of Physics, as another example, led the department to add several new emphases within their BS program in order to make the major more attractive to students; the result was a substantial increase in enrollment (see Figure 3.3).



Third, for new online programs, the eCampus group within the Division of Extended Studies provides substantial facilitation of planning, as described in the next section.

Fourth, revision of existing programs sometimes occurs as a result of the “Program Assessment Report” (“PAR”) process, which is Boise State’s process for assessing the achievement of expected program learning outcomes. By design, the PAR process typically results in improvement of academic programs based on evidence gathered in the process, and in some cases results in the need to undergo substantial planning of new or reinvented academic programs. The PAR process and examples of improvements are discussed further in 4.A.3/4.B.2.

➤ Online Program Development

In 2014, Boise State undertook a major initiative to expand online degree offerings, committing \$4.8 million seed money for academic departments wanting to start new online programs. A comprehensive model was created for developing and launching quality, online degree programs, which features the following components:

- A market analysis is undertaken to identify those programs that are most likely to succeed based on student demand and competition from other institutions. The analysis also helps with determination of the appropriate price point.
- Programs and courses are offered in an anytime/anywhere format especially suitable for busy adult students populating a wide geographic area. Although the focus is on meeting the need in Idaho, expanding the target market beyond Idaho provides economies of scale, thereby enabling Boise State to offer the program to Idaho students at a more affordable level.
- A compressed format featuring 7-week courses is emphasized, resulting in most students taking 1-2 courses at a time.
- Multi-expert teams are used to develop courses, with faculty from the academic departments serving as subject matter experts. Instructional designers and multi-media specialists work collaboratively with faculty to do much of the hands-on work. Faculty and the academic departments make all decisions regarding curriculum, instructional model and student requirements, such as prerequisites.
- Master courses are developed and utilized. One online master version of a course is developed with the intent that multiple instructors will teach sections of it. Tenure-track faculty generally develop the master courses, teach and tweak the course over the first year, and manage academic quality as the number of course sections is increased by enlisting lecturers and/or adjuncts. The master course

design creates a consistent look and feel across the program, as well as ensuring quality and accessibility.

- Robust services support the online program and its students, including a team of success coaches who focus on recruitment and retention of students until the point of graduation. Marketing and recruitment activities designed specifically to appeal to adult learners help the program reach enrollment targets. Success coaches serve as a university point of contact as the student navigates admission, registration, financial aid, learning management system, and academic processes. Success coaches work collaboratively (and in some cases are embedded with) academic departments to help students stay on course for graduation.
- Online programs are competitively and affordably priced for markets inside and outside Idaho, and the tuition revenue collected is used to sustain the online programs, as well as to build out the University's online infrastructure.

The first undergraduate program created as part of the eCampus initiative was a bachelor-degree-completion program in Imaging Sciences, which launched in Fall 2015. Since then, the following bachelor's degree programs have launched: BA in Multidisciplinary Studies, Bachelor of Applied Science, BBA in Management and BA in Public Health. A BA in Public Relations will launch in Fall 2019. In addition, undergraduate certificates in Business, Applied Leadership and Design Ethnography were developed and launched. The first graduate program created as part of the eCampus initiative was an online Master of Social Work, which launched in Spring 2016. Since then, the following master's degree programs have launched: Accountancy, Respiratory Care, and, in Fall 2019, Genetic Counseling. A graduate certificate in Healthcare Simulation was also developed and launched.

Importantly, the eCampus structure has also provided a venue within which existing online programs have made substantial improvements.

➤ **Program Review—Periodic Review—Integrated Review of Academic Departments**

Until 2013, Boise State used a program review process that is standard across the nation: departments completed a self-study, which was read by external reviewers who in turn prepared a report evaluating the department. We found, however, that the standard program review process had a number of weaknesses and that it produced relatively few substantive changes. Those weaknesses included the following:

- There was not consistency in the emphasis placed on analytical data. This problem was especially brought to the fore during the process of Program Prioritization (in 2013-14) during which a number of metrics were developed—metrics that in theory should have already been in use to evaluate programs.
- There was typically little participation in the process by faculty members; instead either the department chair (or a proxy) wrote the self-study.
- The assessment of learning outcomes was subsumed within the Periodic Review process as opposed to being a free-standing process, and therefore was not given sufficient attention.
- The process was backward-looking and focused on exposing weaknesses instead of being forward-looking and developing strategic initiatives that could be pursued.

In 2016 we implemented a new “Integrated Review of Academic Departments” (IRAD) that has three primary components. The process is a work in progress; a number of anticipated further changes to the process are discussed below. IRAD has three components:

- Assessment of Program Learning Outcomes was separated out into a free-standing, highly supported process known as Program Assessment Reporting, which is described in extensive detail in Standard 4.A.3/4.B.2 below and evaluated by Core Theme Indicators 1.5 and 2.5. The robustness of Boise State's Program Assessment Reporting process ensures a solid review of the responsibility of academic departments to provide excellent instructional programs. More importantly, the process

results in departments making substantial improvements to their curriculum based on their analysis and department discussions.

- A Department Analytics Report (DAR) is created on an annual basis to provide department chairs, deans, and the Provost with a basis for making data-informed decisions. The DAR contains an extensive array of metrics regarding performance at the program, department, college, and university levels, including numbers of majors and graduates, production of student credit hours, retention, and productivity of the department as a function of the number of faculty members in that department. An example report is in evidence. Several additional reports are made available to departments on an annual basis: The [Fate Data report](#) and [Source Data report](#) enables a department to analyze what happens to its majors between one year and the next, thereby identifying possible areas of focus for retention efforts. It also provides information as to the source of a department's majors, such as moving from a different major versus attracting new students to the university. The [Graduating Student Survey](#) provides information on satisfaction of students with a variety of aspects of their education.
- The Departmental Strategic Planning process requires that all department develop and implement a strategic plan on a minimum five-year cycle. The Provost's Office provides facilitation and logistical support to ensure the robustness of the process. It is required that the process (i) involve all faculty members, (ii) include consideration of the present state of the department and the university, (iii) yield a written plan as documentation. It is also required that that the plan (i) align with the mission and Strategic Plan of the university, (ii) include a set of goals and strategies that will guide future actions of the department, and (iii) be implemented. When departments find that the perspective of an external peer is desirable, the Provost's Office will support such visits; however, external reviewers or consultants have not been required until recently. Planning sessions often include a consideration of key data and analyses.

Although the strategic planning process is overseen by the Provost's Office, it is acceptable for departments and colleges to choose their own path forward. For example, some departments conduct the strategic planning on their own.

The Department Strategic Planning process has been in place for two years. The broad-based participation of faculty members has led to a greater culture of cooperation in some departments. In other departments, the process has brought to light underlying cultural challenges that can then be addressed.

A further revision of IRAD is underway because several challenges and opportunities have been uncovered with the new process.

1. Departments and colleges vary in the degree to which they make use of the Department Analytics Report (DAR) and other analyses. Therefore, a workflow needs to be developed that will incorporate the DAR into the annual planning and budgeting process. Departments should use the information in the report as a basis for budget requests, and deans and the Provost should be able to use the information as a basis for evaluating budget requests and the success of previously funded proposals.
2. Because of the substantial value of an external perspective, departments will be required to make use of one or more consultants/reviewers from other institutions. Guidance will be provided to reviewers so as to avoid the simplistic response of "give the department more resources."
3. External reviewers need an understanding of the department on which to base their review. Furthermore, because strategic planning needs a grounding in the present state if it is to provide a realistic plan for the future, departments will be required to create a concise and focused self-study that will serve as a means for the department to develop a shared understanding of its strengths and weaknesses while also providing information for external reviewers.
4. It has been found that departments struggle with aligning their work with the priorities of the University because those priorities are not well transmitted to academic departments. Therefore, it

will be important to ensure that university-level priorities are articulated to academic departments to ensure strategic planning aligns with university priorities.

5. It has been found that strategic planning has not always been embedded in the decision-making processes of the university in the broad sense, involving deans in particular. There has not been a solid “next step” for the results of the planning process in which deans would evaluate and potentially ratify the plans from the department. Therefore, a broader workflow needs to be designed in which the strategic planning process will become a key aspect of decision-making by deans and a key input to the annual planning process of the university.

Information Technology Planning

(This section includes material from 2.G.7 and 2.G.8).

Boise State’s planning structure for information technology includes the following entities:

- The Information Technology Governance Council (ITGC) consists of the University vice presidents plus the chair of Information Technology Planning Committee (ITPC), the Associate Vice President for Information Technology, and a member of the Deans Council. The ITGC provides leadership for the adoption and application of university-wide IT resources in support of Boise State’s academic mission, administrative functions, and role in community services.
- The ITPC functions as the planning and steering committee for the Office of Information Technology (OIT), and reports to the ITGC. The membership of the ITPC is widely representative across campus, including associate vice presidents, vice provosts, deans, the Registrar, and several directors. The ITPC utilizes eight Planning and Implementation Work Groups, each created to provide input into a particular area, such as Decision Support, Data Governance, and Enterprise Systems (Finance, HR, Student). The group suggests priorities for major projects looking five years into the future.
- The Teaching and Learning Technology Group membership includes stakeholders from Albertsons Library, eCampus Center, Foundational Studies, the Center for Teaching and Learning, OIT, and a select number of faculty. The group provides input on technology-enhanced pedagogy.
- The Research Cyberinfrastructure Advisory Council and the Research Cyberinfrastructure Technical Advisory Committee together have membership that includes the Vice President and the Associate Vice President for Research, the Assistant Dean of Engineering, and several faculty members in computationally-intensive disciplines. The council and the committee provide input on higher performance computing infrastructure as it relates to research needs.
- The University Technology Advisory Group consists of IT personnel from OIT and academic and administrative units.

OIT creates and maintains an [Information Technology strategic plan](#) that is aligned with University’s mission and strategic plan, and sets out goals of OIT for the next five years. The plan includes infrastructure, customer support, teaching and learning, and system support.

For the University’s core enterprise software systems (student, finance, and human resources), OIT personnel work with appropriate personnel from the functional areas to develop long-term plans for each of those areas. Final decisions regarding how and when to proceed are made by the ITGC.

Decisions on the necessity and timing of upgrades balance the following:

- Need for increased functionality
- Associated financial impact of either maintaining as-is or upgrading the system.
- Future trajectory of the software system (that is, will it be phased out in the long term?)

Examples of the interplay of the factors discussed above:

- Boise State’s decision to move from Peoplesoft Financial to Oracle Financial Cloud was initially motivated by a substantial increase in cost of the former.

- The decisions to move, within the next several years, from Peoplesoft Student and Peoplesoft Human Capital Management to the corresponding Oracle Cloud products were motivated by the fact that Peoplesoft is ending support of their products and by the increased functionality that will be available in new cloud-based products.

Planning with regards to another of the university's enterprise systems, the learning management system, Blackboard, is primarily accomplished as an interplay between appropriate OIT personnel and the Teaching and Learning Technology Group. The ITPC may be consulted and final decisions are made by the ITGC.

For IT infrastructure not associated with one of the above four enterprise systems, planning occurs via one of the following two paths.

- ITPC is charged with developing specific strategic directions for the university. The committee establishes and manages project prioritization, sets high level goals for technology solutions, develops strategy, and makes recommendations for the providing of resources necessary to ensure project success. The committee also helps to develop and maintain a five-year roadmap for IT development projects. Working groups within ITPC have two primary functions: (i) in the longer term, develop a solid picture of the desired future state for that realm, which will serve as the basis for strategic initiatives and evaluating proposed projects; and (ii) in the shorter term, identify those critical issues of acute importance so that they can be dealt with swiftly.
- Many initiatives arise as proposals for new projects that are to be undertaken by OIT. New project requests are categorized by the OIT's Project Management Office (PMO). Projects of relatively low cost and impact on OIT resources are simply prioritized by the PMO using an established set of criteria. Projects requiring substantial resources are referred by the PMO to the ITPC, which then prioritizes those projects. For those projects costing greater than \$250,000, ITPC's recommendations are forwarded to ITGC for final decision. Any requests for new software packages are reviewed for compatibility with existing systems by OIT, which asks campus stakeholders to submit a [Software Review Request](#) before purchase.

The Future for Institution-level Planning and Decision-making

Boise State is about to enter its next presidency, next iteration of strategic planning, and next iteration of the seven-year accreditation cycle. The time is right, therefore, to reach a state of greater integration of planning efforts. An important caveat is that achieving greater integration of planning cannot be done in a way that restricts the innovation, creativity, and initiative that are so much a part of the character of the University.

Obviously, the next president will drive the future of institution-level planning and decision making. In anticipation of the new presidency, foundational work has begun. The Executive Enrollment Committee has been re-purposed to become the locus of integrated planning. Its purpose will be to align the resources, timeline, and efforts of the University in a way that best enables growth in an informed way. At this writing, a potential path forward is to take advantage of Boise State's membership in the Society for College and University Planning by conducting, on campus, that organization's [Planning Institute Workshops](#).

Emergency Preparedness and Contingency Planning

- 3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Boise State created a full-time Emergency Management position seven years ago to ensure the university is prepared for and ready to recover from major natural hazards and human-caused technological threats. As laid out in the University’s multiyear Emergency Management Strategic Plan (in evidence), the goal is to build a culture of preparedness and resiliency throughout our campus communities and minimize any interruption of daily operations for academics, research, residential life, and multiply scheduled events.

The concept of operations for ensuring university employees respond appropriately when emergency conditions exist is in the University’s [Emergency Operations Plan](#) (EOP). The EOP follows the format of the Presidential Policy Directive 8 “[Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education](#),” which is based on National Incident Management System (NIMS) and Incident Command System (ICS) guidance and protocols. Emergency Response levels and priorities are defined in the plan and managed through the activation of the University’s Emergency Operations Center (EOC).

The EOC is staffed by an Incident Management Team (IMT) with representatives from the Department of Public Safety, Academic Affairs, Student Affairs, Campus Services, Human Resource Services, Health Services, Finance/Admin, University Housing, Office of Information Technology, Facilities Operations and Maintenance, Risk Management, Research, and Environmental Health Safety and Sustainability. EOC and IMT staffing is scalable depending on the emergency incident, but all emergency response and recovery planning is conducted in the EOC to ensure unity of command, interoperable communications, efficient logistics support and coordinated public information communications. The EOC follows the protocols in the EOP with the goal of getting the University back to normal as soon as possible without any delay of academics or research.

Following the NIMS Guidance, the EOC provides situation updates to the university Emergency Policy Group, which consists of the President and following Executive Team:

- President
- Provost
- VP, Campus Operations
- VP, Finance/Admin
- VP, Student Affairs
- VP, University Advancement
- VP, Research
- AVP, General Counsel
- AVP, Communications and Marketing

The Emergency Policy Group approves all major emergency or disaster response decisions, priorities and strategies for the university as necessitated by the situation at hand and based on the economic, political, legal or other implications of both the actual or potential threat faced. Our planning cycle in the EOC includes periodic updates to the Emergency Policy Group, especially when policy decisions are required.

In addition to the Emergency Response Priorities in Annex D, which addresses recovery priorities, Boise State has a Continuity of Operations Annex along with a web-based Continuity of Operations Planning (COOP) tool for academic Units and support departments. The COOP Annex identifies the University’s essential functions, Orders of Succession, Delegates of Authority, Communications, and Reconstitution. The following are priorities for restoration following a major disaster or emergency on campus:

- Academic Operations
- Student Affairs/Residence Life
- Food Services
- University Health Services (both Clinic and Counseling Services)
- Voice and Data Communications
- Registrar, Admissions
- Financial Aid and business functions (President/Vice Presidents' offices)
- Human Resource Services (Payroll and HR)
- Accounting, Purchasing
- Facilities Operations and Maintenance
- Other administrative offices deemed to be essential

Critical Facilities to be restored in order of priority:

- Classroom buildings
- Student Union Building (including bookstore and food services)
- Administration Building (location of executive offices)

Because of the critical importance of Information Technology systems on campus, the Office of Information Technology maintains and updates (annually) a Disaster Recovery Plan for University hardware and software systems. All operational data is continuously backed up at off-campus sites. The University is also in the process of backing up in additional locations further away geographically (Northern Idaho) using existing statewide fiber cabling. Firewalls are utilized; Boise State's secure wireless system used for active students/employees is separated from wireless systems available to visitors; and all data is encrypted along with being managed by strict security controls. All incoming students and employees are provided academics on the importance of cybersecurity and how to keep digitally safe.

In the past year, the Emergency Policy Group, Incident Management Team and Dean's Council participated in discussion-based tabletop exercises along with academics on the Emergency Operations Plan. The last tabletop exercise focused on Protest/Civil Unrest due to a scheduled controversial speaker, where we reviewed actions preceding the event, during the event and disruption caused by the event. An After-Action Report with Areas for Improvement and Action Items was completed following the training.

Other training and exercises the Incident Management Team has participated over the last year include: an Active Shooter Full-Scale Exercise (Borah High School); a State of Idaho Cyberattack Conference/Tabletop Exercise; part of Executive Committees for both state and county All-Hazard Mitigation Plan Updates; an Unarmed Security Officer Response to Active Assailant Drill; Emergency Notification System drills; Evacuation Drills for all major buildings; attended Local Emergency Planning Committee meetings; a regional Annual Threat Assessment Conference; and over 80 Targeted Violence courses on campus. The University routinely allows local Law Enforcement, Fire and Paramedics to train on campus using various facilities, including performance venues and resident halls. Boise State has been recognized nationally as a "best practices" campus for our NCAA Division I Security Task Force for football and basketball games, which includes participation by local, state, federal and military partners in our pre-game venue sweeps.

In an effort to prevent emergency situations from developing, Boise State has assembled a [Campus Assessment Resource and Education \(CARE\) Team](#) supported by the Office of the Dean of Students. CARE team work is guided by University [Policy #12050](#) Behavioral Intervention and the CARE team. The CARE Team is responsible for responding to reports of concern received from the campus community about faculty, staff or students. The team also serves as the University's threat assessment team. Students, faculty and staff are encouraged to use the online reporting system to make the CARE Team aware of behavior that may pose a threat to self or others. [CARE reports can be filed online](#). The CARE Team develops and implements education and outreach for the campus community including, but not limited to, training for Resident Assistants, Resident Directors, incoming faculty, staff and students, academic colleges and department chairs, to ensure that CARE processes and contacts are well known by the campus community. Training and outreach typically cover reporting procedures and warning signs of distressing, disturbing or

dangerous behaviors. CARE Team members come from the Office of Dean of Students, Department of Public Safety, Human Resources, Counseling Center, Institutional Compliance, Housing and Residence Life, Advising and Academic Support, Boise Police Department, and Office of the General Counsel.

Standards 3B, 4A, and 4B: Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23.

22. Student Achievement. The faculty members associated with each degree program have identified [Program Learning Outcomes \(PLOs\)](#) that students pursuing the program are expected to achieve. PLOs for every program are published on the [Assessment website](#). Faculty members responsible for each program assess student achievement of PLOs and use that information to improve curriculum and pedagogy. Departments report on their assessment and improvement efforts on a triennial basis using a Program Assessment Report. [University Learning Outcomes \(ULOs\)](#) define the expectations to be met by every baccalaureate graduate, regardless of major. The University has developed an assessment structure, overseen by the General Education Committee of the Faculty Senate, that conducts assessment of ULOs. ULOs are published on the University Foundations website. Additional information on assessment of PLOs and ULOs may be found in Standard 4.A.3/4.B.2.

23. Institutional Effectiveness. Systematic evaluation of institutional effectiveness is achieved via the monitoring of the Key Performance Indicators (KPIs) associated with the University's Strategic Plan, *Focus on Effectiveness*. Most KPIs correspond to one or more of the University's Core Theme Indicators (CTIs). They are also published in an [interactive Strategic Plan dashboard on the University's website](#) and on the [Provost's strategic plan webpage](#). Many of the same measures are submitted yearly to the Idaho State Board of Education in a [Performance Measures Report](#). Substantial effort has focused on ensuring that, as much as possible, KPIs and CTIs have three characteristics: (i) They are assessable; appropriate data exists, and in many cases, peer data is available so that comparisons can be made. (ii) They are meaningful. In some cases, the indicators measure success in achieving strategic goals and/or specific initiatives. In other cases, the indicator is the basis for action. (iii) They articulate with other reporting that Boise State must do, for example to the SBOE. Throughout this self-study are examples of the use of performance indicators to evaluate institutional effectiveness and to inform planning. Standard 5.A consolidates those indicators in one place.

Standard 3: Planning and Implementation (CONTINUED)

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Standard 4: Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Core Theme Planning, Assessment, and Improvement: 3B, 4A, and 4B

Planning for Core Themes, Core Theme Objectives, and Programs and Services

- 3.B.1 Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.
- 3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.
- 3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Assessment of Core Themes, Core Theme Objectives, and Programs and Services

- 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
- 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Improvement Based on Assessment of Core Themes, Core Theme Objectives, and Programs and Services

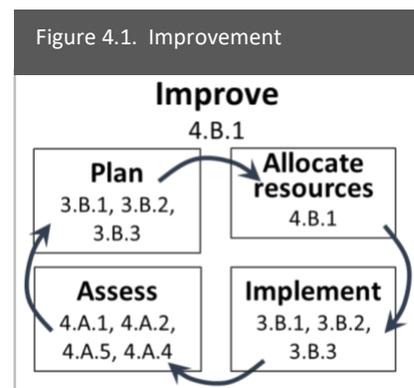
- 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Note that 4.A.3 and 4.B.2, which cover our assessment of program and university learning outcomes, are addressed in a separate section below.

Note that 4.A.6, which addresses the review of assessment processes, will be covered for each core theme where appropriate, but will also be summarized in a separate section below.

In this section of the self-study, each Core Theme will be addressed separately with a full and integrated description of the planning, resource allocation, implementation, and assessment having to do with that core theme. Addressing Standards 3.B, 4.A, and 4.B in an integrated fashion for each of core themes is the best way to recognize the integrated nature of “improvement” as illustrated in Figure 4.1, and is captured in the verbiage of 4.B.1: “...results of assessments ... are... b) used for improvement by informing planning, decision making, and allocation of resources and capacity...”

That is, work to improve the university should be deliberate and well-informed. Planning should inform the allocation of resources; the allocation of resources determines what is implemented; the



effectiveness of that which is implemented must be assessed; and the results of assessments should form the basis for planning.

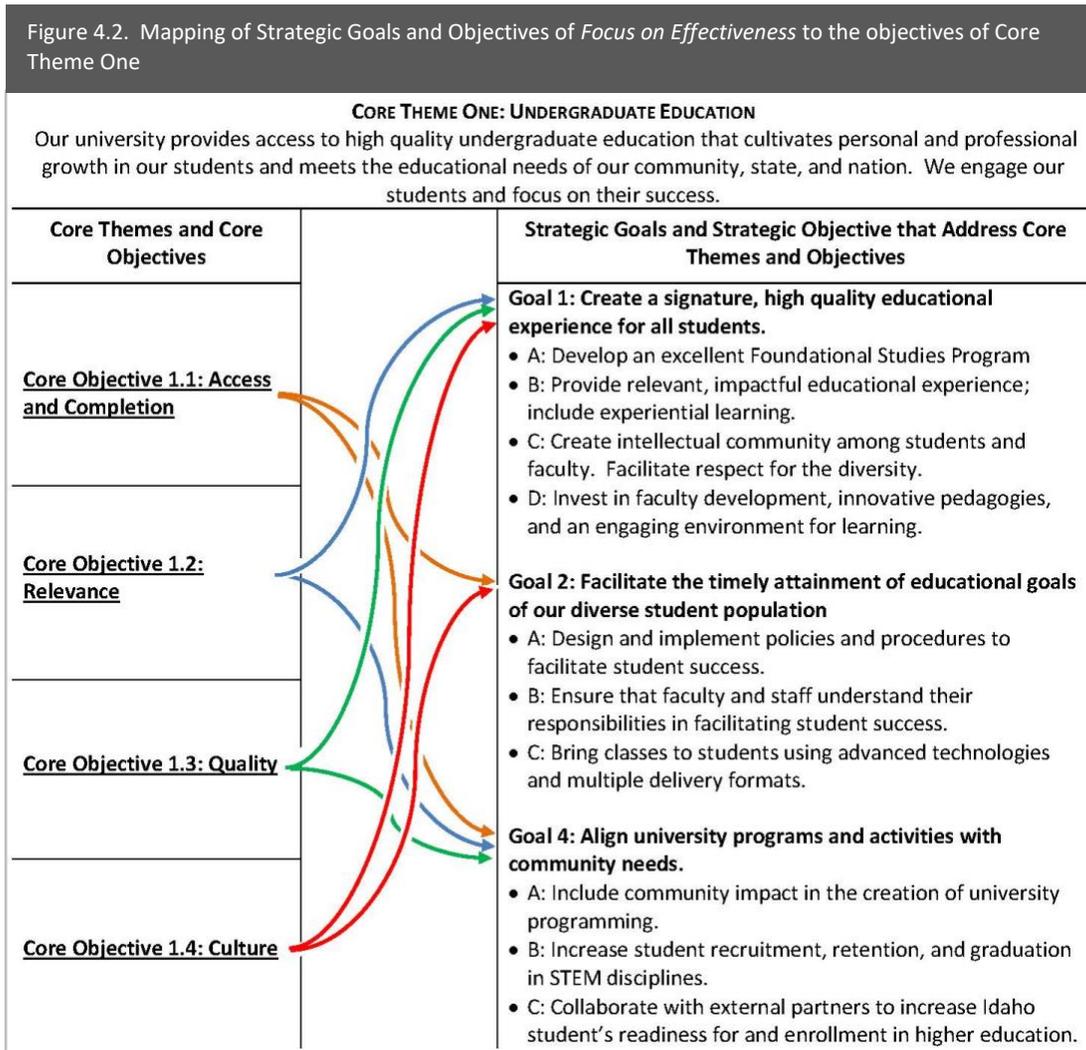
Overall guidance for work on each of the Core Themes is provided by the Strategic Plan, which is discussed in Standard 3.A. Boise State relies on existing entities, each responsible for aspects of one or more Core Themes, to do the planning, assessment, and improvement for each Core Theme. In some cases, a single entity addresses a specific problem; in others, the work is done as a collaboration among several entities.

For each Core Theme, this section will first provide a university-wide overview by referring to the Strategic Plan and performance with regards to each of the Core Theme Indicators. Next, the set of Key Initiatives are described, which include descriptions of the planning, resource allocation, assessment, and improvement that comprises the work done by various entities on campus to move us forward in that Key Initiative. As an example, one of the Key Initiatives in the Undergraduate Education Core Theme is our work to revise our general education curriculum.

**Core Theme One: Undergraduate Education:
Core Theme Planning, Assessment, and Improvement: 3B, 4A, and 4B**

The foundation for Boise State’s work in the realm of Core Theme One is the Strategic Plan, *Focus on Effectiveness*. The accompanying Figure 4.2 shows which of the strategic goals and objectives of *Focus on Effectiveness* address the Core Theme Objectives of the Undergraduate Education Core Theme. For example, one of the strategic objectives that addresses Core Objective 1.1, Access and Completion is Objective C in Strategic Goal 4, which reads “*Collaborate with external partners to increase Idaho student’s readiness for and enrollment in higher education.*” Three strategic goals have particular relevance to undergraduate education: Goal One (create a signature high quality educational experience), Goal Two (facilitate timely attainment of educational goals of our diverse student population), and Goal Four (align university programs with community needs).

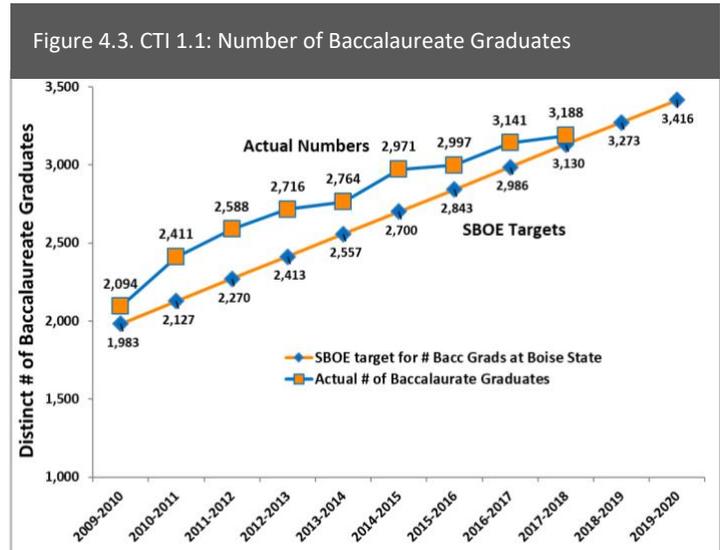
The goals and objectives of *Focus on Effectiveness* that pertain to undergraduate education were largely



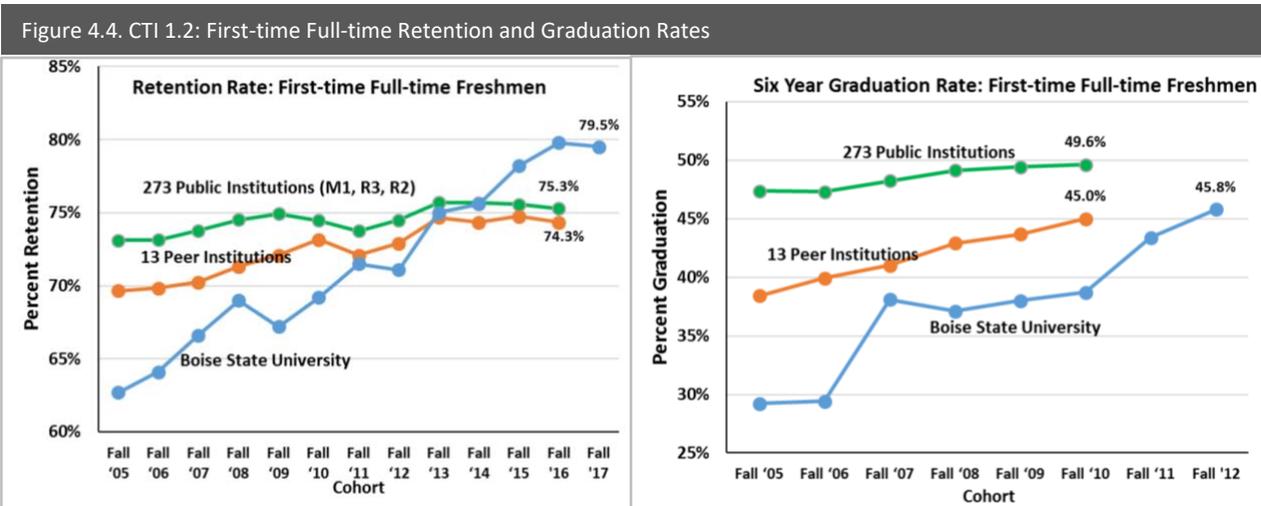
motivated by Boise State’s performance relative to two Core Theme Indicators (CTIs) and the targets that had been put forth for those indicators: CTI 1.1 (the number of baccalaureate graduates) and CTI 1.2 (the retention and graduate rates of undergraduates). Therefore, graphs for those CTIs are presented in prelude to the description of work in Core Theme One.

Two additional CTIs have more recently emerged as being key to performance in the realm of Core Theme One: CTI 1.3 (number of graduates with high impact on Idaho’s college completion rate) and CTI 1.4 (equity gaps in retention and graduation rates). Therefore, graphs for these two CTIs are presented as well.

Core Theme Indicator 1.1, the number of baccalaureate graduates, is founded on a directive from the Idaho State Board of Education that, in August 2010, gave each public institution of higher education in Idaho targets for numbers of graduates necessary for the state to reach its Complete College Idaho target of 60 percent college attainment rate as shown in Figure 4.3. Strategic Goal 2 and Core Objective 1.1 are focused on ensuring that Boise State take actions necessary to increase progression and graduation of students. Strategic Goal 2 also includes the very important phrase “for all students,” which requires that we pay strict attention to gaps in achievement related to groups underrepresented in college, e.g., first generation, low socioeconomic status, ethnic minority, etc. Strategic Goal 4 provides further focus to ensure that we pay attention to the impact of those graduates on the state of Idaho. By identifying specific targets for numbers of graduates, the SBOE galvanized efforts to increase recruitment, retention, and graduation of students; a number of those efforts are described later in this section.

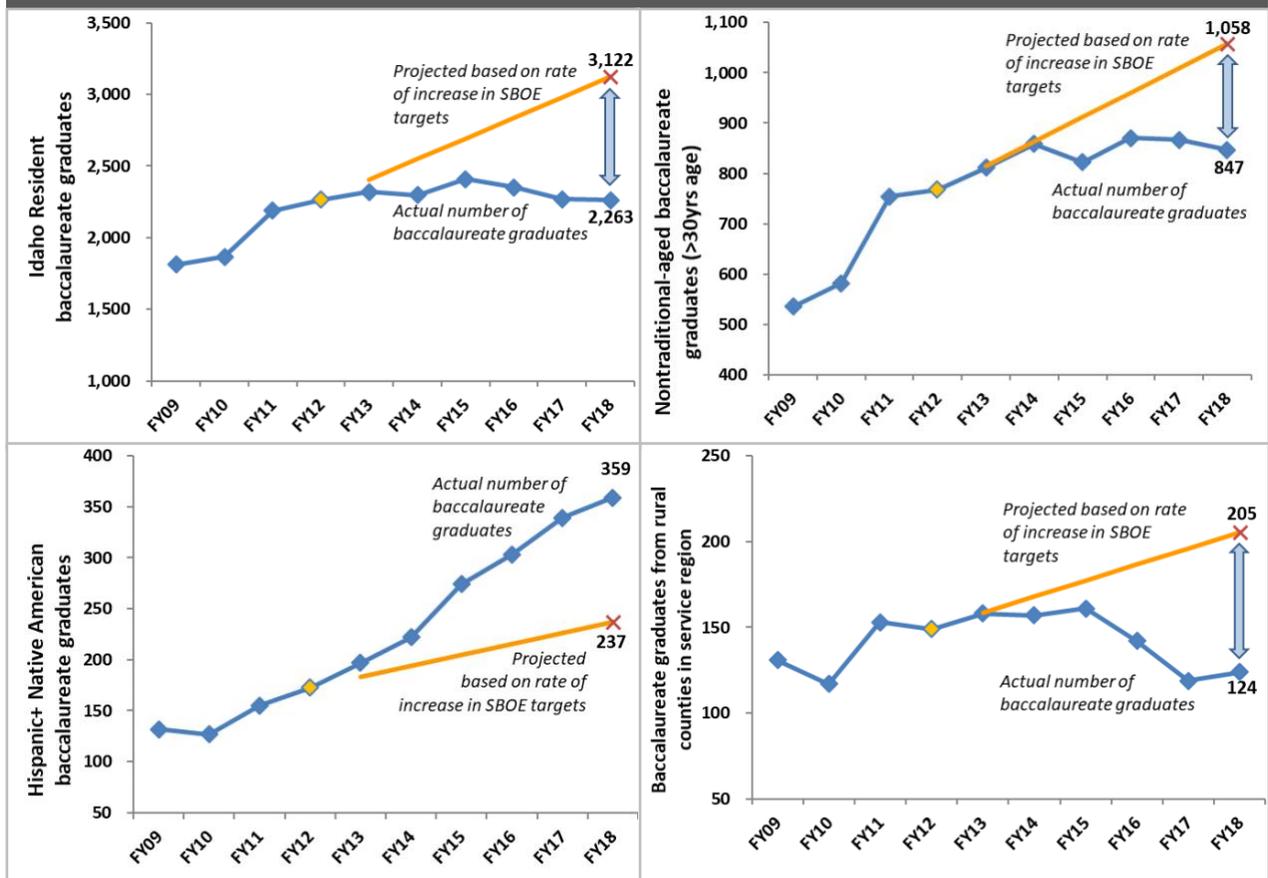


Closely related is **Core Theme Indicator 1.2**, the retention and graduation rates of undergraduate students, which provides a set of leading indicators for our work to contribute to the Complete College Idaho initiative (see Figure 4.4). The initiation of much of our work pertaining to this KPI predated the Complete College Idaho (and Complete College America) initiatives. In 2006, Boise State created the Freshman Success Task Force (FSTF) to address unacceptably low first-year retention (62.7 percent), 4-year graduation (8.2 percent), and 6-year graduation (29.2 percent) rates for the Fall 2005 cohort. The medians of the rates for 13 peer institutions for the same cohorts were 70 percent, 14 percent, and 38 percent, indicating gaps between Boise State and peers of 7 percent, 6 percent, and 9 percent, respectively. As described below, the FSTF spawned a number of initiatives over the years by a variety of entities designed to increase early academic success.



Core Theme Indicator 1.3 refers to the numbers of baccalaureate graduates from groups with high impact on Idaho’s college attainment rate. Maximum impact on helping meet Idaho’s 60% goal requires focused effort on students from groups that are traditionally underrepresented as college graduates and those who are most likely to remain Idaho residents. In Idaho, those groups include students admitted as Idaho residents, first generation students, non-traditionally-aged students, rural residents, students of low socioeconomic status, and students of Hispanic or Native American heritage. As illustrated in Figure 4.5, numbers of graduates are lagging for three of the four populations shown: Idaho residents, non-traditional-aged students, and rural students. For example, if the rate of increase in the number of Idaho residents graduating with baccalaureate degrees had been the same rate of increase as the State Board of Education targets (approximately 5 percent per year), 3,122 Idaho residents would have received baccalaureate degrees from Boise State. As illustrated in Figure 4.5, however, there has been no increase in the number of Idaho residents receiving baccalaureate degrees from Boise State, and in 2017-18, only 2,263 graduated. These results are part of the motivation for the “Next steps for early academic success...” described below in the Early Academic Success Key Initiative.

Figure 4.5. CTI 1.3: Baccalaureate graduates with high impact on Idaho’s college attainment rate: Idaho residents, non-traditional aged students, ethnic minority, and rural. The orange line reference line reflects the rate of increase that would occur if growth was at the same rate (~5% per year) as the SBOE targets for baccalaureate graduates as shown in the Figure for CTI 1.1 above.



Core Theme Indicator 1.4 refers to gaps in retention and graduation rates between underrepresented groups and the general student population. Boise State’s efforts to increase retention and graduation were a broad-based approach without targeted populations and resulted in substantial success in increased retention and graduation rates of the entire student population, as noted above. However, there are substantial gaps between some of our demographic groups, as illustrated in Figures 4.6 and 4.7. The greatest gap is between

non-resident students who are not Pell-eligible and resident students who are Pell-eligible; the latest cohort shows a 17.6 percentage point difference in retention rate and a 29.7 percentage point difference in six-year graduation rate. These results, as well as those from CTI 1.3, are the focus of current efforts designed to close those, as described below in the “Next steps for early academic success...”

Figure 4.6. CTI 1.4: Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, broken down by Pell-eligibility and Idaho residency. The Figures deliberately emphasize the greatest gap, that between non-resident not-Pell-eligible students and Idaho-resident Pell-eligible students.

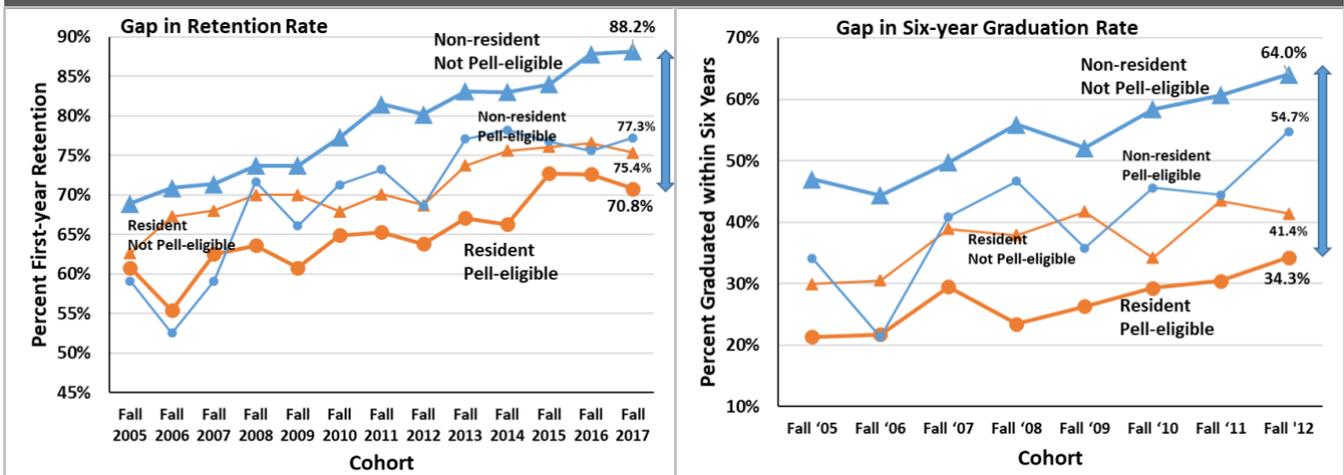
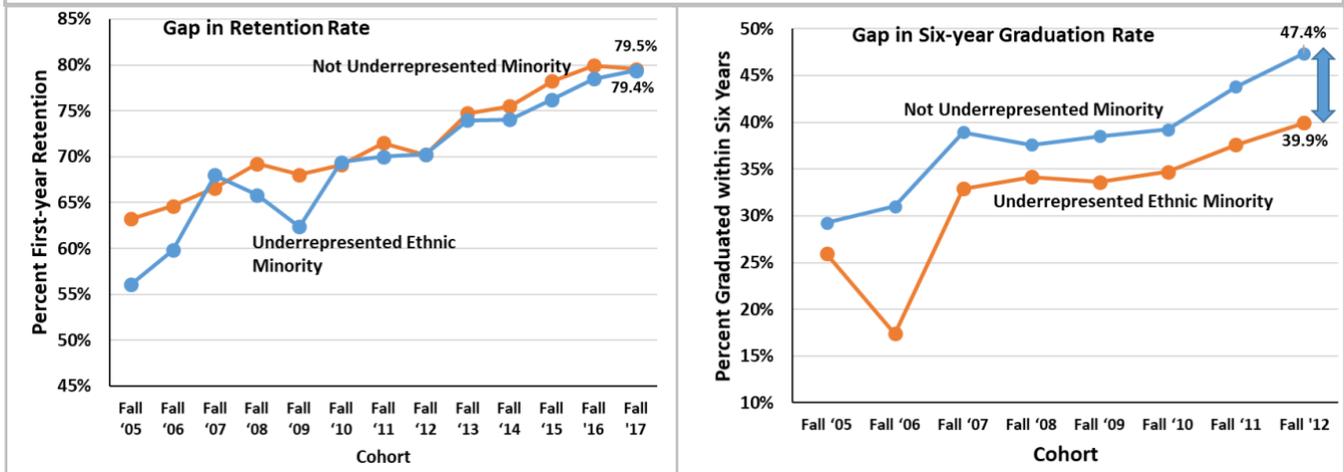


Figure 4.7. CTI 1.4: Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, with the rates for students of underrepresented ethnic minority contrasted with those who are not. In Idaho, the ethnic groups underrepresented as college graduates are Hispanic and Native American.



Key Initiatives in Support of Core Theme One: Undergraduate Education

The Strategic Plan *Focus on Effectiveness* provides an overall planning structure for work in the realm of undergraduate education. To demonstrate accomplishments that have flowed from that planning structure, a set of “Key Initiatives” will be described. Using “Key Initiatives” best enables the depiction of the integrated nature of planning, allocation of resources, implementation, and assessment (as shown in Figure 4.8).

For Undergraduate Education, those Key Initiatives are: Retention/Graduation, Underrepresented Groups, Degree Program Development and Revision, Online Program Development, General Education, Student Interaction with Support Staff, Student Experience, Pedagogical Innovation, Academic Advising, and Career Readiness. Table 4.1 outlines the direct connection between each of the Key Initiatives and one or more strategic objectives of *Focus on Effectiveness* and, conversely, how each Key Initiative flowed from one or more strategic objectives.

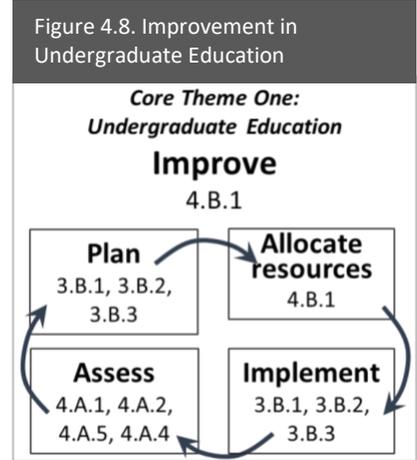


Table 4.1. Mapping of the Key Initiatives of Core Theme One (Undergraduate Education) to the strategic objectives of Focus on Effectiveness.

	Early Academic Success	General Education	Returning Adults Completion	Student Interaction with Staff	Student Experience	Pedagogical Transformation	Academic Advising	Career Readiness	New Academic Programs	Learning Outcomes Assessment
Goal 1: Create a signature, high quality educational experience for all students.										
A: Develop an excellent Foundational Studies Program		x								
B: Provide relevant, impactful educational experience; include experiential learning.								x	x	x
C: Create intellectual community among students and faculty. Facilitate respect for the diversity.		x			x					
D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.		x				x				x
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population										
A: Design and implement policies and procedures to facilitate student success.		x					x			
B: Ensure that faculty and staff understand their responsibilities in facilitating student success.		x		x			x			
C: Bring classes to students using advanced technologies and multiple delivery formats.									x	
Goal 4: Align university programs and activities with community needs.										
A: Include community impact in the creation of university programming		x	x					x	x	
B: Increase student recruitment, retention, and graduation in STEM disciplines.		x							x	

C: Collaborate with external partners to increase Idaho student’s readiness for and enrollment in higher education

x

x

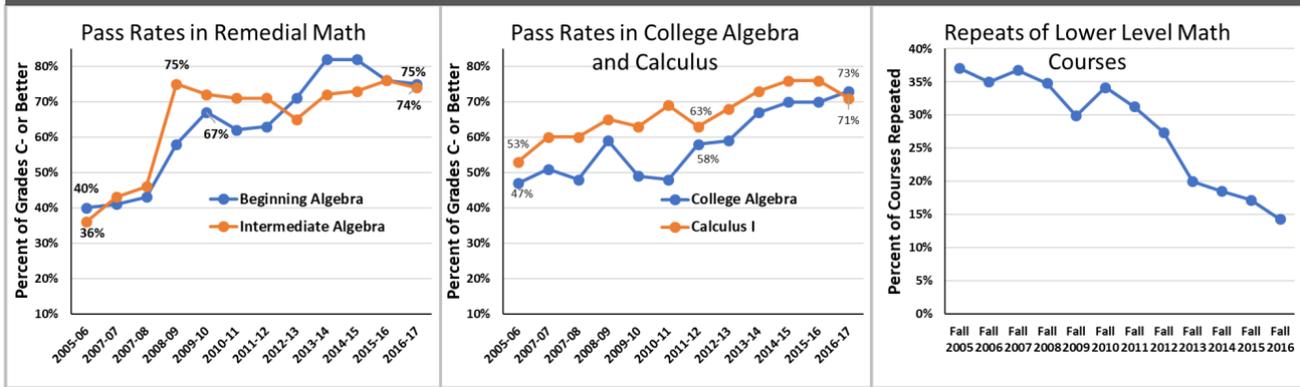
x

➤ **Key Initiative: Increasing Early Academic Success**

Planning efforts regarding retention and graduation date back to 2006 when the Freshman Success Task Force (FSTF) was created to respond to low retention and graduation rates. Detailed analysis by the task force revealed key factors associated with student success. Most important was early academic success, quantified by first year grade point average. These results formed the basis for planning efforts, led primarily by the Vice Provost for Undergraduate Studies, which resulted in a variety of initiatives that were focused on increasing early academic success, student progression, and degree completion. Several examples follow.

Reform of lower-level mathematics coursework, especially remedial coursework, was motivated by (i) the finding of the FSTF that math grades are key in early academic success and (ii) the pass rates in beginning and

Figure 4.9. Impacts of reform of lower-level mathematics courses



intermediate algebra were unacceptably low and therefore likely contributing to low retention and graduate rates. Reform was spearheaded by the Math Learning Center and involved development of a structured schedule, face-time model with peer and non-peer tutors, a focus on problem solving, identification of specific skills that students needed to master to be successful, use of software to intervene with struggling students, and a focus on student attitude and self-efficacy towards success in math. Among other results, pass rates in remedial math courses more than doubled over the past nine years and repeat rates declined by more than half. Many of the same reforms were later applied to College Algebra and first-semester Calculus with similar results. The methodology used in lower-level courses continues to evolve. For example, the top 50 percent of students who would previously have been placed into Beginning Algebra are instead now placed into Intermediate Algebra with co-remediation to increase success. And if a student in the remaining 50 percent performs especially well in Beginning Algebra, he/she is pulled into Intermediate Algebra for the remainder of the semester. Impacts of these reforms are shown in Figure 4.9.

Redesign of First Year Writing involved the development of multiple-measures for placement and a co-requisite-plus model writing course. Boise State had, for many years, used standardized test scores for initial writing course placement. However, research in the field demonstrated the inefficacy of using standardized test scores. In addition, Boise State found that too many incoming students were being placed into non-credit bearing course work who might otherwise have succeeded in credit-bearing course work, while too many students were placed into the second-semester course for which they were not prepared. From 2009 to 2012, the First Year Writing Program designed and piloted an innovative approach to placement, known as

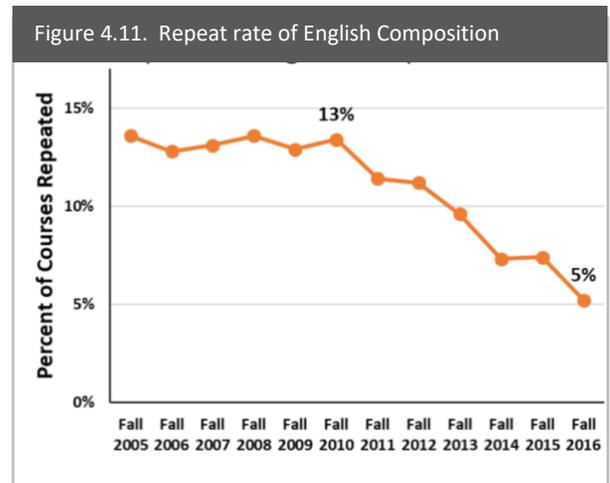
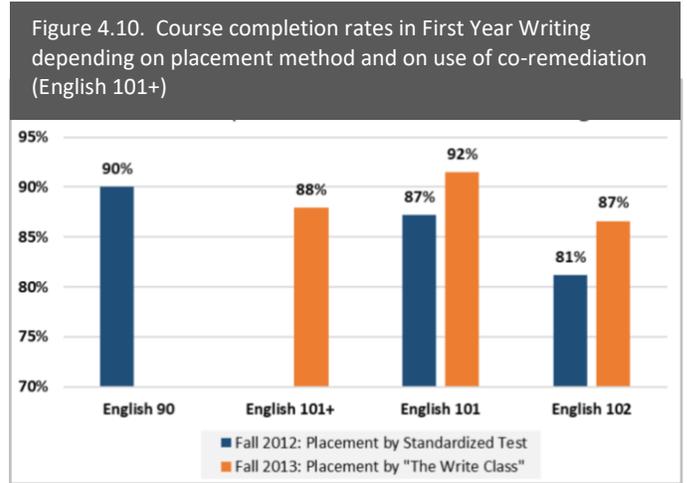
“The Write Class,” which integrates students’ test scores, self-assessments of their writing experiences and confidence, and reflection on the courses themselves.

Figure 4.10 shows the impact of using The Write Class for placement. In fall 2012, all students were placed using standardized test scores. In fall 2013, we fully implemented The Write Class with all students completing that placement process instead. We also implemented ENGL 101 Plus, a co-requisite replacement for remedial English, which is described below. Without other substantive changes to curriculum, staffing structure, or funding, student retention rates rose by five percent in ENGL 101 and six percent in ENGL 102.

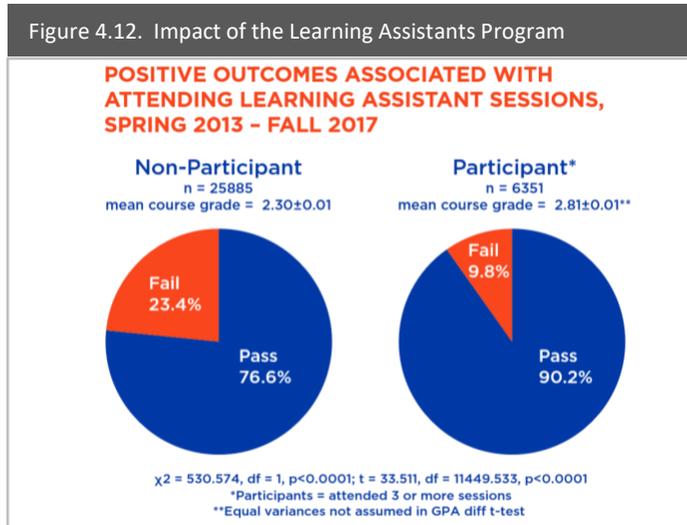
During the same time, Boise State replaced a non-credit bearing course (ENGL 90) with a co-requisite course, ENGL 101-Plus. Students who formerly would have been required to complete a three-credit “remedial” course prior to ENGL 101 now enroll directly in 101 (as 101P). They work side by side with students who have placed into 101 but additionally participate in a one-hour studio course each week.

Quantitative data indicate that students in ENGL 101P successfully complete the course at the same (or even higher) rates as compared to students who place into ENGL 101 and have equivalent or higher success rates in the follow-on course (English 102) than students who placed into English 101. Repeats of lower level English dropped by more than half (see Figure 4.11) and successful completion of English 102 increased by 15 percentage points. ENGL 101P is now seen as a very positive initial experience for students, one that combines immersion in academic work with additional support. Colleagues who work with College Assistance Migrant Program students and first-year athletes, for example, would like to have more of their students take the course, even when they do not place there. However, staffing limitations make it a challenge to expand ENGL 101P to meet this additional demand.

The Learning Assistant Program was initially developed and implemented in 2011 with funding from an NSF grant to improve academic performance in challenging STEM courses that had high fail rates. Learning Assistants work with students via peer-to-peer learning in facilitated study groups. The program began with eight Math, Chemistry, and Biology courses and served 1616 students. Because of the program’s success in STEM courses and the previously established importance of early academic success to retention and graduation, the University expanded the program. Courses in Engineering, Physics, Philosophy, English, Criminal Justice, and Music have been added. At present, 170 Learning Assistants per academic year serve nearly 9,500 students. As shown in Figure 4.12, pass rates for those who visited Learning Assistant sessions a minimum of three times increased 13.6 percent and average course grades improved by over half a grade point.



Improvements to the program have focused on intensive training and ongoing mentoring for new Learning Assistants. Pre-semester training is delivered by expert faculty and staff on topics such as facilitation skills, creating inclusive learning environments, and providing campus resource referrals for struggling students. A mentor-lead cohort model utilizes multi-disciplinary, small-group meetings facilitated by an experienced mentor to focus on peer problem-solving, goal-setting, and addressing emerging needs of staff and students. Cohort members also observe each other and provide constructive feedback. Self-evaluations and survey data show that Learning Assistants feel greater support, community, and satisfaction in their work with the addition of peer mentors.



➤ **Next step for the “Early Academic Success” Key Initiative: Close the Gap for Underrepresented Groups**

The efforts described above have had a profound impact on retention and graduation rates. As shown in the graphs above for CTI 1.1, Boise State’s rates are now comparable to those of peers.

However, as illustrated in graphs for CTI 1.3 and 1.4 and in Table 4.2, substantial gaps remain in graduation rates, retention rates, and graduate numbers for several groups. Table 4.3 provides context by indicating the composition of our full-time first-time-in-college cohort. Table 4.2 compares success for students of color, Pell-eligible, first-generation, and Idaho residency with the overall population. Table 4.2 also shows the change in rates between 2006, the year our Freshman Success task Force began its work, and the most recently available data. Substantial gaps exist. In some cases (e.g., retention rate of students of color vs. not) those gaps have closed over time. In other cases (e.g., retention rate of Pell vs. not) the gaps have widened.

Table 4.2. Retention and graduation rates for students in underrepresented minorities vs. not

	FTFTIC		FTFTIC		FTFTIC	
	1st year retention		4 year graduation		6 year graduation	
	Fall '06 cohort	Fall '17 cohort	Fall '06 cohort	Fall '14 cohort	Fall '06 cohort	Fall '12 cohort
BSU Overall	64.1%	79.5%	6.8%	28.7%	29.4%	45.8%
URM	59.8%	79.4%	3.6%	21.9%	17.4%	39.9%
Non-URM	64.6%	79.5%	7.1%	30.7%	31.0%	47.4%
Pell eligible	55.0%	72.2%	2.6%	18.9%	21.6%	37.8%
Not Pell eligible	67.9%	82.3%	8.5%	34.1%	32.5%	50.4%
First-generation	N/A	73.3%	N/A	N/A	N/A	N/A
Not First generation	N/A	82.7%	N/A	N/A	N/A	N/A
Commuter students	N/A	70.9%		36.1%		35.6%
Not Commuter students	N/A	83.4%		17.4%		53.9%
Pell/ID resident	55.4%	70.8%	2.5%	15.3%	21.7%	34.3%
non-Pell/resident	67.3%	75.4%	7.4%	24.5%	30.5%	41.4%
Pell/non-resident	52.5%	77.3%	3.3%	34.0%	21.3%	54.7%
non-Pell/non-resident	70.9%	88.2%	13.8%	46.4%	44.4%	64.0%

Table 4.2 also makes comparisons that involve more than one factor. It has become clear that the factors that affect student retention and progression often intersect in their impact and therefore need be addressed in concert. For example, students who commute to campus are therefore not able to (nor may

want to) take advantage of opportunities to become engaged with campus activities often experience other life circumstances associated with lower retention and graduation, such as working full-time or having family obligations. Thus, commuter students have lower retention (70.9 percent) than non-commuters (83.4 percent). Another intersection is between Idaho residency and Pell-eligibility: students who are Idaho residents and are Pell-eligible have a greater probability of also being first generation, being commuters, of having work and having family obligations compared with those who are neither Pell-eligible nor Idaho residents. As summarized in the table, substantial differences exist in retention and graduation rates between these groups of students.

Table 4.3. Underrepresented group demographics

	Composition of Fall Cohort		Composition of Graduates	
	Fall cohort; FT FTIC		Baccalaureate Grads	
	Fall '06	Fall '17	2005-06	2017-18
Overall #	1,760	2,665	1,671	3,196
Percent who are:				
Pell-eligible	29%	28%	52%	53%
Not Pell-eligible	71%	72%	48%	47%
First-generation	N/A	34%	N/A	N/A
Not First-generation	N/A	66%	N/A	N/A
Underrepresented Minority	12%	18%	7%	15%
Not Underrep Minority	87%	81%	91%	80%
International	1%	1%	2%	5%
Idaho resident	85%	54%	91%	72%
Non-resident	15%	46%	9%	28%
Commuter students	N/A	31%	N/A	N/A
Not Commuter	N/A	69%	N/A	N/A
Pell/ID resident	26%	22%	49%	46%
non-Pell/resident	60%	32%	41%	26%
Pell/non-resident	3%	6%	3%	7%
non-Pell/non-resident	10%	39%	4%	16%

What follows are descriptions of (i) a number of existing programs that help to address the gaps described and (ii) initial work on several other initiatives in this area.

Existing programs

The focus of the **Impact Scholars Program** is on students who have been in foster care, providing outreach that connects students to program staff and each other for support and community building. Students in the program also assist with outreach programs to promote higher education to youth currently in foster care. The program also provides three academic scholarships, each including a year-long mentoring program in which alumni, faculty and/or staff assist their mentee towards academic, career and personal growth goals. The program serves about 15 students per year.

The **First Forward Success Program** connects first generation students to key information and resources. The program encourages their participation in a program that provides a bi-weekly newsletter focused on their needs, monthly meet-ups to encourage contact with peers and mentors, and individualized regular contact with trained staff and faculty mentors. A recent reallocation of funds enabled expansion from 0.25 FTE to 1.0 FTE for a staff position dedicated to retention of first-generation and multicultural students. For Fall 2018, 186 students signed up for the program.

Seven **federally-funded TRIO and Migrant Education programs** have been implemented to improve the educational lives of students that come from backgrounds that have been traditionally underrepresented in college, primarily low-income, first generation and underrepresented minority students.

- **Upward Bound** focuses on increasing the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. In 2016-17, programs served 267 high school students, of whom 99.2 percent were retained and/or graduated. Of those who graduated, 70 percent enrolled in post-secondary education. Recently the program has increased emphasis and number of service hours given in tutoring when grade point average goals were not being achieved. Specifically, at some schools a greater emphasis was put on math skill development based on and ACT scores.
- **Veterans Upward Bound** is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. In 2016-17 the program served 127 veterans, and 94 percent were retained in or completed the program. Of completers, 86 percent enrolled in postsecondary education. Recently, the program added teachers to works with veterans enrolled at the College of Southern Idaho. Workshops were developed on resumé writing and classes developed to prepare students for pre-requisite classes for medical career courses.
- **Educational Talent Search** provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. In 2016-17, the program served 1,550 students; 99 percent of students in grades 6 to 11 persisted to the next grade and 97 percent of seniors graduated in standard years. Of those who graduated, 67 percent enrolled in post-secondary education. Recently, the program improved communication with students after realizing that mailings are not cost-effective.
- **Student Support Services** provides opportunities for academic development, assists students with basic college requirements, and motivates students toward the successful completion of their postsecondary education. In 2016-17, the program served 335 students: 93 percent persisted or graduated, and 98 percent maintained good academic standing. Participants in the longer standing subprogram, **Rising Scholars**, had a 57 percent 6-year graduation rate.
- The **McNair Scholars Program** prepares participants for doctoral studies through involvement in research and other scholarly activities. In 2016-17, the program served 25 students and among graduates had an 83 percent graduate school enrollment rate. Recently the program focused on stronger development of undergraduates applying for major awards and scholarships. In addition, the program embarked on its first cohort attempt at helping scholars apply for the NSF Graduate Research Fellowship Program. Of the five who applied from McNair, three received this prestigious award.
- The **College Assistance Migrant Program** assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies. In 2016-17, the program served 37 students with 97 percent completing their first year of college and 92 percent being retained into a second year. Twenty-seven former CAMP students graduated in 2016-17. Recently, the program has moved focus from requiring student to attend specific tutoring sessions to instead provide more open lab hours to accommodate more individualized need. Additionally, several processes are now frontloaded, e.g., textbook allowances are provided earlier so that students can purchase textbooks prior to the start of the semester.
- The **High School Equivalency Program** helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. In 2016-17, the program served 55 students, with 33 attaining High School Equivalence. Of those 33, 82 percent were placed in post-secondary education, training, or upgraded employment. Recently, the program has analyzed student performance on GED Ready practice tests to determine where to best develop targeted material for students to study.

Future Initiatives

Boise State is a member of a “**Power of Publics**” initiative organized and launched by the **Association of Public and Land Grant Universities** in Fall 2018. The group will be focusing on “Student Access and Entry into the University, with particular emphasis on expanding access to diverse student populations, particularly low-income students, rural students, and American Indian populations. Recruiting and supporting transfer students is another key area for the cluster. Among the potential subtopics that will be addressed are recruiting rural students, success of returning adult students, transfer student recruitment and support, barriers for low-income students, and success of American Indian students.”

The Student Success and Retention Committee was created in Spring 2018 to identify recommendations for improving retention, early and continued academic success, and graduation for approximately 900+ first-time-in-college commuter students. As noted above, students who live off campus are at greater risk of dropping out and/or experiencing academic difficulties than those living on campus. The committee offered four recommendations:

1. Course-based interventions: Assist faculty in designing courses that can leverage existing technological tools and new pedagogical awarenesses and strategies to establish a more welcoming environment and more efficient academic interventions when needed.
2. Eligible-Not-Enrolled outreach: Intensive and intentional outreach to commuter students who are eligible but have not enrolled for the upcoming term. Coordinated across various units, this intervention addresses barriers to continued enrollment. In Fall 2018, this effort resulted in the enrollment of 177 ongoing students.
3. Promote mattering and belonging: Increase first-year commuter students’ connection to campus programs, services, and extra-/co-curricular involvement opportunities.
4. Institutional review of unhelpful policies/practices: A thorough vetting of administrative, academic, and financial practices, policies, and procedures that create avoidable barriers to ongoing student enrollment and academic progress. As an example, a review of the policies and practices regarding the placing of financial “holds” is underway, with the purpose of reducing the frequency with which students experience an often-unnecessary barrier to registration.

The Division of Student Affairs recently hired a full-time Student Success Coordinator to focus on underrepresented and first-generation students. The position is designed to complement existing efforts in the TRIO programs and provide support interventions for students not currently being served. The position will oversee the handoff to Boise State of the 2017 and 2018 GEAR-UP cohorts, track student persistence each semester, and provide outreach and support throughout their college experience.

The Idaho State Board of Education has secured a grant from Complete College America to engage in a rapid implementation of the group’s **Momentum Year strategy** at Idaho’s public colleges and universities. A workshop in October 2018 launched the initiative. One of the goals is to “Close the gaps for groups underrepresented as college graduates...” in going on to college, being retained, and graduating.

➤ Key Initiative: Revision of General Education

Core Objective 1.3 (Quality) is focused on the general education program. In fall 2012, Boise State implemented a new general education program, the Foundational Studies Program. Prior to this point, general education had not changed since 1984. The Foundational Studies Program task force was broadly representative: four co-chairs were drawn from the sciences, social sciences, and humanities, and the task force itself consisted of twenty-five key faculty and staff from across the disciplines. Prior to launch, the task force spent two years gathering input from campus stakeholders while researching best practices in general education. The resulting program was modeled on the LEAP (Liberal Education and America’s Promise) framework developed by the American Association of Colleges and Universities. By the spring of 2011, the program hired an inaugural director of general education to further develop and steward the new program.

Figure 4.13 depicts the baccalaureate curriculum from 1984 to 2012 and the new Foundational Studies curriculum that was implemented in Fall 2012.

Consistent with LEAP, the program featured eleven university learning outcomes divided between disciplinary competencies and specific skill competencies. They include: written and oral communication, critical inquiry, innovation and teamwork, ethics, diversity and internationalization, mathematics, natural, physical, and applied sciences, arts, humanities, and social sciences. These learning outcomes are mapped across the curriculum, including first-year writing courses; University Foundations 100 and 200 (specialized freshman and sophomore courses); disciplinary based courses in the humanities, social sciences, natural sciences, mathematics and the arts; a disciplinary communication course; and a capstone course known as “Finishing Foundations.” The complete change to general education at Boise State influenced the Idaho State Board of Education to establish a statewide general education committee, with learning outcomes and structure similar to Boise State’s program.

Figure 4.13. Catalog boxes for baccalaureate degree programs from the previous general education program (left) and the Foundational Studies Program (right).

Minimum Credit Requirements for the Bachelor of Arts Degree			Minimum Credit Requirements for all Baccalaureate Degrees		
Content	Notes	Credits	Content	Notes	Credits
<i>ENGL 101-102</i>	English Composition See “How to meet the English Composition Requirement”	6	Communications		
<i>Area I</i>	Area I core course in literature	3	College First-Year Writing		
	Area I core course in a second field	3	ENGL 101 Introduction to College Writing*		3
	Area I core course in a third field	3	ENGL 102 Intro to College Writing and Research*		3
	Area I core course in any field	3	Communications in the Discipline (CID)**		2-3
<i>Area II</i>	Area II core course in history	3	Foundations		
	Area II core course in a second field	3	UF 100 Intellectual Foundations*		3
	Area II core course in a third field	3	UF 200 Civic and Ethical Foundations*		3
	Area II core course in any field	3	Finishing Foundations (capstone course in discipline) (FF)**		1-3
<i>Area III</i>	Area III core course in mathematics	3-5	Disciplinary Lens		
	Area III core course in a second field	4	Mathematics (DLM)*		3-4
	Area III core course in any field	4	Natural, Physical, and Applied Sciences (DLN)*		
<i>Area I or II Electives</i>	These courses do not have to be selected from the approved core list, but are to be chosen from anthropology, art communication, criminal justice, economics, ED-CIFS, foreign language, geography, history, humanities, literature, music, philosophy, political science, psychology, social work, sociology, and theatre arts.	9	Natural, Physical, and Applied Sciences course with lab		4
			Natural, Physical, and Applied Sciences course in a second field		3-4
			Visual and Performing Arts (DLV)*		3
			Literature and Humanities (DLL)*		3-4
<i>Major</i>	See the requirements for you major in Chapter 12—Academic Programs and Courses		Social Sciences (DLS)*		
			Social Sciences course		3
			Major		77-83
			See the requirements for your major in Chapter 12—Academic Programs and Courses		
			Total		120
			* These courses meet the Idaho State Board of Education General Education Matriculation requirements for GEM certified courses.		
			** These courses are satisfied by discipline (i.e. major) requirements. Communication in the Discipline must be at least 2 credits. Finishing Foundations must be 1-3 credits in a particular course.		

Enthusiasm ran high as the program launched, but the program experienced an ambivalent reception among faculty, staff, students, and administrative leadership. The Faculty Senate subsequently issued two reports (spring of '16 and summer of '16), calling for review of the program. At the same time, the Idaho State Board and statewide general education committee began to pursue a state-wide system approach to curricula. This confluence of factors led to new leadership for general education and a charge to revise the program while maintaining its essential LEAP framework.

To pursue this charge, a second task force on general education formed in the fall of 2016. After extensive interviews with faculty, staff, and students (including multiple audiences with student government), review of student evaluations of the program, and consultation with experts at the Wabash Center of Inquiry in the Liberal Arts, three common concerns emerged, namely: questions about the program's quality, rigor, and relevance. More specifically, challenges focused primarily on the University Foundations 100 course, and included inconsistent instructional quality in discussion sections, lack of disciplinary focus in the plenary sessions, insufficient resources provided to departments to compensate for lost teaching capacity, and insufficient faculty involvement in program oversight.

The task force put forward a six-point plan to address these concerns while recommending additional investment to create the infrastructure typical of successful programs and necessary to ensure sustained and continuous improvement. The essence of the plan is summarized here:

1. A substantial budget increase ensures an increase in full-time instruction within the program and the resources necessary for faculty development and oversight.
2. Renewed emphasis at the freshmen level on the foundational disciplines of Humanities, Arts, Social Sciences, Sciences, and Mathematics. For example, the first-year 100-level course is now rooted in one of these five ways of knowing as opposed to its former interdisciplinary organization, which caused concerns about relevance. Courses in the disciplines are now recognizable and map to the rest of the University's disciplinary organization.
3. University Foundations 200 now focuses on scholarly inquiry around ethics, diversity, and civics, and refines the required experiential activity. Formerly, UF 200 included additional categories of liberty, justice, internationalization, and democracy, which created challenges in scope for the course.
4. A strengthened and expanded General Education Committee under the auspices of Faculty Senate will ensure faculty oversight and regular review of the program and its courses.
5. The creation, by the Center for Teaching and Learning, of workshops focused on course development for UF100, which will ensure quality and consistency in addressing, expected learning outcomes. Similar workshops will be used for UF200 in summer of 2019.
6. The name of the program was changed from "Foundational Studies" to "University Foundations." The name-change underscores the idea of general education as a foundation on which a university education is built. The name change also reflects the fact that the previous name, "Foundational Studies," suggests a specialized area of study, such as urban studies or gender studies, rather than a foundational core that informs all areas of study at the university.

The reconstituted General Education Committee and University Curriculum Committee approved these measures and corresponding curricular changes in the fall of 2017. Since that time, each recommendation, among other activities toward program improvement, are in process or have been implemented. They include:

- Expansion of the General Education Committee to include faculty subcommittees attached to each course will ensure quality and assessment at the granular, course level. The addition of forty faculty to populate these committees has significantly increased college/department/faculty investment in and governance of general education.
- The receipt of forty-two course proposals at the UF 100 level from every college on campus is a first for the program. From those proposals, thirty refreshed or new UF 100 courses will be offered 2018-2019, doubling the options available to students.

- All faculty offering courses at the UF 100 level participated in a summer course design institute facilitated by the Center for Teaching and Learning.
- Class sizes for UF 100 plenary lectures were reduced from 200 students to 100 students to provide a more manageable learning environment and better continuity between the plenary and the smaller, which were reduced from eight to four per plenary lecture. Furthermore, the University Foundations program offered the first summer, comprehensive professional development for our pool of discussion instructors.
- In the past two budget cycles, University Foundations received \$730,000 in new funding to support increased full-time instruction, professional development, and assessment.
- UF 200 has streamlined its categories of inquiry, focusing on ethics, diversity, and civics. Still, this course and its subcommittee continue to deliberate on how best to define those three categories to provide a consistent learning experience for the students. The Fall 2018 Deans' council retreat focused on how to leverage this course to better institutionalize the learning outcomes of ethics and diversity.
- In summer 2018, the faculty subcommittees held the first extensive review and discussion of the Foundations of the Disciplines courses.
- In fall 2018, the program convened the first-ever formation of a committee concerned with Finishing Foundations, the senior capstone course.
- The UF program is piloting a peer mentor program, embedding trained peer mentors in select UF 100 courses as added support for freshmen making the transition to college.
- With significant faculty and student support, the UF program terminated its contract with the e-portfolio provider Digication in favor of the e-portfolio tool available through Blackboard, the campus's learning management system. This improved efficiencies—one system instead of two—and eliminated the student fee charged for the Digication service.
- Assessment— The expansion of the General Education Committee provides the structure and human resources to better “close the loop” on assessment efforts. The committee is instituting two key changes:
 - An annual faculty development day will be led by subcommittee faculty members.
 - A formal schedule of course review will be created that, in concert with University Learning Outcomes assessment, will provide an additional avenue for departments to make the connection between assessment conversations and department-level actions to foster continuous course improvement.
- The program name change to University Foundations has allowed the term “foundations” to appear in all course titles, ensuring faculty and students understand the full scope of our general education program. Additionally, the “know, do, become” language and the overall motto of education to “make a living and make a life” has been successful for shorthand communication with parents and students. Meanwhile, this terminology has been slowly but steadily influencing how faculty and staff speak about general education, as well as the whole university enterprise.

While work remains to be done—as is almost always the case with general education—the program is on surer footing, which positions it to better deliver on the original LEAP vision.

➤ **Key Initiative: Facilitating Completion by Returning Adults**

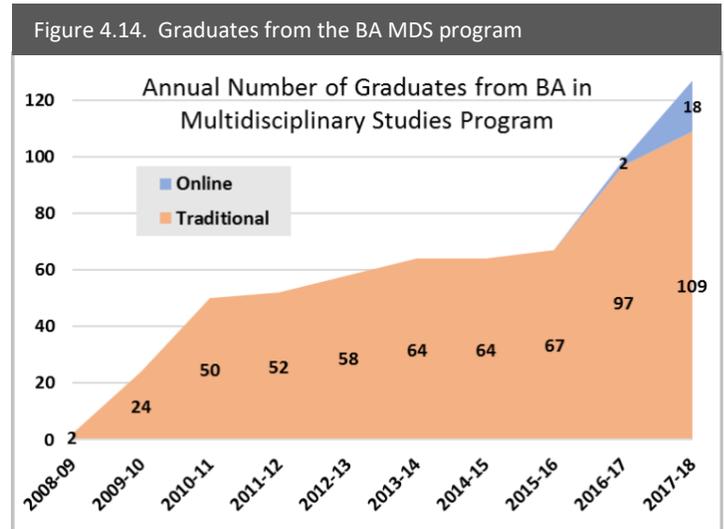
In 2006, Boise State recognized the need for a program tailored to the needs of adults who had attended college but did not complete a degree and who had worked, raised a family, been in the military, and/or had other life experience in the interim. A new “Bachelor of General Studies” degree program (subsequently renamed “BA in Multidisciplinary Studies”) was launched in 2008 and had several key attributes:

- It recognized the intersection of adult experiential learning and academic coursework in building a high quality, university education for non-traditional learners.

- It is based on a high-touch advising and academic planning model that provides guidance to students in the creation of an Individual Degree Path, which takes into account the students life experience and career and personal goals.
- It tailors the coursework of the program to the specific needs of the target student population to increase relevance.
- It requires that students have a minimum of five years of life experience.

As illustrated in Figure 4.14, the program has been productive, with 629 students since 2009.

Boise State has continued to adapt to the needs of adult learners by developing new programs focused on the needs of returning adults.



- The Bachelor of Applied Science (BAS) degree program, a vestige of the College of Applied Technology, was revamped in 2012 to include additional academic structure to support baccalaureate degree completion for students who have earned an Associate of Applied Science. The program currently supports 315 declared majors and has graduated more than 450 students since 2009.
- In 2012, the BA in Multidisciplinary Studies (MDS) and (BAS) programs significantly expanded student support services to include a “concierge” level student advising model that links student intake services, academic advising, instruction, and program administration to provide a holistic set of supports from recruitment to graduation.
- Both the MDS and BAS programs were expanded to an online format in 2014 in order to provide additional access to place-bound students and those whose work-life situations prevent them from pursuing a degree in traditional, face-to-face classes delivered on-campus. The growing online offerings now account for approximately 50 percent of the total declared majors in each program.
- Boise State has developed a number of other online degree-completion programs that serve adult and non-traditional learners, which include the same high-touch student support of the MDS and BAS programs. Boise State currently offers the following degree completion programs in addition to the BAS and MDS: BS in Nursing, BS in Imaging Sciences, BS in Respiratory Care, BA in Public Health, BBA in Management. A BA in Public Relations is under development.
- Often adult and non-traditional learners require some level of pre-requisite coursework to move forward in their degree-completion programs. To address this need, Boise State developed an “Online Degree Pathway” to provide online access to lower-division coursework that seamlessly integrates with the MDS, BAS, and other online degree-completion programs.
- A one-credit Prior Learning Assessment preparation course was developed to help students convert their college level, prior learning experience into credits applicable to a degree. That course was first offered in Summer 2018 and 21 MDS and/or BAS students have completed the class so far. This offering will be expanded and made available campus-wide in 2019.

A number of programs have a specific focus on success of veterans.

- Veteran Services assists military affiliated students with navigating their educational endeavors and supports their preparation for success beyond degree completion. In 2016 Boise State receive a competitive grant from the U.S. Department of Education to open a Center of Excellence for Veteran Student Success (CEVSS). The purpose of the program is to increase veteran postsecondary matriculation and improve retention, completion, and graduation rates. CEVSS services address academic, financial, social and physical needs of students. CEVSS programs in academic and career

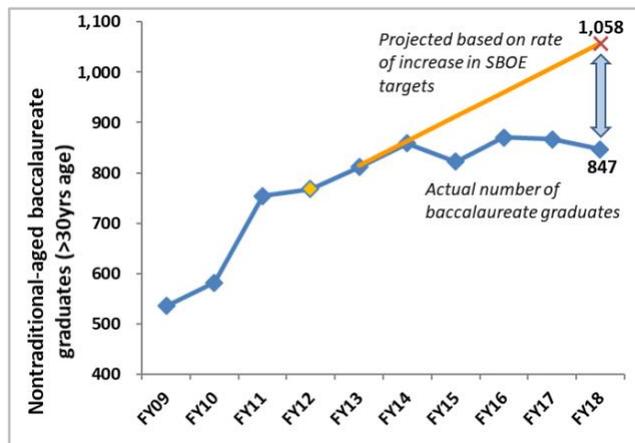
advising focus on first year students and assists with exploring degree pathways. In 2017, there were 415 new Veterans, and 341 new dependents of Veterans enrolled. This was up from 114 Veterans and 320 dependents prior to obtaining the grant. Retention of undergraduate veteran students has increased from 67 percent to 73 percent since 2016.

- Veterans typically have substantial military experience and technical credits available for transfer into the BAS program. Boise State has been accepted as a partner for the Air Force General Education Mobile initiative. This will formalize our status as a civilian institutional partner with the Community College of the Air Force. Our online degree pathway program will provide online courses that can be used for this purpose.
- Boise State is in the process of submitting materials to become an Air University-Associate to Baccalaureate Cooperative (AU-ABC) school. AU-ABC is a partnership articulation agreement between individual degree programs and the Community College of the Air Force (CCAF.) The program's purpose is to reduce barriers and provide access to bachelor's degree completion for CCAF students (Active Duty, Guard, Reserve only.) The initial degree program that we will be submitting is a Bachelor of Applied Science. After acceptance of the BAS (expected Feb 2019), we will work with departments to submit the rest of the online degree completion programs for acceptance by Fall 2019.
- Veterans Upward Bound is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. Recently, the program added teachers to work with veterans enrolled at the College of Southern Idaho: workshops were developed on resume writing and classes were developed to prepare students for the pre-requisite classes for medical career courses.

As indicated in Core Theme Indicator 1.4. (Figure 4.15), the number of nontraditional-aged graduates has seen only modest increases, indicating the need for additional work. The next steps include the following:

- Boise State is conducting direct outreach and student support for underserved populations in the Western Treasure Valley via the College of Western Idaho. Specifically, for 2019, Boise State is developing a focused recruitment and Hispanic student supporting initiative that includes partnerships with the Hispanic Chamber of Commerce, Community Council of Idaho, and Hispanic Youth Symposium. The program will build accessible pathways into and connections with the institution for both the student and their family.
- Boise State is establishing a direct pathway back into the University when students are referred to the College of Western Idaho to improve GPA, recover academically, etc. This effort will start in spring 2019 and will focus on providing those students with specialized “return advising” conducted by the University’s outreach coordinator at CWI.
- BroncoConnect is an articulation agreement between Boise State and two community colleges that serve many adult students, the College of Western Idaho and College of Southern Idaho. The agreement will provide potential transfer students will a seamless pathway to transfer following

Figure 4.15. CTI 1.4. (in part) Number of baccalaureate graduates of non-traditional age, defined here as >30 years. The orange line reference line reflects the rate of increase that would occur if growth was at the same rate (~5% per year) as the SBOE targets for baccalaureate graduates; see Figure for CTI 1.1 above.



completion of an AA, AS, or AAS. The program provides students with on-site transfer assistance, coordinated academic advising, priority registration at Boise State, etc.

- BroncoReconnect is an ongoing effort to re-engage and re-enroll students who have stopped out of Boise State. The program provides these students with a guided pathway back into the institution using the same high-touch concierge-level support provided in the MDS and BAS programs.
- Passport to Education is a subscription tuition model delivered in partnership with Capital Educators Credit Union (CapEd) employees and members. The program provides students with a fixed number of credits per semester (6 credits or 9 credits in fall, spring, and summer semesters) at a fixed monthly rate. This gives students the ability to better plan their schedules and financial commitment to their education. CapEd covers the cost of additional student fees and marketing of the program. The program is currently in a two-year pilot phase and is limited to the MDS and BAS programs. Students receive the same concierge-level student support services as other MDS and BAS students.
- Boise State X is a program under development that will connect employers who have tuition assistance programs with the MDS and BAS programs, in order to support employee recruitment, retention, and long-term development.

➤ **Key Initiative: Student Interaction with Support Staff**

One of the campus-wide strategic projects that initially resulted from *Focus on Effectiveness* was “Foster a Culture Focused on Student Success.” The project was initiated in part because of low scores in the National Study of Student Engagement (NSSE) in areas having to do with administrative support of students. Table 4.4 shows data for Boise State and three peer groups: urban universities, universities in Boise State’s Carnegie basic classification, which was M1 at the time, and all participating institutions.

Table 4.4. NSSE 2012 Scores for “Supportive Campus Environment” and three peer groups.

Class	Boise State		Urban Universities		Carnegie Class		All participating institutions	
	Mean	Significance	Mean	Significance	Mean	Significance	Mean	Significance
First-Year	54.4		61.5	***	63.4	***	63.4	***
Senior	50.7		57.4	***	61.0	***	60.6	***

In particular, scores for students for “Supportive Campus Environment” were significantly below those of the peers, indicating that Boise State students tend to feel less academic and social support than students at peer institutions. Anecdotally, a complaint sometimes heard from students is that they feel they do not matter and are getting the runaround.

A consultant was hired to develop and provide training for an initial pilot group of departments: Registrar’s Office, Student Financials Office, and College of Business Advising Office. Human Resource Services subsequently expanded the availability of customer service training to units on campus, including Financial Aid, Housing and Residential Life, Dean of Students, and International student Services. Many departments also implemented methods for collecting customer service feedback based on the service standards.

The training itself has evolved over time from its original focus on a Disney U model to a Strengths Finder model. Trainees have found several aspects of the training particularly valuable. For example, the Communication Style Profile exercise has helped front-line staff members be more adaptable to the various communication styles of students, and thereby do a better job of answering questions and dealing with issues. In some cases, the training has led to process improvements. For example, Student Financials found that by giving front line staff members more discretion to make decision, the number of escalations to managerial staff was reduced and the responses to students better considered.

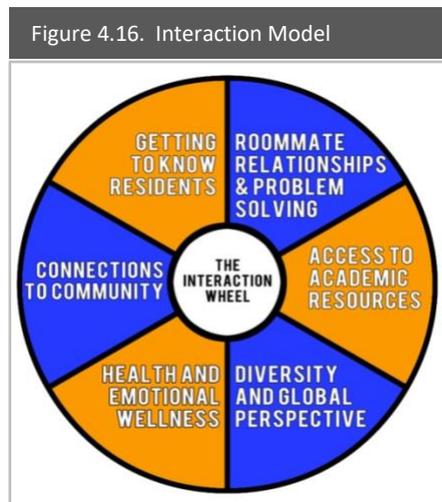
The Registrar’s Office has substantial interaction with students and is used here to provide examples of specific improvements that were made based on best-practices covered in training and on feedback received from students.

- The office developed and implemented its “Moving from Excellent to PHENOMENAL” office training based on the student-centered service standards. As part of annual evaluations, Customer Service Representatives choose at least one area to focus on for improvement. This area becomes a standard of assessment for their next evaluation.
- Feedback indicated that that students were struggling to find, complete and submit forms. As a result (i) all forms have been updated, standardized and placed in a centralized location; (ii) the options for submission of forms have been expanded; and (iii) work is underway to implement electronic forms and workflow.
- Feedback indicated that students wanted better response time. As a result: (i) transcript ordering was outsourced to the National Student Clearinghouse and the process was streamlined so that official electronic transcripts can be received within hours; (ii) additional staff were hired to speed transfer evaluations; and (iii) graduation evaluation processing was redesigned to speed issuance of the validation letter.

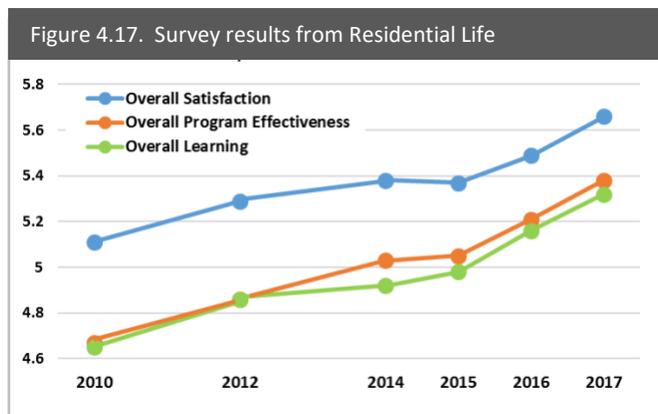
➤ **Key Initiative: Student Campus Involvement**

The Residence Life Program, in response to residence halls being under capacity and reports from students that their experience in residence halls was mediocre, hired a new director and adopted a new training model.

Figure 4.16 depicts an example of the intentional interaction model that has framed training for the past several years. By proactively and consistently building community, we believe we are well-positioned to assist residents with the following necessary skills: 1) developing positive relationships with roommates and others in the hall; 2) solving problems and identifying necessary campus resources; 3) navigating conflicts; 4) developing an appreciation for diversity and global perspectives; 5) attending to personal health and wellness; and 6) forging relationships that will last beyond their time living on campus. Students are now reporting a high level of satisfaction with their on-campus living experience. As shown in Figure 4.17, students have rated satisfaction, facilitation of learning, and overall program effectiveness higher each year.



Living Learning Programs represents a robust collaboration between Student Affairs and Academic Affairs. The communities are coordinated by Residence Life staff and the faculty associated with the program. Living Learning Programs (LLP) serve approximately 10 percent of the residence hall population. Eight full-time faculty members live in the residence halls with communities of 20 to 70 students each and teach a course that is aligned with community purpose, focus and interest. An additional four



faculty members are “out-of-residence.” Although these “out-of-residence” faculty members do not live on campus, they remain connected and highly visible with the Living and Learning Community residents. The

Living and Learning Communities provides students, most of whom are first year students, the opportunity to participate in community building activities, as well as informal and formal mentoring. For a number of students, the faculty live alongside them as freshman remain sought-after mentors who provide encouragement, support, and guidance as those students navigate their way through the remainder of their college experience and beyond. Below is a list of individual communities:

- Arts and Sciences Residential College
- College of Business and Economics Living and Learning Community
- STEM-Education Living and Learning Community
- Engineering and Innovation Residential College
- Health Professions Living Learning Community
- BroncoFit Living and Learning Community
- Leadership and Engagement Living and Learning Community.

The program has grown substantially, from 20 first-year students in the original Living Learning Community supported by the College of Business in fall 2004 to 300 first-year students and student staff in the program as of fall 2018. Key changes that have been made include adding a robust co-curricular program model to further build a sense of community and belonging for students while connecting students with important resources on campus. This programming model relies heavily on campus partners, such as academic advising and career services, who work together to support students' transition to college. The Community Assistant student leader role was added in fall 2017 to further provide support to students and to assist with academic support; this role provides additional opportunities for upper division LLP students to stay connected to the program while learning valuable leadership and mentoring skills.

Fraternity and Sorority Life is an area where Boise State has worked to increase availability of opportunities for student engagement. Social fraternities and sororities are unique learning communities in which students develop leadership skills, learn to communicate effectively, and practice making positive contributions to a group. Fraternities and sororities frequently engage with the greater community beyond the university via service opportunities and philanthropic work, providing student members with fundamental experiential learning opportunities.

Boise State supports social fraternities and sororities by providing individual, chapter, and council advising, and by developing, coordinating, and assessing programs and workshops that promote leadership development, academic excellence, positive relationships, values congruence, and civic engagement. Signature programs include Alpha (a new member education program), the Emerging Leaders Retreat, the Fraternity and Sorority Awards Ceremony, Greek Week, Sorority Recruitment, Chapter Advisor Summits, and the Brotherhood and Sisterhood Workshop Series.

Boise State is home to five multicultural fraternity and sorority chapters (3 sororities and 2 fraternities). While also having similarities to other social fraternity and sorority chapters, these organizations differ in unique aspects to their missions; multicultural chapters explicitly state a focus on promoting multiculturalism, advocating for issues of justice and equity, and seeking diversity in their membership, programming, and service efforts.

As a result of these efforts, between 2011 and 2018 the number of fraternities and sororities has increased from 12 to 21, and their combined membership increased from 238 to 1,862. A 2016 survey of 830 members of fraternities and sororities yielded two notable findings that have since been incorporated into the way staff members interact with fraternities and sororities. First, students emphasized the positive impact of pro-social behaviors that encouraged them to remain and participate in Greek life and feel a sense of belonging in their chapters. As such, the program has been reoriented to amplify students' ability to build structures, processes, and cultures that foster belonging among their members. Second, as leadership capacity increases, so does one's sense of citizenship. Therefore, training and development initiatives have shifted to focus on leadership development, rather than operations.

It is well-documented that co-curricular leadership and experiential learning opportunities are among the most powerful attributes of an enriching educational environment that contributes to student retention and ultimately to student success. Additionally, these attributes are among the most powerful means available to provide students with context for making sense of their classroom learning and reflect on ways to translate that learning beyond the classroom. An analysis of the relationship between involvement and student success at Boise State indicates that involvement in co-curricular programs is associated with increased academic success and term-to-term persistence. The following three bullets exemplify three key areas in which Boise State provides opportunities for students.

- Student Organizations: More than 7,000 students are involved in more than 200 recognized student organizations. Boise State provides advising, support, and training opportunities for these students in a framework that assists students in making sense of their experiences and translating them beyond campus. An internal audit and review of our student organization processes conducted in 2010 identified a need for more financial controls and administrative oversight. The result was an overhaul to the processes related to student organization recognition and funding. Work is underway to simplify our processes and eliminate duplicative and unnecessary steps for student clubs and organizations.
- Alternative Breaks: More than 60 students participate annually in immersive service experiences in which they explore political and social issues through service, education, and personal reflection. In order to help students prepare for and unpack their experience, a course was created to facilitate this experiential learning. Each student enrolls in a 1- to 3-credit service-learning course that includes a week-long service trip during spring break. Six service trips (1 international, 3 domestic, 2 local) took place in FY18. The program is designed to help students develop skills of citizenship.
- Leadership Programs: Several programs focused on developing the capacity to lead are offered to students during the year. For example, LeaderShape is a 6-day retreat that engages students in opportunities to explore their development as leaders. More than 60 students attend LeaderShape annually, sharing in conversations about personal values, integrity, and influencing positive change in the world. Recently the leadership minor received a dedicated faculty line and the curriculum was revised. In spring 2018, Boise State participated in the Multi-Institutional Study of Leadership, which is a national research study focused on understanding the influences of higher education in shaping leadership-related outcomes (e.g. leadership capacity, efficacy, motivation, resilience, social perspective-taking, and cognitive skills). The results will be used for the development or reassessment of leadership programs and involvement experiences; particular attention will be paid to tracking student trends related to students from underrepresented groups and their engagement levels on campus.

Campus Recreation provides a backyard to the student experience. The Recreation Center offers a comprehensive facility with weight and elliptical machines, a swimming pool, and a slate of indoor and outdoor offerings. Campus Recreation also hosts numerous events and activities that serve students including BroncoFit classes, club events, fundraisers, and departmental retreats. National research shows that participation in recreation programs and services has a positive impact on student health and academic success. In 2017, it was noticed that use of the Recreation Center was lagging, with only 49 percent of fee-paying students making use of the facility. Results of a quantitative survey and qualitative interviews show that intimidation, lack of social connection, and not knowing where to get started were leading factors for students who pay the fee but do not participate. Programming interventions have begun to address these issues. They include:

- Increased staffing to welcome students into the weight room, help them set up equipment, and provide support for proper lifting technique.
- Short videos on how to use certain equipment were created, drop-in “swiminars” were offered to provide patrons with feedback on their swim technique, and intramural “free agents” were helped find a team to play on, thereby reducing barriers to participation.

- To help reduce barriers to participation for students unfamiliar with outdoor activities, the Outdoor Program has been recruiting, hiring, and training students who themselves have no previous outdoor experience.

Campus Recreation also facilitates intramural and club sports, and student participation has increased from 2,600 to 4,500 participants since 2010. In addition, the Boise area has extensive opportunities for outdoor sports and the outdoor program takes full advantage, offering backpacking, skiing, rafting, and rock-climbing excursions year-round. Boise State was ranked the No. 3 school in the nation in 2017 for outdoor adventurers by College Magazine.

➤ **Key Initiative: Pedagogical Transformation**

Investment in instruction and pedagogical transformation are critical elements in providing a quality undergraduate education. The Center for Teaching and Learning (CTL) was created in 2006 to provide consultations, resources, and programs to directly support individual instructors in course planning and pedagogical development. Internal assessment of one of the CTL's programs, the Mid-term Assessment Process (MAPs), shows that students point to the importance of an instructor's pedagogical choices in the learning process. Approximately 93 percent of the 112 MAPs conducted in the past two years cite pedagogical elements as beneficial to student learning.

The Strategic Plan, *Focus on Effectiveness*, calls for investment in faculty development, innovative pedagogies, and an engaging environment for learning. Assessment of the campus landscape at the time of the release of that plan indicated that isolated faculty were using innovative and evidence-based pedagogies. To promote meaningful improvements in teaching and learning at a campus-wide scale, a strategic project was initiated to expand beyond individual instructors. That project, Leading Edge Pedagogy, was the first of three initiatives launched to support program-level pedagogical transformations.

The Leading Edge Pedagogy initiative was launched in early 2013 to provide funding to transform pedagogy in academic degree programs using a team approach to capture synergies and provide mutual support for faculty. Four projects out of 21 applications were funded; all four projects successfully implemented changes. As an example, one project aimed to increase students' ability to transfer knowledge across science, technology, engineering, and math (STEM) courses and to increase student success in 10 lower division courses.

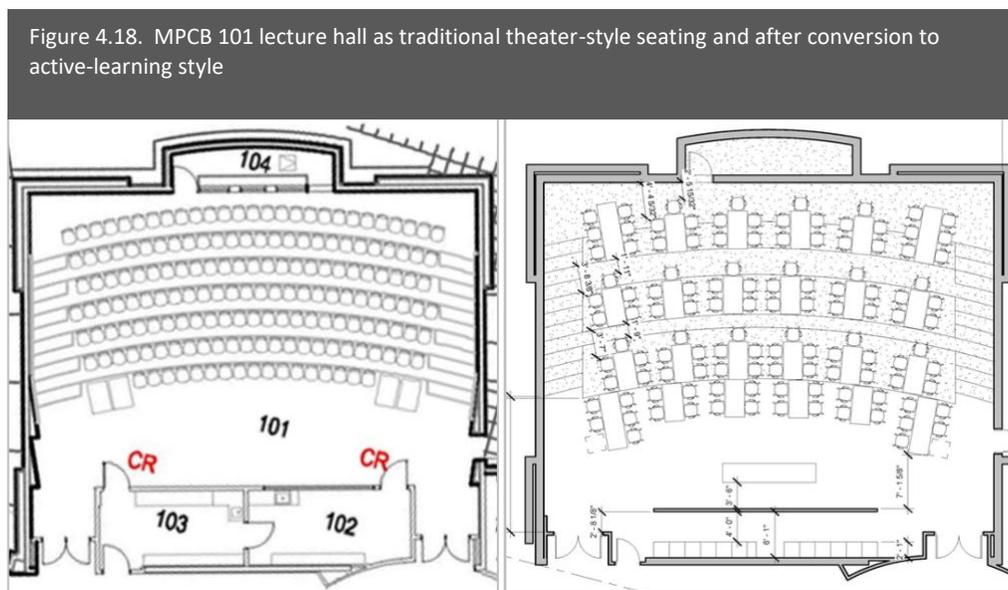
In late 2013 Boise State received NSF funding for a STEM reform project called "Promoting Education Reform through Strategic Investment in Systemic Transformation" (PERSIST). The goal of PERSIST was to fundamentally change how STEM courses were taught by increasing the use of evidence-based instructional practices (EBIPs) across all STEM faculty, departments, and curricula. Nearly 150 STEM faculty members engaged in grant activities, which focused on professional development opportunities for faculty to explore, test, or use EBIPs. Faculty members saw improvements at the course level after implementing EBIPs. For example, a Chemistry faculty member supported by the project saw aggregate rate of DFW grades decrease by 17 percent. A reformed Calculus class resulted in a 10 percent decrease in aggregate DFW rates.

Over the course of the project, several important trends were observed: increases in female and underrepresented minority STEM majors, lower DFW rates in gateway STEM courses for female, freshmen, sophomores, and/or Pell-eligible students, and an increase in the number of STEM degrees awarded. Additional department level changes documented by the PERSIST project include: (i) increased collaboration; (ii) higher value and emphasis placed on teaching; (iii) an increased focus on assessment and student outcomes; and (iv) an increased awareness and acceptance of EBIPs.

The Engaging Pedagogies program was launched as a result of the success and momentum catalyzed through the Leading Edge Pedagogy initiative and PERSIST project. The goals were similar to those in PERSIST, but extended this work to the arts, humanities, and social science disciplines. Two rounds of funding were provided between 2016 and 2018 with a total of 17 projects between 12 departments, engaging 48 faculty

members in these projects. Projects varied in scope and focus but the results of these projects generally involve increased use of EBIPs, a shift to student-centered classrooms, or intentional course designs based on the desired learning outcomes. Survey results showed that 42 percent of faculty members adopted new pedagogies while continuing to explore additional strategies and another 28 percent have evidence of teaching and learning improvements as a result of pedagogical changes. Improvements in student learning and success resulted. For example, a Theatre 100 course was redesigned to include a team based learning approach, resulting in a decrease in DFW rate from 11 percent to 5 percent. A project in the English department resulted in a modest 2 percent decrease in DFW rate, but for students who successfully completed the course, grades on particular assignments increased noticeably. Assessment of the program indicates that the concentrated and compensated time afforded to faculty members was the most important factor in catalyzing changes because it recognized and rewarded faculty efforts. In addition, the cohort structure made faculty feel like they were part of a bigger effort that was valued by the university. Faculty reported the program provided the motivation, accountability, time for intentionality, and space for collaboration necessary to embark on changes in curriculum and pedagogy.

Classroom spaces can be constraining to pedagogy, therefore, Boise State has taken a number of steps to address classroom design in support of active learning. Those efforts include a classroom redesign committee, an inventory to determine the availability of classrooms that are supportive of active learning, and faculty focus groups to solicit feedback on remodeled active learning classrooms. Classroom configurations similar to those found in the Interactive Learning Center building, which consist of movable tables and chairs, work well for small to moderate active learning spaces. Therefore, this model has been adopted across campus to the greatest extent possible. Larger lecture halls present a greater challenge. Recently, two larger lecture halls have been remodeled to better support a variety of active learning pedagogies (see Figure 4.18).



➤ Key Initiative: Academic Advising

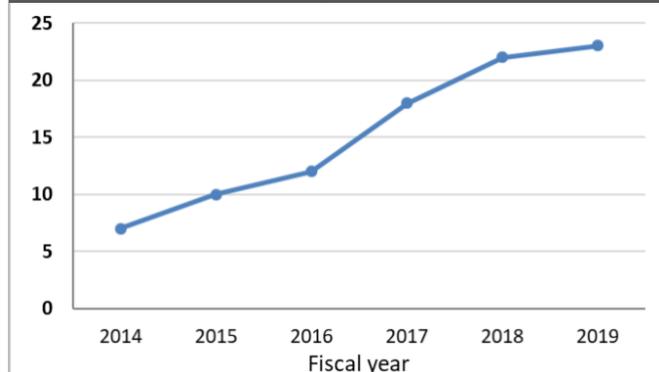
Boise State employs a hybrid academic advising model, that is, undergraduate academic advising services are provided by both central and college-based advising offices depending on the type of advising required.

- University-wide processes and initiatives as well as non-college based academic success services are managed by the Advising and Academic Support Center (AASC). Until 2013, AASC was considered the university's "general advising office," without a clear role within the overall institutional advising landscape. Since that time, AASC has sharpened its focus on targeted student groups and statuses that best align with the unit's service goals, which is to ensure that Boise State students have the necessary skills and awarenesses to succeed in college. To that end, AASC's services have coalesced into the following areas:
 - First-year students: Focus on support of new students through coordination of orientation advising and targeted partnerships with instructors and courses that have high first-year enrollment
 - Probation/Dismissal/Reinstatement: Required advising and support of students on probation and seeking reinstatement following dismissal.
 - Undeclared/Major Exploration: Dedicated support for undeclared students or those students seeking a new major degree program.
 - Learning Assistant Program: "Para-professionalization" of Learning Assistants through intensive training and student development programming, clear distinction made between tutors and Learning Assistants.
 - Academic Coaching: Development of an academic coaching curriculum allowing all AASC advisors to engage in deeper learning and success coaching with advisees.
 - The ACAD portfolio of courses introduces students to fundamental college-success skills and strategies. The total number of courses was reduced in favor of more intentional and rigorous offerings for students experiencing academic struggles.
 - Advisor training (in progress): AASC is currently developing training modules for all professional academic advisors new to Boise State.
- College-specific academic advising is managed directly by the college advising offices, which are staffed by professional academic advisors. College-based advising focuses on timely progress within the student's academic discipline, with particular emphasis on course planning and awareness building of programmatic and pre-professional student development opportunities. Each college is itself a hybrid system in which academic advising responsibilities are shared between professional advisors and faculty, who usually assume a primary advising roll by junior year (depending on specific major program). In some cases, individual departments employ professional academic advisors who serve students enrolled in their degree programs.

Over the past five years, Boise State has invested substantially in advising personnel. A substantial portion of the investment in personnel resulted from appropriation from the state Legislature named "Complete College Idaho." Ongoing funds received from the state during FY15, FY16, and FY17 devoted to increasing advising capacity total \$1,169,189. Boise State also invested in new advising capacity, with the result that overall centrally-funded professional advising capacity has grown over five years from seven to 23, a growth of 229% (Figure 4.19).

Important in the continuous improvement of advising are two overlapping professional groups and meeting series. The Large University Advising Network (Large UAN) is the university's general advising group; it meets monthly to share important updates and information

Figure 4.19. Growth in FTE of Centrally-funded Advisors



relevant to the professional advising community. The Small UAN consists of the directors/coordinators of advising in the university's academic divisions and athletics, and is charged with developing new policies and initiatives related to advising. Examples of those initiatives include:

- Required Advising: In 2012, Boise State began required advising for all first-term students to ensure early student contact with an academic advisor and confirm correct courses for second semester.
- Repeats and Withdrawals (2014-2016): Recommended baseline expectations for college and departments' management of course Repeats and Withdrawals in response to Policies 3170 and 3190.
- Orientation advising planning (annual): Small UAN leaders work individually and collectively with New Student Programs to plan advising messaging and programming during orientation programs.
- Central Advising Initiatives (2018): Policy recommendations to the Office of the Provost on central advising initiatives (Four-year graduation programming; advising documentation; registration holds; major change process; permission numbers; electronic resources/tools).

Boise State has also invested in technology to assist advisors. The most significant change in the past decade has been the integration of the Academic Advisement Report (AAR) into the PeopleSoft platform. The AAR allows both students and advisors to more conveniently and accurately track progress towards degree completion. Implemented in 2014, the Degree Tracker system has provided an alternate method of tracking progress toward degree completion to the AAR. The

“Advising Notes” functionality was implemented in 2015, which allows for the documentation of all substantive advising-related interactions. Used consistently, Advising Notes provides a detailed record and narrative of student needs and advising support. All advising units make use of standardized and custom/ad hoc reports drawn from institutional Data Warehouse records.

Boise State’s investments in advising have paid off: survey results show a significant improvement in student satisfaction in academic advising over the last decade. Since 2007, the percentage of students satisfied with academic advising (“satisfied” or “very satisfied”) has risen from 37.1 percent to 83.5 percent. It is also highly likely that improved advising has contributed substantially to the overall increases in retention and graduation.

Boise State is currently monitoring two key challenges that have impact on its academic advising services.

- Cross-divisional Collaboration: With the adoption of the incentive-based Bronco Budget 2.0, colleges and individual degree programs derive a larger amount of their budget from enrolled majors and course credits enrolled. This creates a greater incentive for the division and/or program to recruit and retain students, but can discourage cross-divisional collaboration in the interest of serving students' evolving interests/needs. The University's recent commitment to a formal hybrid advising model is intended to affect smooth and effective transition between majors while encouraging collective effort on central initiatives.
- Technological: Various Boise State academic divisions recently explored moving to a new customer relation management systems (CRM). At the same time, Boise State has initiated preparations to undergo a major update to its PeopleSoft student information management system (PeopleSoft Cloud) in 2020. The eventual system decided upon, and the process used to make the decision, will have a significant effect on Boise State's ability to effectively serve its students. In the past year, central administration has successfully addressed the matter of a new CRM as an institutional priority requiring full transparency and consideration.

➤ **Key Initiative: Career Education, Career Readiness, and Beyond the Major**

Pre-professional programs account for 40 percent of our student body, whereas 60 percent of Boise State students earn degrees in the arts, humanities, sciences, and social sciences, which do not map to a specific career. Although liberal arts and humanities degrees generally prepare a student well for overall growth and success in the workforce, national first-destination data indicates it is also more difficult for students in these majors to land their first professional job. Students typically graduate from these degrees with workforce-

ready skills such as communication, teamwork, critical thinking, analytical skills, problem solving, and relationship building. However, they are often unprepared to articulate the relationship between those skills and their desired job. In addition, many have not participated in internships or professional experiences—resumé items known to attract employers. The reasons for that difficulty often include an inability for the graduate to translate knowledge and skill acquisition into a compelling story for an employer.

Boise State has undertaken a number of programs to help ensure that students gain the skills, experience, and self-awareness necessary to be more successful in pursuing their chosen career.

Make College Count! In January 2012 Boise State launched the Collegiate Employment Research Study in partnership with Michigan State University. Employers, students, and faculty were surveyed about the perspectives on skills and experiences critical to employability. Alumni were surveyed about their college experiences and invited to reflect on what was beneficial in terms of employability and what they wish they had known as they were preparing to graduate. Results from the study formed the basis for a shift in the focus on the Career Center, including the launching of a student-facing campaign. *Make College Count!* encourages students to make the most of their college experience by engaging in career exploration, career planning, and development of an action plan. The program focuses on helping students tell their story, bringing together discipline-specific knowledge, co-curricular activities including internships, study abroad, clubs/organizations, service-learning, volunteering, and alternative spring breaks in a compelling manner that will catch the attention of potential employers or graduate school admissions committees. The project won a National Association of Colleges and Employers Innovation award.

Experiential Education and Applied Learning are a well-documented high impact practice. Boise State's location and community partners enable the University to ensure students have the opportunity to graduate with disciplinary knowledge and a professional experience.

- The Career Center oversees the internship program for the University, helping students to participate in internships with local, regional and national organizations.
- The WorkU program goes beyond a typical internship-type experience by requiring participation in a class where students unpack their experiences. The experience is typically not aligned with the student's major. In 2017-2018, when the program launched, there were 12 opportunities for students with two employer partners. In spring 2019, Boise State students will have almost 100 opportunities with over 20 employer partners. A challenge uncovered is the need for financial support so students of limited financial means can participate in these professional experiences.
- The Service-Learning Program provides students with an experience that will help them to understand local community issues and encourage them to be active citizens in their local, national and global communities. Of the 2017-18 baccalaureate graduates, 43 percent had enrolled in a course with a Service-Learning component at some point in their academic career. More detail may be found in Standard 3B/4A/4B Core Theme Four.
- The Global Learning Opportunities program offers opportunities for students to participate in study abroad, the National Student Exchange, and other international opportunities in order to gain valuable exposure to a different culture.
- Many students have the opportunity to participate in the research projects of faculty members and graduate students. Some participate through the Vertically Integrated Projects program, which brings together teams of faculty members, graduate students, and undergraduate student to focus on problems that require cross-disciplinary perspective.

Beyond the Major. In 2017, President Bob Kustra launched “Beyond the Major,” an initiative framed around the idea of augmenting the degree programs with additional skills that employers value. Kustra called on departments to better characterize a discipline's value to job and career, such as skills-based workshops, bundling elective credits, and redesigning department websites to highlight “dependable strengths and transferable skills.”

Student focus groups, conducted in spring 2018, confirmed the need for “Beyond the Major” programs and support, revealing that students often feel insecure and ill-prepared as they approach graduation. Students

agreed that Boise State offers an impressive, even overwhelming, menu of “beyond the major” opportunities. However, students emphasized that instead of *augmenting* majors (i.e., by adding more credits, experiences, etc.), they need more support in connecting and articulating the experiences and skills already acquired. As one student explained, “*Students need help articulating the value of their major and what they are bringing to the table, particularly with majors that don’t have a clear career path.*” Therefore, instead of adding to the menu, students need help navigating opportunities and shaping the story of their Boise State experience.

To increase campus-wide support for connecting and articulating experiences, Beyond the Major programming focuses on two main areas: curriculum and peer leadership.

- To tell a unified story of their Boise State experience, students need to actively build their narrative along the way. To do so, reflection and narrative must be baked into the curriculum, in both general education classes and majors. Beyond the Major and University Foundations are collaborating to integrate a consistent series of reflection assignments into UF 100, UF 200, and Finishing Foundations.
- Beyond the Major launched a faculty learning and leadership community called “Storyboard” tasked with researching best practices in reflection and narrative, in order to integrate strategies across majors and programs. Storyboard is a 2-year commitment with faculty representatives from each college. During the spring of 2019, Storyboard faculty will create an archive of resources for integrating reflection into courses. The following year, each faculty member will introduce new strategies for reflection and narrative into their department.
- To communicate the relevance of reflection and narrative directly to students, Beyond the Major is developing the Catalyst program led by a recent graduate. The program is comprised of five student leaders, “Beyond the Major Catalysts,” who will work directly with faculty mentors in the Storyboard community. The Catalysts will talk to students about the importance of reflective and narrative work *during* their time at Boise State, and they will share strategies for connecting experiences and creating a “narrative thread.”

Beyond the Major links to, but does not focus directly on, career preparation. Instead, Beyond the Major programs and messaging aim to boost the reach and effectiveness of entities that do focus on career preparation, such as the Career Center. Students who have actively worked to connect their experiences and shape their story throughout their time at University will be better positioned to utilize campus career services. When faculty members ask students to name not just the skills but also the “superpowers” of their major (that is, the potent skills-of-mind that define and distinguish the major), they generate valuable content that can then be translated into job materials.

The larger purpose of Beyond the Major is to integrate reflective and narrative practices, through course assignments and faculty mentoring, organically, into the Boise State experience, while inspiring students to take ownership of their education and authorship of their story.

Next Step: The Career Competent University—An Embedded Career Education model. Because career education is not required, work is underway to develop ways to embed career education into the fabric of the Boise State experience. The initiative would create student success hubs for incoming students that would include peer mentors, academic advising, and career coaching. Currently, specific career classes exist (Careers in Public Service, and Career and Life Planning) but challenge is to embed career related learning outcomes into classrooms.

During 2019, Boise State will be working with The Career Leadership Collective, a consulting group that specializes in helping to create holistic systems and practices that increase the value of a student’s educational experience. Throughout the spring semester, the campus will engage in a re-imagining of how career education can be more effectively weaved into the fabric of students’ in-and-out of classroom experience, in order to increase their employability. The goal is to build on, coordinate and strengthen work already being done in departments and divisions across campus to boost career-readiness and long-term student and alumni success — from the “Make College Count!” work in the Career Center, to our wide range of experiential learning opportunities across campus, to “Beyond the Major” efforts across colleges and departments.

➤ **Key Initiative: Undergraduate Degree Program Development**

Planning for the creation of new academic programs is carried out by academic colleges and departments working in collaboration with the Provost's Office. Initial ideas for new programs are documented in the three-year planning process overseen by the Idaho State Board of Education. The decision as to whether to proceed with implementation of a new program depends on the investment of resources required to create a new program and the expected "return" on that investment in terms of fulfilling the mission and Strategic Plan of the university and any revenue that may result from the new program. Once a decision is made to proceed, a proposal is completed. The State Board's [Undergraduate/Graduate proposal form](#) provides the framework for planning because it requires departments to address the need for the program, the curriculum, the process by which learning outcomes will be assessed, and the resources needed for the new program. In some cases, college or departmental advisory committees provide guidance as to what programs are most relevant. For example, input from advisory committees that include representatives of the local health industry led to the development of online degree-completion programs in nursing, respiratory care, and radiation science.

In 2014, Boise State undertook a major initiative to expand online degree offerings, committing \$4.8 million in funding to get the initiative rolling. The funds were used to expand the eCampus unit within Extended Studies, which provides support and startup funds for academic departments to start new online programs. The comprehensive model for developing and launching quality, online degree programs includes the following components:

- Programs and the courses comprising them are offered in an anytime/anywhere format suitable for busy adult students populating a wide geographic area. A compressed format featuring 7-week courses allows students taking 1-2 courses at a time.
- Multi-expert teams are used to develop courses, with faculty from the academic departments serving as subject matter experts. Instructional designers and multi-media specialists work collaboratively with faculty and do much of the hands-on work. Faculty and the academic departments make all decisions regarding curriculum, instructional model and student requirements such as prerequisites.
- Master courses are developed. One online master version of a course is developed for use by multiple instructors. Tenure-track or clinical faculty develop the master course, teach and tweak the course over the first year, and manage academic quality as the number of course sections is scaled up with additional lecturers and/or adjuncts. The master course design creates a consistent look and feel across the program, as well as ensuring quality and accessibility.
- Robust services support the online program and its students, including a team of student success coaches that focus on recruitment and retention of students until the point of graduation. Marketing and recruitment activities designed specifically to appeal to adult learners help the program reach enrollment targets. Success coaches serve as a university point of contact as the student navigates admission, registration, financial aid, learning management system, and academic processes. Success coaches work collaboratively (and in some cases are embedded within) academic departments to help students stay on course for graduation.
- Online programs are competitively and affordably priced for markets inside and outside Idaho, and the collected tuition revenue is used to staff the programs and build out the University's online infrastructure.

The first undergraduate program created as part of the eCampus initiative was a bachelor-degree-completion program in Imaging Sciences, which launched in Fall 2015. Since then, the following bachelor's degree programs have launched: BA in Multidisciplinary Studies, Bachelor of Applied Science, BBA in Management and BA in Public Health. A BA in Public Relations will launch in Fall 2019. In addition, undergraduate certificates in Business, Applied Leadership and Design Ethnography were developed.

➤ **Key Initiative: Program Learning Outcomes Assessment**

The revision of the process by which Program Learning Outcomes are assessed is described in substantial detail in Standard 4A3/4B2 below. However, a summary is appropriate in this section because it constitutes a key initiative of substantial relevance to undergraduate education.

Prior to 2016-17, the assessment of Program Learning Outcomes (PLOs) was subsumed within the Periodic Review process without sufficient attention or support. In 2016-17, a new framework and process for assessment of PLOs, known as Program Assessment Reporting (PAR) and overseen by the Office of Institutional Research, was implemented as a free-standing process.

Six key principles guide Boise State's work in the assessment of PLOs:

- Assessment produces meaningful and actionable information that programs can use to improve teaching and student learning.
- Assessment lives closest to the programs in which the learning occurs; it is a tool to be used by programs rather than an event/occurrence that happens to programs.
- Assessment-based change is favored by a collaborative, collegial process in which the community of educators engages with evidence of student learning.
- Assessment efforts are transparent and explicit rather than known only to insiders of the program or the individual faculty members teaching a given course or set of courses.
- Assessment reporting is frequent enough to ensure reasonable assurance of learning and continuous improvement yet not so frequent that it detracts from meaningful and action-oriented efforts.
- Assessment is a regular, ongoing effort rather than an episodic event designed solely to satisfy reporting or external regulators.

Departments are charged with development of meaningful and measurable PLOs, which are statements of intended learning focused on what students will be able to do at the conclusion of the program. Although it is expected that departments are continually assessing student learning, they are required to submit a PAR for each degree program on a triennial basis.

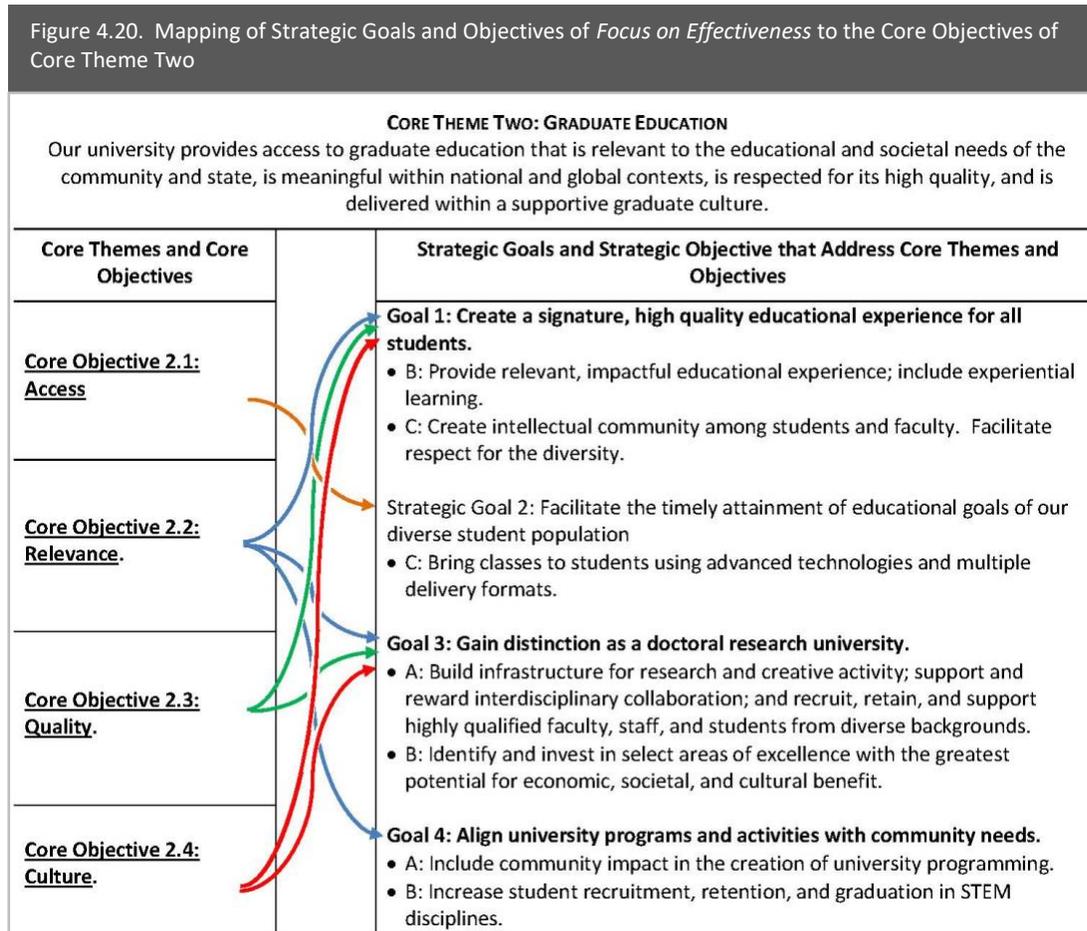
All PARs are reviewed by teams of three to four faculty and staff and evaluated using a rubric. Prior to their participation, reviewers participate in training during which they are oriented to the PAR process, participate in mock reviews, and are provided with tools and resources to complete the reviews. Peer evaluation feedback on the PARs is processed by Institutional Research and provided to the programs. Departments are then asked to convene their faculty to discuss the feedback and begin preparation of the Follow-Up Report in which programs can respond to reviewer feedback and describe their next steps.

Three important benefits result from the use of peer evaluation of PARs. First, it is straightforward to document in a robust manner the degree to which our programs are effectively assessed and is the basis for Core Theme Indicators 1.5 and 2.5. Second, the feedback provided by the reviews can be used by programs to improve their assessment processes. Third, peer review has substantial and positive impact on the culture of assessment at Boise State.

Professional development is a cornerstone of the PAR process, from the convening of “cohorts” of programs at the beginning of the reporting year to the training of peer reviewers near the end of the reporting year. Additional professional development and support is provided throughout the academic year in partnership with the Center for Teaching and Learning, and includes (i) individualized consultation and the facilitation of meetings among faculty members and (ii) a four-part assessment workshop series offered each semester. The workshops provide departments with step-by-step guidance to help them create or refine program assessment efforts.

Core Theme Two: Graduate Education
Core Theme Planning, Assessment, and Improvement: 3B, 4A, and 4B

The foundation for Boise State’s work in the realm of Core Theme Two is the Strategic Plan, *Focus on Effectiveness*. The accompanying Figure matches the strategic goals and objectives of *Focus on Effectiveness* with the Core Theme Objectives of the Graduate Education Core Theme.



For example, the primary strategic objective that addresses Core Objective 2.1 Access is Objective C in Strategic Goal 2, which reads “*Bring classes to students using advanced technologies and multiple delivery formats.*” Four strategic goals have particular relevance to graduate education: Goal One (create a signature high quality educational experience), Goal Two (facilitate timely attainment of educational goals of our diverse student population), Goal Three (gain distinction as a doctoral research university), and Goal Four (align university programs with community needs).

In addition to being built on the foundation of the goals and objectives of *Focus on Effectiveness*, much of the work in the realm of graduate education has been motivated by performance relative to Core Theme Indicators (CTIs) and/or the targets that had been put forth for those CTIs.

Core Theme Indicator 2.1 includes measures on the numbers of graduate programs and applicants to those programs. As illustrated in Figures 4.21, 4.22, and 4.23, those measures have increased substantially, requiring Boise State to focus effort on the processes associated with recruitment and application, retention and graduation of students, and graduate culture at the university.

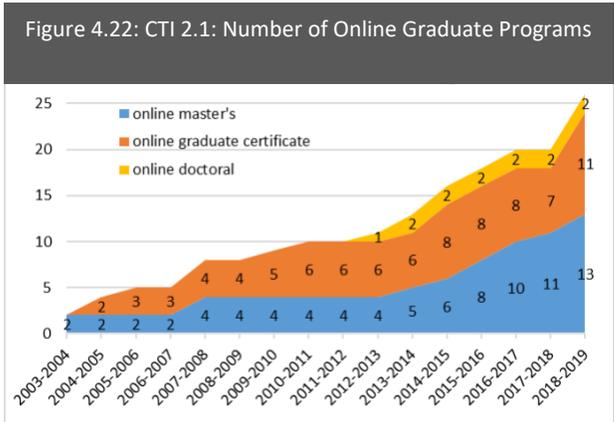
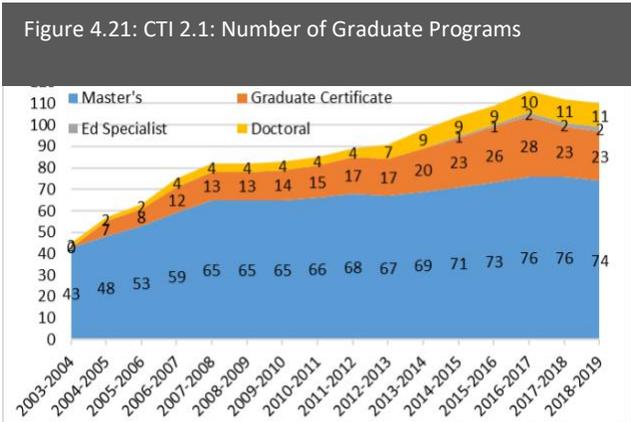


Figure 4.23: CTI 2.1: Number of graduate applications compared to graduate enrollment number

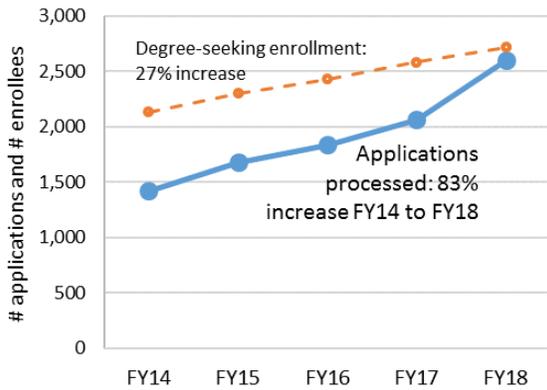
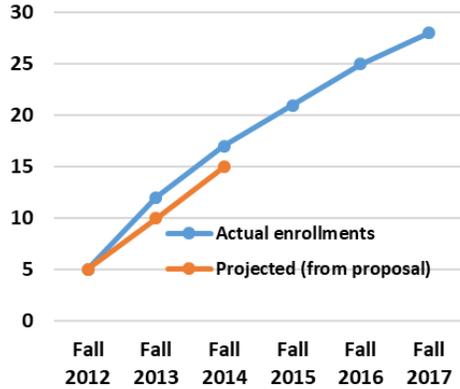


Figure 4.24: CTI 2.2: An example of projected and actual enrollments: the PhD in Biomolecular Sciences



Core Theme Indicator 2.2 evaluates the initial enrollments in graduate programs in comparison to projected enrollments, and is a metric reported annually to the Idaho State Board of Education. Performance by a program in this CTI can be a motivator of actions that support program viability, e.g., recruitment, retention, and graduation. The BroncoBudget 2.0 model substantially increases the sensitivity of departments and colleges to the return on investment for programs. Does the productivity of a program justify the resources invested in it? Figure 4.24 presents data for one such program, the PhD in Biomolecular Sciences, showing that actual enrollments in the program exceeded enrollment numbers projected in the proposal for that program.

Core Theme Indicator 2.3 is comprised of graduation and attrition rates of graduate students at two levels of granularity: university-wide and in individual programs. This CTI integrates a host of factors for our graduate programs, including effectiveness of advising, quality and relevance of programs, availability of coursework, navigability of curricula, engagement of students with faculty members and the rest of the campus community, quality of the student experience with administrative offices, level of financial support, and others. As outlined in Table 4.5, the overall 4-year graduation rate for master’s students is 67 percent, which is well below the rates of peers. The modest rates provided motivation for several Key Initiatives described below, especially the Retention and Graduation Key Initiative.

Table 4.5. Preliminary Analysis of Rates of Graduation in Four Years for Master’s Degrees

	Boise State	Council of Graduate Schools ¹	Northern Central Univ. ²	University of Tulsa ³	Colorado St. Univ. ⁴
All Master’s Degrees	67%			83%	80%
STEM degrees	58%	66%			
Master of Business Administration	77%	86%	84%	84%	
Master’s of Education	56%		88%	70%	
Biological and Agriculture	56%	69%			
Engineering	58%	65%			
Mathematics and Computer Science	55%	66%			
Social and Behavioral Sciences	59%	65%			

Notes:

¹ Council of Graduate Schools (2013) Completion and Attrition in STEM Master’s Programs

² Obtained from university website

³ Obtained from university website; average of 7 cohorts, from 2004-05 through 2010-11

⁴ Obtained from university data base

Core Theme Indicator 2.4 evaluates challenges that may be faced by underrepresented groups, and relies on three measures: (i) equity gaps in graduation rate, (ii) equity gaps in retention, and (iii) indications of cultural challenges from a Climate Survey produced by the Graduate College. The phrase “students of all backgrounds” in Strategic Goal Two requires that we work to eliminate gaps that may exist for groups traditionally underrepresented in graduate school. Analysis of graduation and retention rates is very recent and therefore has not yet influenced planning and action. However, the Climate report of Fall 2017 indicates that 28 percent of underrepresented minority (URM) students considered leaving their program in the last year as a result of climate issues compared to 13 percent for their non-URM peers. This result motivated a portion of the actions described below in the Climate and Activities Key Initiative.

Finally, Boise State’s work in the realm of graduate education is guided by planning and action in the realm of Core Theme Three: Research and Creative Activity. The choice of which doctoral program to pursue parallels the choice of disciplines in which to focus research effort. In addition, the work of graduate students (especially those at the doctoral level) is highly important to the overall scholarly output of the University.

Key Initiatives in Support of Core Theme Two: Graduate Education

The Strategic Plan *Focus on Effectiveness* provides an overall planning structure for work in the realm of graduate education. To demonstrate the accomplishments that have flowed from that planning structure, a set of “Key Initiatives” will be described. Using “Key Initiatives” enables the integrated nature of planning, allocation of resources, implementation, and assessment employed to be depicted (Figure 4.25).

For Graduate Education, those Key Initiatives are: Recruitment, Reinvention of the Application Process, Retention and Graduation, Culture and Activities, New Academic Programs, New Doctoral Program, and Learning Outcomes Assessment. Table 4.6 shows the direct connection of each Key Initiatives to one or more strategic objectives of *Focus on Effectiveness* and, conversely, how each Key Initiative flowed from one or more strategic objectives.

Figure 4.25: Improvement in Core Theme Two

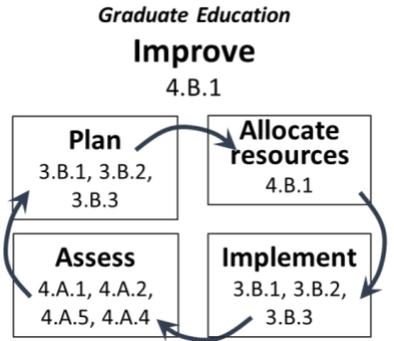


Table 4.6. Mapping of the Key Initiatives of Core Theme Two (Graduate Education) to the strategic objectives of Focus on Effectiveness.

	Recruitment	Reinventing Application process	Retention and Graduation	Culture and Activities	New Academic Programs	New Doctorates	Learning outcomes assessment
<i>Goal 1: Create a signature, high quality educational experience for all students.</i>							
B: Provide relevant, impactful educational experience; include experiential learning.					X		X
C: Create intellectual community among students and faculty. Facilitate respect for the diversity.				X			
D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.				X			
<i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population</i>							
A: Design and implement policies and procedures to facilitate student success.	X	X	X				
B: Ensure that faculty and staff understand their responsibilities in facilitating student success.			X				
C: Bring classes to students using advanced technologies and multiple delivery formats.					X		
<i>Goal 3: Gain distinction as a doctoral research university.</i>							
A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.					X		X
B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit, including the creation of select doctoral programs					X		X
<i>Goal 4: Align university programs and activities with community needs.</i>							
A: Include community impact in the creation of university programming					X	X	X
B: Increase student recruitment, retention, and graduation in STEM disciplines.		X	X		X	X	

➤ Key Initiative: Recruitment

Historically, many of the graduate programs at Boise State have been relatively passive in their recruitment efforts. A notable exception is self-support graduate programs, the continued existence of which rely on robust enrollments. In addition, the Graduate College had not been active in recruitment and marketing efforts. The Graduate College has now engaged in a concerted effort in to improve recruitment and marketing and to improve the admissions process, for the following reasons:

- There has been substantial investment in graduate programs, with the expectation that those programs will be robust and productive. As noted above, self-support programs have a long history of ensuring robust enrollments. The Program Prioritization process of 2013-14 highlighted programs with low numbers of graduates and required action (including increased recruitment) from such programs. The recent implementation of BroncoBudget 2.0, an incentive-based model for academic colleges, has further emphasized the need for robust enrollments.
- Active recruiting increases the quality of the applicant pools for graduate programs. Improvements to the quality of enrolled graduate students will enable the graduate programs at Boise State University to hire more distinguished faculty and to staff labs and classrooms with more qualified graduate assistants, which in turn will produce dividends in the quality and quantity of the academic and scholarly outputs that they produce.
- A central tenet of the Graduate College is that a *diverse* graduate community is a *strong* graduate community, and active recruiting is one way to facilitate the recruitment of traditionally underrepresented students.
- The process of applying and being admitted to the university is the first encounter that many potential students have with Boise State and its graduate programs.

In response, the Graduate College created and later expanded a Recruitment and Marketing Office. That office works with graduate programs and departments to develop individual recruitment strategies. Examples of those strategies are:

- Connecting graduate faculty with faculty members in local/regional undergraduate programs that do not have their own graduate programs (e.g., the College of Idaho and BYU-Idaho) to identify top undergraduates for Boise State's graduate programs.
- Helping programs to develop recruitment material (brochures, handouts, webpages, etc.) that target undergraduate students having unique graduate interests, such as the MBA-JD, Raptor Biology, Athletic Training, and Computing graduate programs.

The office also attends regional and national graduate fairs where they recruit top graduate student candidates into programs at Boise State. The office oversees funding for programs that want to attend conferences or recruiting events, as well as a number of Dean's fellowships, all of which are earmarked towards recruitment and fellowships for students from underrepresented populations.

Future plans for the office include: (i) The hiring of a communication officer to continue to effectively communicate graduate opportunities to potential applicants, which will be funded in late fall 2018; and (ii) A doctoral recruitment day to be held in Spring 2019, which will bring potential doctoral students to campus and work with doctoral programs to plan presentations, tours, and social events.

Another recruitment-focused initiative will involve the Graduate College working with Student Life to create and support a Graduate College Prep Academy, which will be a cohort-based, experiential program that is focused (starting during their freshman years) on training and educating traditionally underrepresented undergraduate students about graduate education, with the goal of increasing applications to all graduate programs.

➤ **Key Initiative: Reinventing the Application Process**

The process of applying and being admitted to the university is the first encounter that many potential students have with Boise State and its graduate programs. It is important that the process be as friendly and accessible as possible. The Graduate College has been engaged in a continuous improvement plan for our application and student records processes. One result thus far is that the processing of application and records is entirely online, allowing for more rapid admissions decisions and more effective communication with applicants. As a result, communication with applicants is more effective and the application process is more transparent, addressing the potential for implicit bias and resulting in more rapid processing of applications.

However, a number of difficulties have been identified with the software and the processes being used for application by students and review of those applications by graduate programs and the Graduate College. The Graduate College therefore recently initiated a broad-scale re-invention of the application process. Analysis by the Office of Information Technology revealed a number of pain points in the process:

- The existing application interface, Hobson's ApplyYourself (AY) was designed for undergraduate programs, which typically have far fewer data inputs (such as multiple transcripts, letters of reference, and background checks). AY's inability to handle complexities of the graduate application process led to difficulty in reviewing applications efficiently and, more importantly, made it difficult for applicants to understand the process for applying to graduate programs at Boise State University.
- The existing application toolkit made it difficult to determine those aspects of applications that had not been completed (for example, if a student application was finished, with the exception of one letter of reference) and furthermore, to communicate with applicants that their applications were not complete or needed additional attention (resulting in frustration and/or reduced number of applications).
- The lack of integration between the application system and the enterprise content management system made it very difficult to track student progress once admitted to a degree program, necessitating the entry and re-entry of forms and paperwork multiple times into multiple systems.
- Overall, the existing application system was overly complex, not transparent, poor at communicating, very inefficient, inflexible, and not sustainable given the growth trends in graduate education at Boise State University.

As a result of that analysis, the following changes are now underway:

- Work is underway with faculty and students from three pilot programs that are representative of the breadth of graduate programs offered (including traditional brick and mortar programs, hybrid programs, and fully-online programs), in order to build and test a new enterprise application toolkit before rolling it out to all programs at the University.
- Applicant interaction with the existing AY tool is being minimized by moving inputted information from AY into Peoplesoft immediately.
- All checklists and applicant-based queries are being managed within Peoplesoft instead of AY, and Peoplesoft-based communications and enterprise content management systems are being utilized.
- An extensive suite of automated communication protocols is being built to, for example, email updates to applicants when certain milestones are achieved and provide points of contact for students who have questions along the way.
- Progress-to-degree information (i.e., changes to degree plans, supervisory committees, academic adjustments, etc.) is being integrated into the same unified system in which the application and admission data was consolidated, that is, into Peoplesoft.

➤ **Key Initiative: Retention and Graduation**

To be robust and productive, not only must graduate programs admit sufficient numbers of high-quality students, they must retain and graduate them. In addition, graduate programs that fail to retain and graduate students can build a reputation of non-success, which will negatively affect future application and enrollment rates. Finally, retention and graduation rates act as overall measures of effectiveness of graduate programs because they integrate a host of factors such as advising effectiveness, quality and relevance of programs, engagement of students, quality of the student experience, and level of financial support.

As outlined above, Core Theme Indicator 2.2 shows that Boise State master's programs tend to have lower graduation rates than those of peers. The first step of the Graduate College's Retention and Graduation Initiative was to make program-specific student progress and completion data available to graduate programs, in order to make them aware of potential problems that motivate action. Until recently the program-specific graduate retention, progress to degree, and graduation rates have not been consistently measured. In part, this was a result of the accounting complexities that are introduced by (i) program changes over time, (ii) Graduate College policy that does not require continuous enrollment for graduate students, and (iii) the recording of graduate student progress in hard-copy (as opposed to electronic) formats. Although information on graduate student matriculation was known, it was difficult to determine if (or at what pace) graduate students were making progress towards degree. Substantial work by the Office of Institutional Research was necessary to develop the analytical methodology necessary to produce program-level graduation and attrition rates for the University's master's programs. Along with providing the peer comparisons, that analysis also enabled the Graduate College to identify programs that are deficient in retaining and graduating students, which is the first step in working with programs to increase graduation rates.

Program-specific graduation rates are now shared with individual programs annually. Programs that are significantly deficient in retention and graduation are required to develop an improvement strategy and submit this strategy to their college dean and the Graduate College. The following are two examples:

- A fully-online master's program was struggling to retain students from the first to second year. To better understand the reasons for attrition, students who had dropped out were queried, which resulted in a review of (and proposed changes to) the curriculum compared to peer programs having greater retention rates. The revisions focused on the number of credits required, the relevance of elective coursework, and flexibility with regards to the timing/offering of core classes.
- A thesis-based master's program that enrolled an average of 25 students per year was not moving them to graduation as quickly as other, similar programs. As a result, faculty workload policies were revised to provide more incentive by recognizing effort associated with thesis advising and the program developed an alternative to the traditional thesis model that would make use of a capstone course, internship, or comprehensive exam as the culminating activity.

Additional actions include the following:

- All graduate programs at Boise State are required to have program handbooks (and to make them known to their graduate students), in order to increase student awareness of the various policies pertinent to their graduate careers. In addition to program-specific policies and expectations, the handbooks include degree timelines, sample plans of study, and explanations of the various forms that graduate students will be required to submit during their tenure at Boise State, all of which will help to improve retention and graduation rates.
- All graduate programs are encouraged to conduct annual evaluations of the progress of their graduate students. Students will be more attuned to their own progress and therefore more likely to take actions to continue progress, and program directors and faculty mentors can intervene with students who are not progressing.
- The Graduate College created two Associate Dean in Residence positions who will target graduate student concerns that relate to retention and graduation – most recently in graduate student mentoring and advising.

- To help students complete the most challenging aspect of their graduate work, the writing of theses and dissertations, the Graduate College has developed a Graduate Student Success Center, which provides a number of programs for graduate students, including the Bronco Finish Line (provides writing coaches), Write Forward (peer writing support), Oral Defense Prep Workshops, and JumpStart (quiet space, with coaches, dedicated to thesis/dissertation work).

The University will continue to monitor retention and graduation rates and develop programming focused on improving retention and degree completion rates. As an example of future work, the Graduate College, in partnership with Health Services, will in Spring 2019 unveil GradWell, a comprehensive, integrated graduate student mental health and wellness initiative. GradWell will address aspects of graduate student mental health and wellness that have a negative impact on retention and graduation rates (feelings of isolation, work/life balance, and competitiveness) with an institutional strategy that will include education efforts, normalization and validation, and peer-to-peer support.

➤ **Key Initiative: Culture and Activities**

Although graduate education has experienced significant growth in recent years, it has not been a focal point for the university. As recently as ten years ago, the university had nearly as many applied technology students as graduate students. Therefore, the Graduate College has initiated actions that will increase visibility of graduate education and provide for a more inclusive educational climate and a progressive, innovative graduate community. The shift to a Carnegie-classified doctoral institution requires a similar shift in the mindset of faculty and staff.

Two years ago the Graduate College initiated an annual survey of graduate student experience at Boise State, inquiring about the overall program/department and university academic climate. The Graduate College defines a successful graduate climate as a climate where each graduate student feels accepted, valued, and affirmed. The vast majority (82 percent) of respondents to the survey indicated they were satisfied with the climate in their graduate program, and an even higher number (93 percent) were satisfied with the faculty in their graduate programs, in terms of being welcoming to students and treating them with respect. However, when measured across underrepresented minority (URM) students, the numbers were not as high, with about 28 percent of URM students considering leaving their programs due to climate issues compared, for example, to 13 percent when measured across all graduate students. Therefore, the Graduate College has invested in a number of initiatives:

- The Graduate College, in collaboration with the Provost's Office and the Center for Teaching and Learning has increased focus on best practices for graduate level mentorship and improving department climates through mentoring and advising initiatives. For example, an upcoming workshop will discuss inclusive mentoring strategies to support inclusivity in a diverse graduate student population.
- The Graduate College has continued to fund and support the Graduate Student Association (GSA), and has asked that the GSA hold regular social, service-focused, and skill-building opportunities for all graduate students.
- The Graduate College sponsors the Three Minute Thesis, a research competition that challenges graduate students to effectively explain their research in three minutes, and the Graduate Showcase, an annual showcase of graduate student scholarship, which attracts over 150 student submissions and 100+ faculty judges annually.
- The Dean of the Graduate College sponsors lunches regularly that connect graduate students with university leadership, including the President, Provost, and Vice President of Research. The resulting conversations bring the surface issues that students are facing and serve to keep graduate students informed of the issues being addressed by the University.
- The Graduate College has installed six digital monitors across campus to provide electronic updates regarding upcoming graduate activities and events, such as GSA events, seminars, advising and financial deadlines as well as dissertation and thesis defenses.

- The Graduate College holds college-wide meetings of graduate faculty and students at the beginning of the school year. Those meetings provide the opportunity to increase awareness of issues being addressed by the Graduate College. In college-wide meetings, the Dean identifies new initiatives that will be unveiled during the upcoming year and reflects on the outcomes and assessments of initiatives that have been introduced in past semesters.
- The Graduate College provides orientation for new teaching assistants and graduate research assistants to help them fully understand their responsibilities and prepare them to succeed in their new roles. Specifically, the orientation events address employment obligations, educational and developmental activities that are available, health and wellness benefits, and offers an opportunity for graduate assistants to receive answers to any questions they might have.

Several initiatives are anticipated in the near future:

- The Graduate College, together with the Office of Research, will create funding opportunities for graduate students to travel to academic conferences in order to present their scholarly pursuits. Experience presenting at academic conferences helps to prepare graduates for future academic and professional employment interviews.
- The Graduate College, in partnership with the Dean of Students, will focus on plagiarism — at the time of application and during the development of thesis/dissertation products — with a goal of increasing the quality of our graduate scholarship at Boise State. Plagiarism is an ongoing concern for all higher education institutions, and technological advances now allow us to tackle this concern and put preventative measures in place.
- The Graduate College will offer several opportunities for graduate faculty professional development, including book discussions, leadership skills workshops, and best practices regarding the integration of diversity and inclusion initiatives into the strategic plans of graduate programs and departments. The overall goal is to increase the effectiveness of faculty mentors and graduate directors and to help programs achieve their strategic goals.
- The Graduate College will introduce a collaborative initiative called *Beyond the Degree*, which will provide skill-building workshops, panel discussions, and career advising for graduate students. Given that most graduate students find post-graduate employment outside of the Academy, this initiative focuses on post-educational opportunities for students who do not plan to enter the Academy.

➤ **Key Initiative: Graduate Degree Program Development**

Planning for the creation of new academic programs is carried out by academic colleges and departments working in collaboration with the Provost's Office. The decision as to whether to proceed with the implementation of a new program depends on the investment of resources required to create a new program and the expected "return" on that investment in terms of (i) the need for the program and how meeting that need will fulfill the mission and Strategic Plan of the university and (ii) revenue that may result from the new program. Determination of need is often based on input provided by outside stakeholders, in the form of college or departmental advisory committees. For example, input from advisory committees that include representatives of the local health industry led to the development of online degree-completion programs in nursing, respiratory care, and radiation science. Because doctoral programs often require substantial investment by the university, their creation is addressed in more detail in the following section.

Initial ideas for new programs are documented in the three-year planning process overseen by the Idaho State Board of Education. Once a decision is made by University administration to proceed, a proposal is completed. The board's [Undergraduate/Graduate proposal form](#) provides the framework for planning and requires departments to address need for the program, describe the curriculum, lay out the process by which learning outcomes will be assessed, and outline the resources required.

In 2014, Boise State undertook a major initiative to expand online degree offerings, committing \$4.8 million in up-front funding to get the initiative rolling. The funds were used to expand the eCampus unit within

Extended Studies, in order to provide support for academic departments that start new online programs. A comprehensive model was created for developing and launching quality, online degree programs, which features the following components:

- An in-depth analysis of the market for a potential program and likely competition from other universities. In some cases, this analysis is conducted for programs that a department brings forward for potential development; in other cases, the analysis is conducted as a way to identify programs that can be suggested to academic departments.
- Programs and the courses comprising new programs will be offered in an anytime/anywhere format suitable for busy adult students populating a wide geographic area. A compressed format featuring 7-week courses is emphasized, allowing students to take 1-2 courses at a time.
- Multi-expert teams are used to develop courses, with faculty members from the academic departments serving as subject matter experts. Instructional designers and multi-media specialists work collaboratively with faculty and do much of the hands-on work. Faculty make all the decisions regarding curriculum, instructional model and student requirements, including prerequisites.
- Master courses are developed and utilized. The master version of a course is developed with the intent that multiple instructors will teach sections of it. Tenure-track faculty develop the master course, teach and tweak the course over the first year, and manage academic quality as the number of course sections is increased utilizing lecturers and/or adjuncts. The master course design creates a consistent look and feel across the program, while ensuring quality and accessibility.
- Robust services support the online program and its students, including a team of success coaches that focus on recruitment and retention of students until the point of graduation. Marketing and recruitment activities designed specifically to appeal to adult learners help the program reach enrollment targets. Success coaches serve as a university point of contact as the student navigates admission, registration, financial aid, the learning management system, and academic processes. Success coaches work collaboratively (and in some cases are embedded within) academic departments in order to help students stay on course for graduation.
- Online programs are competitively priced for markets inside and outside Idaho, and the tuition revenue is used to sustain the programs and to build the University's online infrastructure.

The first graduate program created as part of the eCampus initiative was an online Master of Social Work, which launched in Spring 2016. Since then, the following master's degree programs have launched: Accountancy, Respiratory Care, and in Fall 2019, Genetic Counseling. A graduate certificate in Healthcare Simulation was also developed and launched.

Key Initiative: Creation of New Doctoral Programs

Doctoral programs are inherently resource-intensive, requiring substantial strategic investment in faculty lines, graduate assistant lines, and administrative support. Such an investment supports the University's mission in several ways:

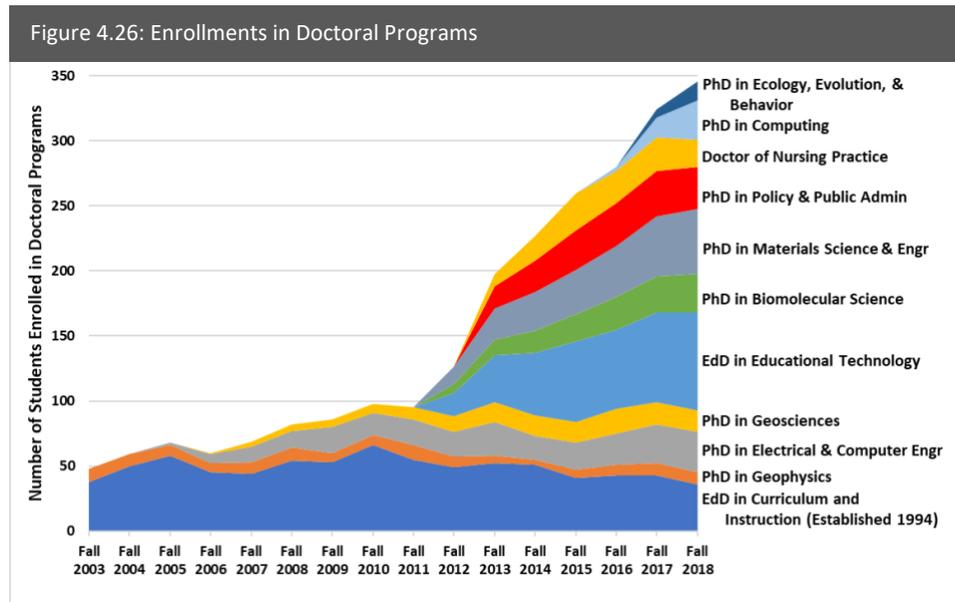
- Doctoral students substantially increase the research capacity of their faculty mentors, resulting in greater grant revenue and higher output of publications.
- Doctoral programs provide opportunities for local industry and agencies to gain education for their employees and hire locally-educated doctoral graduates.
- Doctoral programs open up additional funding opportunities. For example, creation of the PhD in Biomolecular Science enabled Boise State to successfully pursue a Centers of Biomedical Research Excellence (COBRE) grant from the National Institutes of Health.
- Doctoral students and their faculty mentors can provide local industry and agencies with relevant research.

- Doctoral students acting as teaching assistants can teach undergraduate courses at a higher academic level than master’s level students, providing departments with greater instructional capacity.
- Doctoral students add capacity for more undergraduates to engage in research opportunities.

The Carnegie Foundation’s Basic Classification recognizes the importance of doctoral programs by using the number of doctoral graduates as a key criterion in achieving categorization as a “research university” and determining the subcategory (R1 vs. R2) within research universities.

In 2003, when the notion of “Metropolitan Research University of Distinction” originated, Boise State had one EdD program and one PhD program. Two additional PhD programs were added in the years leading up to the launching of our most recent Strategic Plan, which occurred in 2012. Since then, five additional PhD programs, one EdD program, and a Doctor of Nursing Practice program have been implemented; three additional PhD programs are under development. Overall doctoral enrollments increased by 620 percent between 2003 and Fall 2018 (Figure 4.26).

Because of the size of the investment required, the University has focused its efforts in three ways. First, doctoral programs have invariably been developed in disciplines that have existing master’s level programs and substantial research activity. Therefore, new doctoral programs are not developed from scratch, but instead represent an enhancement of already existing capacity.



Second, doctoral programs are developed when there is substantial interest from local industry and/or agencies. For example, two of our doctoral programs (Electrical and Computer Engineering and Materials Science and Engineering) were developed with the help of substantial donations from local private industry. The PhD in Biomolecular Science was developed with substantial interest from local hospitals and the biomedical industry; the new PhD in Biomedical Engineering is following the same path. The PhD in Ecology, Evolution, and Behavior was developed with substantial input from local government agencies concerned with natural resource management. The PhD in Computing was developed with substantial input and interest from the Idaho National Laboratory.

The third way of focusing efforts in doctoral program development is perhaps the most challenging: Boise State’s new PhD programs are typically limited to those that involve multiple disciplines. As outlined in Table 4.7, the primary focus of new programs that involve investment of new resources has been on those that involve faculty members from multiple departments. Importantly, the Division of Research and Economic

The benefits to a focus on transdisciplinary programs are several:

- They provide access to doctoral programs for a wider range of faculty members.
- Because of the challenges associated with their administration (see below), the success of transdisciplinary PhD programs provides distinction to Boise State.
- Solving complex problems often requires multiple perspectives and areas of expertise that transdisciplinary programs bring to bear.
- Research has shown that the younger generations of graduate students have a greater interest in transdisciplinary problems and graduate programs. Thus there is increasing student demand and a niche that is not met by more traditional graduate programs.
- Transdisciplinary graduate programs allow faculty to be more successful in their search for external funding (NSF, NIH, DOE, etc.), which is becoming increasingly competitive.

The creation of transdisciplinary programs also creates challenges. Foremost among these is ensuring that governance and distribution of resources in the program are not dominated by any one department or college. As noted above, the EdD in Curriculum and Instruction achieved that balance by moving the program from the department to the college level. The PhD in Biomolecular Science is administered at the college level with full involvement of the three participating departments. The governance and budget of the PhD in Computing is overseen by the Graduate College, with broad participation in governance by participating departments and colleges. The PhD in Biomedical Engineering will also be overseen by the Graduate College.

A second important challenge is the Tenure and Promotion process. Although less true at Boise State than other institutions, there is a tendency for faculty to be “purist” in their perspective about scholarly activity with diminished value placed on transdisciplinary work. Boise State will need to ensure that policies for promotion and tenure, as well as effort reporting and workload calculations, place full value on transdisciplinary work.

➤ **Key Initiative: Program Learning Outcome Assessment**

The revision of the process by which Program Learning Outcomes are assessed is described in substantial detail in Standard 4A3/4B2 below. However, a summary is appropriate in this section because it constitutes a key initiative of substantial relevance to graduate education.

Prior to 2016-17, the assessment of Program Learning Outcomes (PLOs) was subsumed within the Periodic Review process and given neither sufficient attention nor sufficient support. In 2016-17, a new framework and process for assessment of PLOs, known as Program Assessment Reporting (PAR) and overseen by the Office of Institutional Research, was implemented as a free-standing process.

Six key principles guide the work in the assessment of PLOs:

- Assessment produces meaningful and actionable information that programs can use to improve teaching and student learning.
- Assessment lives closest to the programs in which the learning occurs: it is a tool to be used by programs rather than an event/occurrence that happens to programs.
- Assessment-based change is favored by a collaborative, collegial process in which the community of educators engages with evidence of student learning.
- Assessment efforts are transparent and explicit rather than known only to insiders of the program or the individual faculty members teaching a given course or set of courses.
- Assessment reporting is frequent enough to ensure reasonable assurance of learning and continuous improvement yet not so frequent so as to detract from meaningful and action-oriented efforts.
- Assessment is a regular, ongoing effort rather than an episodic event designed solely to satisfy reporting or external regulators.

Departments are charged with development of meaningful and measurable PLOs, which are statements of intended learning focused on what students will be able to do at the conclusion of the program. Although it is expected that departments are continually assessing student learning, they are required to submit a PAR for each degree program on a triennial basis.

All PARs are reviewed by teams of three to four faculty and staff and evaluated using a rubric. Prior to their participation, reviewers participate in training where they are oriented to the PAR process, participate in mock reviews, and are provided with tools and resources to complete the reviews. Peer evaluation feedback on the PARs is processed by Institutional Research and provided to the programs. Departments are then asked to convene their faculty to discuss the feedback and begin preparation of the Follow-Up Report in which programs can respond to reviewer feedback and describe their next steps.

Three important benefits result from the use of peer evaluation of PARs. First, it is straightforward to document in a robust manner the degree to which our programs are effectively assessed (the basis for Core Theme Indicators 1.5 and 2.5). Second, the feedback provided by the reviews can be used by programs to improve their assessment processes. Third, peer review has substantial and positive impact on the culture of assessment at Boise State.

Professional development is a cornerstone of the PAR process, from the convening of “cohorts” of programs at the beginning of the reporting year to the training of peer reviewers near the end of the reporting year. Additional professional development and support is provided throughout the academic year in partnership with the Center for Teaching and Learning, and includes (i) individualized consultation and facilitation of meetings among faculty members and (ii) a four-part assessment workshop series offered each semester. The workshops provide departments with step-by-step guidance for improving program assessment efforts.

➤ **Additional Initiatives from Colleges and Departments**

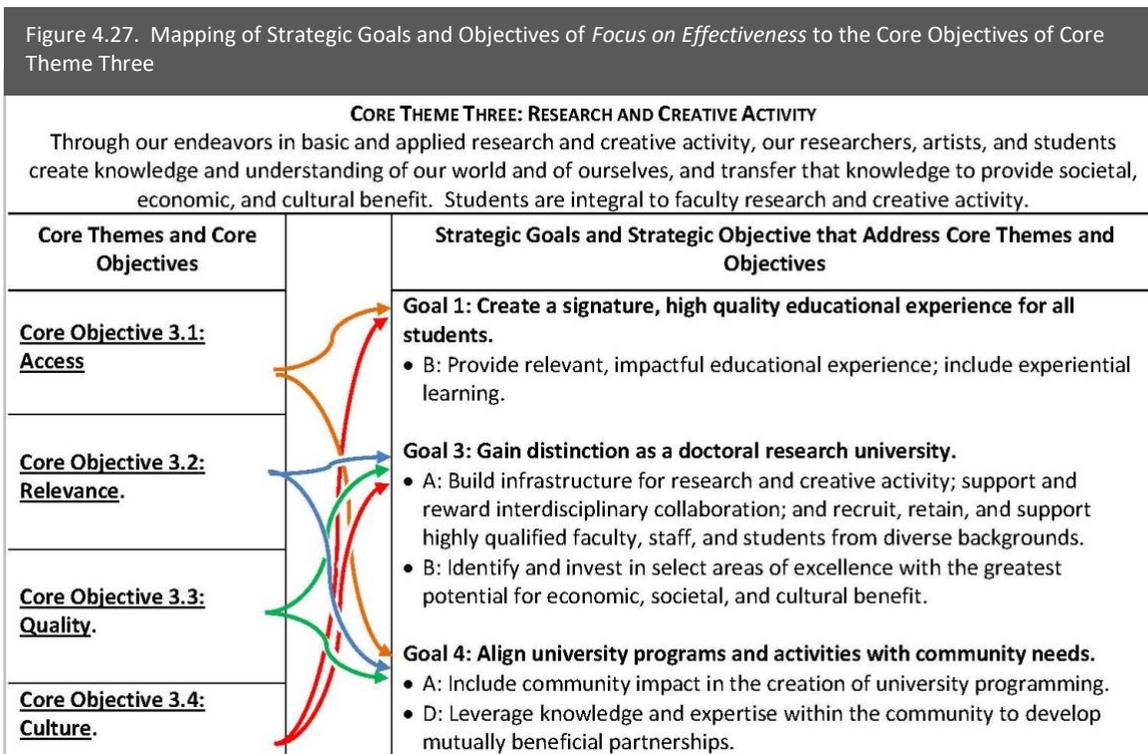
The following are examples that illustrate how colleges engage in the improvement of graduate education.

- The Department of Early and Special Education completely revamped its graduate offerings. The work was initiated in response to Program Prioritization and involved an analysis of the “right size” for the degree program. The resulting improvements included adding an accelerated master’s degree program to recruit and retain top undergraduate scholars; creating five new graduate certificate programs to address employment needs in the field and transition full-time teachers towards a master’s degree; and hiring a team of University liaisons to work with graduate student teachers during their student teaching responsibilities (as opposed to deploying faculty in these roles).
- The Department of Communication conducted facilitated-workshops to define program-level graduate learning outcomes, created a recruiting plan, conducted a study of peer and aspirant programs, and developed alternative culminating activities (to the thesis), such as capstone projects and comprehensive examinations.
- The Departments of Biological Sciences and Anthropology grounded their creation of the new PhD in Ecology, Evolution, and Behavior in a model that enabled the development of interdisciplinary scientists (including training in the biological, physical and social sciences) to meet the staffing and research needs of long-standing key partners (USGS, BLM, Peregrine Fund, and Gorongosa National Park), while increasing the competitiveness of Boise State’s applications for federal funding opportunities and research partnerships with in-state and regional academic peers.
- The Department of Nursing added on-campus (cohort-based) orientation events, on-going program quality monitoring, and a new initiative to support inclusion and diversity learning opportunities for all students in the program.

Core Theme Three: Research and Creative Activity
Core Theme Planning, Assessment, and Improvement: 3B, 4A, and 4B

The foundation for work in the realm of Core Theme Three is the Strategic Plan, *Focus on Effectiveness*. Figure 4.27 matches the strategic goals and objectives of *Focus on Effectiveness* to the Core Theme Objectives of the Research and Creative Activity Core Theme. It is Strategic Goal Three of *Focus on Effectiveness* (Gain distinction as a doctoral research university) that is especially relevant to Core Theme Three. The objectives of that goal can be decomposed into the three following themes:

- Focus efforts: “Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit” and “support and reward interdisciplinary collaboration”
- Invest in personnel: “recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.”
- Ensure the success of those personnel: “build infrastructure for research and creative activity”



Boise State’s actions in the realm of research and creative activity are guided by the mission and strategic plan of the Division of Research and Economic Development, both of which are closely aligned with Core Theme Three and *Focus on Effectiveness*. The mission reads:

“The Division of Research and Economic Development provides effective leadership, advocacy and services to support the University’s goal of being a R2: Doctoral University – Higher Research Activity where the knowledge developed by research pursuits is transferred to the community for economic, societal, and cultural benefit.”

The Division’s strategic plan has six objectives:

1. Grow and diversify the research portfolio to attain “Higher Research Activity” (Research 2) institution status
2. Support the economic development of the state and region
3. Increase technology transfer and commercialization of university intellectual property

4. Contribute to a signature high-quality student experience and education
5. Advance strategic communication
6. Improve processes for division operation

Both the mission and the strategic plan of the Division focus on Boise State’s Carnegie Basic Classification, which is the foundation for the first three Core Theme Indicators (CTIs) of Core Theme Three.

Boise State’s performance relative to the first of those CTIs, Carnegie Basic Classification, has been the focus of considerable attention (including presidential speeches and news coverage) because of its fundamental importance in becoming a Metropolitan Research University of Distinction. The first three CTIs have also provided direction for planning at the University.

Core Theme Indicator 3.1. Prior to 2015, Boise State had been classified for many years as a “Master’s Institution – Larger Programs” by the Carnegie Foundation. In 2015, the University was moved up to the “Doctoral Universities – Moderate research activity” (“R3”) category, and in 2018 reached the level of “Doctoral Universities – High research activity” (R2). The Carnegie Basic Classification categorizes institutions based on Aggregate Research Activity, which measures overall productivity in terms of research funding, research personnel, and doctoral graduates, as well as on Per-Capita Research Activity, which is based on productivity per faculty member. The move to R2 was a consequence of the remarkable growth in those dimensions.

Core Theme Indicator 3.2. Research expenditures, as quantified by the commonly used measure “Total Research and Development Expenditures,” has nearly tripled in the 8 years between FY2009 and FY2017 (Figure 4.28). That growth is both a “cause,” in that it requires considerable planning action on our part, and an “effect” of the considerable effort Boise State invests in support for research and creative activity.

Core Theme Indicator 3.3. During the same time period, the three-year running average of doctoral graduates quadrupled (Figure 4.29). That number will continue to grow as new PhD programs begin to produce graduates and as additional programs are implemented.

Boise State’s work in the realm of research and creative activity is also guided by planning and action in the realms of the other three Core Themes (undergraduate education, graduate education, and community connection). The choice of focus areas for research closely parallels the choice of disciplines in which doctoral program are pursued. Finally, technology transfer, which is one of the Key Initiatives of Core Theme Four, has obvious ties to research and creative activity.

Figure 4.28. CTI 3.2: Total Research and Development Expenditures

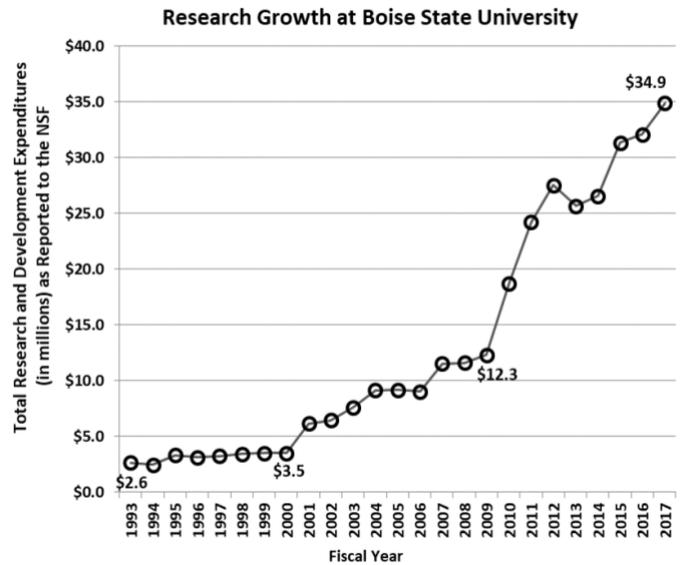
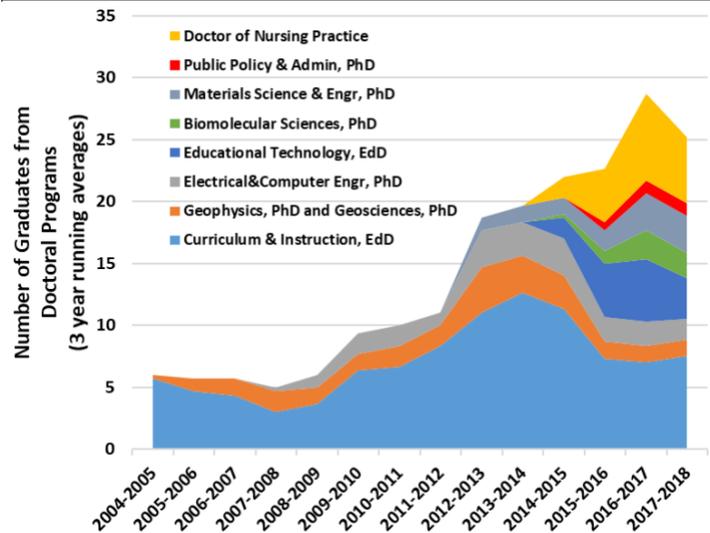


Figure 4.29. CTI 3.3: Number of Doctoral Graduates



Key Initiatives in Support of Core Theme Three: Research and Creative Activity

The Strategic Plan *Focus on Effectiveness* provides an overall planning structure for work in the realm of research and creative activity. To demonstrate the accomplishments that have flowed from that planning structure, a set of “Key Initiatives” will be described. Using Key Initiatives best enables the depiction of the integrated nature of planning, allocation of resources, implementation, and assessment (as shown in Figure 4.30).

For research and creative activity, those Key Initiatives are: Identify and Invest in Areas of Strength, Support of Research Development, Support for the Arts and Humanities, Support for Managing Sponsored Projects, Strengthen Cyber Infrastructure, and Enhance Physical Infrastructure. Table 4.8 shows the connection of each of the Key Initiatives to one or more of the strategic objectives of *Focus on Effectiveness* and, conversely, how each Key Initiative is connected to one or more strategic objectives.

Figure 4.30. Improvement in Core Theme Three

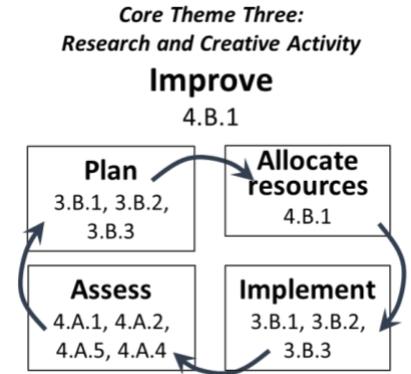


Table 4.8. Mapping of the Key Initiatives of Core Theme Three (Research and Creative Activity) to the strategic objectives of Focus on Effectiveness.

	Identify and Invest in Areas of Strength	Support Research Development	Support Arts and Humanities	Support for Managing Sponsored Projects	Strengthen Cyberinfrastructure	Enhance Physical Infrastructure
Goal 3: Gain distinction as a doctoral research university.						
A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.		X	X	X	X	X
B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit.	X	X	X			
Goal 4: Align university programs and activities with community needs.						
A: Include community impact in the creation of university programming	X		X			
D: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.	X		X			

➤ **Key Initiative: Identify and Invest in Areas of Strength**

In 2012, the [Division of Research and Economic Development](#) put forth a white paper that stated the necessity of focusing on specific areas of research strength, that is, those areas with the greatest potential for measurable success and growth. Doing so was deemed necessary because (i) the University does not have resources sufficient for in-depth investment in all possible areas and (ii) some research areas are more likely than others to be successful in securing external research funding. At the same time, we recognized the critical importance of arts and humanities to our institution so we created mechanisms to grow scholarly activity there as well. This included creating the Arts and Humanities Institute and programs such as “Commit to Submit,” which focuses on assisting faculty in the preparation of competitive proposals.

The Division analyzed information on research expenditures, proposal success, and potential involvement in cross-cutting research themes and collaborations. That analysis resulted in the identification of areas of demonstrated strength and recognition of unifying themes that cut across these areas, thereby representing interdisciplinary activity, and which have substantial connection to local industry, government, and organizations. Table 4.9 lists the recommended investments and associated programs.

Table 4.9. Identification of Areas of Strength in Research and Creative Activity

<i>Area of Strength</i>	<i>Unifying themes and research collaborations</i>	<i>Recommended investment and new programs that resulted</i>
<i>Electrical Engineering</i>	Sensors, STEM Ed	Invest in existing PhD in Electrical and Computer Engineering
<i>Materials Science</i>	Sensors, biomolecular, STEM Ed	Invest in existing PhD in Materials Science and Engineering
<i>Earth Sciences</i>	Sensors, ecology and environmental, STEM Ed	Invest in existing PhDs in Geophysics and Geosciences
<i>Biological Sciences</i>	Sensors, biomolecular, ecology and environmental, STEM Ed	Invest in existing PhD in Biomolecular Science Invest in new PhD; resulting in new PhD in Ecology, Evolution, and Behavior (EEB) and in new Human-Environment Systems group
<i>Computer Science</i>	Sensors, biomolecular, STEM Ed	Invest in new PhD, resulting in PhD in Computing
<i>Economics</i>	Sensors, ecology and environmental, STEM Ed	Consider new investment
<i>Policy</i>	Ecology and environmental	Invest in existing PhD in Public Policy and Administration

The analysis also recognized the importance of STEM Education, and recommended further analysis to understand the potential future role in the research enterprise of the University. Parenthetically, in the time since a new master’s degree in STEM Education was created and a new PhD is under development.

It is worth noting that the initial creation of PhDs already in existence at the time of the above analysis was based on consideration of research strength and external support.

- The PhD in Electrical and Computer Engineering and the PhD in Materials Science and Engineering both focus on research of interest to industry partners, Micron and Hewlett Packard.
- The PhD in Geophysics was catalyzed by a large state grant to the Center for Geological Investigation of Shallow Subsurface and built on a foundation of successful sponsored project funding.
- The PhD in Biomolecular Science was built on a foundation created by a series of statewide grants from the NIH (BRIN and INBRE).

Investments by the University in focus areas have consisted of new faculty lines and graduate assistantships for the PhD programs, and have included a series of seed grants and matching grants. Examples of that support include:

- \$300,000 per year in support of materials science targeted at materials in extreme environments.
- \$155,000 to support creation of the School for Public Service and the Idaho Policy Institute
- \$300,000 per year to support the Energy Policy Institute.
- \$225,000 to fund start-up packages for faculty supporting the PhD in EEB.
- Two seed-grant programs totaling \$150,000, one in the Arts and one in Health Sciences, to support faculty in the creation of competitive research proposals.

In light of Boise State's designation in 2016 as a Carnegie R3 institution, Boise State is engaged in a re-assessment of core areas of strength, their connection to community need, and the potential for further parallel growth in graduate programming. This assessment will take into account the unprecedented population growth in Boise State's service area and likelihood of parallel growth in overall enrollment in the University. It is expected that this assessment will lead to modifications in Boise State's growth plans and corresponding investments.

➤ **Key Initiative: Support of Research Development**

The securing of research funding by faculty members is no small task, and in many disciplines it is lack of funding that limits research. Therefore, the university began investing in research development. Pilot activities were first undertaken in 2011, and in 2014 the [Office of Research Development](#) (ORD) was created to strategically support capacity building in research and proposal development. These efforts focus on research areas of strength and large institutional-level sponsored projects that are transdisciplinary or multi-agency. A third focus is on the needs of new faculty members who are typically less experienced and less adept in securing research funding.

Building capacity of faculty members in their development of research projects is accomplished in three ways:

- Team building, which involves fostering connections among faculty, with research and development professionals, across colleges, and with external universities, laboratories, federal and state agencies, and consortia.
- Increasing know-how of researchers is accomplished by sponsoring seminars, events and training to support faculty development and success in grant preparation and research proposals.
- Building awareness among researchers is accomplished by communicating research opportunities to the campus community.

In support of proposal development, ORD provides front-end consultation on many aspects of research proposal preparation, as well as strategic project planning. More specifically, that support includes:

- Tools, templates, and timelines, as well as guidelines for meeting requirements of various agencies and grants.
- Consultation on the aspects of research proposal preparation, including responsiveness to and requirements of solicitations and requests for proposals, building agency relationships, and creating teams.
- Strategic project planning that includes key issue analysis, logic model development, proposal outline, and other efforts at the front end of preparing a proposal, with priority for university-level proposals.
- Reviewing, editing, and feedback on proposals.

One area of particular focus has been CAREER awards from the National Science Foundation, which are of huge benefit in launching the research programs of new faculty members. Notably, new faculty members have been highly successful at securing CAREER awards from the National Science Foundation, as illustrated in Figure 4.31. The reason for this success can be traced to the work five years ago of a grant strategist in the College of Engineering, who created a program to support engineering researchers interested in submitting a CAREER proposal. A year later, the ORD joined in that effort to expand support to the rest of the university. A workshop provides information on the solicitation and includes a panel of past awardees. Assistance is provided on narrative preparation, timelines and accountability measures, proofing and editing, connections with resources across campus and in the community, and a faculty working group dedicated to the education component of the CAREER proposal.

In 2016, a new [Office of Clinical and Translational Research](#) (OCTR) was created to provide additional support for focused areas of clinical research, which

directly involves people or uses human elements such as behavior or tissue samples, and translational research, which applies findings from scientific inquiry to clinical and community practice to benefit individuals and the community. The OCTR provides networking opportunities with regional medical professionals and facilities, helps with research concept development, offers mentorship and an experiential pipeline, helps organize grant-writing workshops, and provides information on the Institute of Translational Health Science and the Clinical Translation Research Infrastructure Network.

Another program implemented in early 2016 used Graphic Facilitation to develop a department-level strategic research plan. During three meetings, the Department of Computer Science was facilitated in the creation of a Graphic History, a Strategic Vision, and a Roadmap to position the department for future funding success based on 1) existing department strengths, 2) core research areas that align with funding trends, and 3) opportunities for collaboration with department colleagues, faculty members from other disciplines, and industry partners.

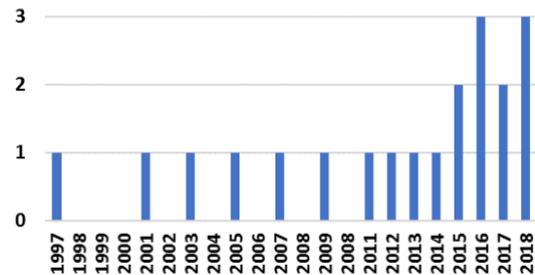
Importantly, support of research development has not been limited to STEM fields. In Fall of 2012, a pilot program was launched to assist social science faculty in developing their “grant readiness” and ability to plan, prepare and ultimately submit a grant proposal. A semester-long workshop included an overview of steps for proposal preparation, funding avenues, budgeting and internal processes, and proposal writing tips and tricks. The semester culminated in a grant writing seminar given by an outside consultant. Twelve early-mid career faculty members went through the program.

In the Fall of 2017 a more in-depth version was implemented for faculty members from the School of Public Service and the College of Health Sciences. A fellowship was established, which included exclusive mentoring in the proposal development and submission processes.

➤ Key Initiative: Support for the Arts and Humanities

Admittedly, much of Boise State’s efforts in facilitating progress in “research and creative activity” has been focused on disciplines in which grant funding and journal publications are the “coin of the realm.” However, Boise State has also invested substantially in the success of faculty members and students in the arts and humanities, and those investments are expected to grow as Boise State continues to mature as a research university. Put simply, Boise State cannot claim to be a “metropolitan research university of distinction” without success across a broad spectrum of research and creative activity.

Figure 4.31. CAREER Awards from the National Science Foundation



The creation of the Arts and Humanities Institute (AHI) enabled the University to focus internal resources on disciplines that struggle to gain access to significant external funding but are nonetheless vital intellectually and artistically. The initiatives of AHI included support of research clusters in topics such as Early Modern Studies and International Cinema; a faculty fellows program that provided a semester to a year of release time to pursue research and creative projects; and externally-facing projects such as programming at the Yanke Gallery, which brought Shakespeare's First Folio to Idaho through a competitive process through the Folger Library in Washington, D.C.

Seed grants from AHI and the College of Arts and Sciences have been key in advancing initiatives. Several such seed grants have helped faculty travel to archives in support of individual book projects and provided release time to create new artistic work; others have helped advance the work of a digital humanities project, Melville's Marginalia, and launch Casita Nepantla, a center for Latinx arts, culture, and research on campus.

One seed grant was leveraged to create a new research cluster in Arts Economic Development. In 2014 the Division of Research and Economic Development paired a faculty member from Community and Regional Planning/Urban Studies with another from Theatre Arts. Together these researchers completed the state's first artist workforce survey, successfully applied for a grant to further their work from the National Endowment for the Arts, and have presented and published their research findings locally, nationally, and internationally, while infusing the insights gained from their research into planning and curriculum for the new School of the Arts.

The focus of support for the arts has pivoted to the School of the Arts, which has become the leading voice for the arts on campus. The School facilitates interdisciplinary collaborations in and beyond the arts; spurs curricular innovation such as a new Arts Entrepreneurship minor and a BFA in Narrative Arts; connects campus artistic talent to community needs; brings high-profile visitors to campus and the community; and celebrates the variety of research produced by arts faculty, including aesthetic, historical, theoretical, and applied projects.

Within the new School, consolidation of faculty members in theater with those in creative writing and film into a new Department of Theater, Film, and Creative Writing facilitates new collaborations in contemporary forms of storytelling. A project that preceded the new entity and speaks powerfully to its potential is the Narrative Television Initiative (NTVI). NTVI is a multi-semester course sequence that takes student, faculty, and industry collaborators from the writers' room to post-production of a three-episode television series. The first season of NTVI premiered at the Egyptian Theatre in downtown Boise to an enthusiastic crowd of several hundred audience members.

The construction of a new Center for Fine Arts will serve as a focal point for the arts on campus while making clear that Boise State occupies a prime location in Boise's arts corridor. Given its close proximity to the campus-based Morrison Center, one of the Northwest's premiere performing arts venues, Boise State visibly and metaphorically anchors the arts in downtown Boise. Moving north from the new Center for Fine Arts and the Morrison Center, one encounters the Boise Art Museum, the Cabin (Boise's non-profit literary center), the downtown branch of Boise's Library system (which will soon undergo an expansion), Boise Contemporary Theater, and the Esther Simplot Center for the Performing Arts.

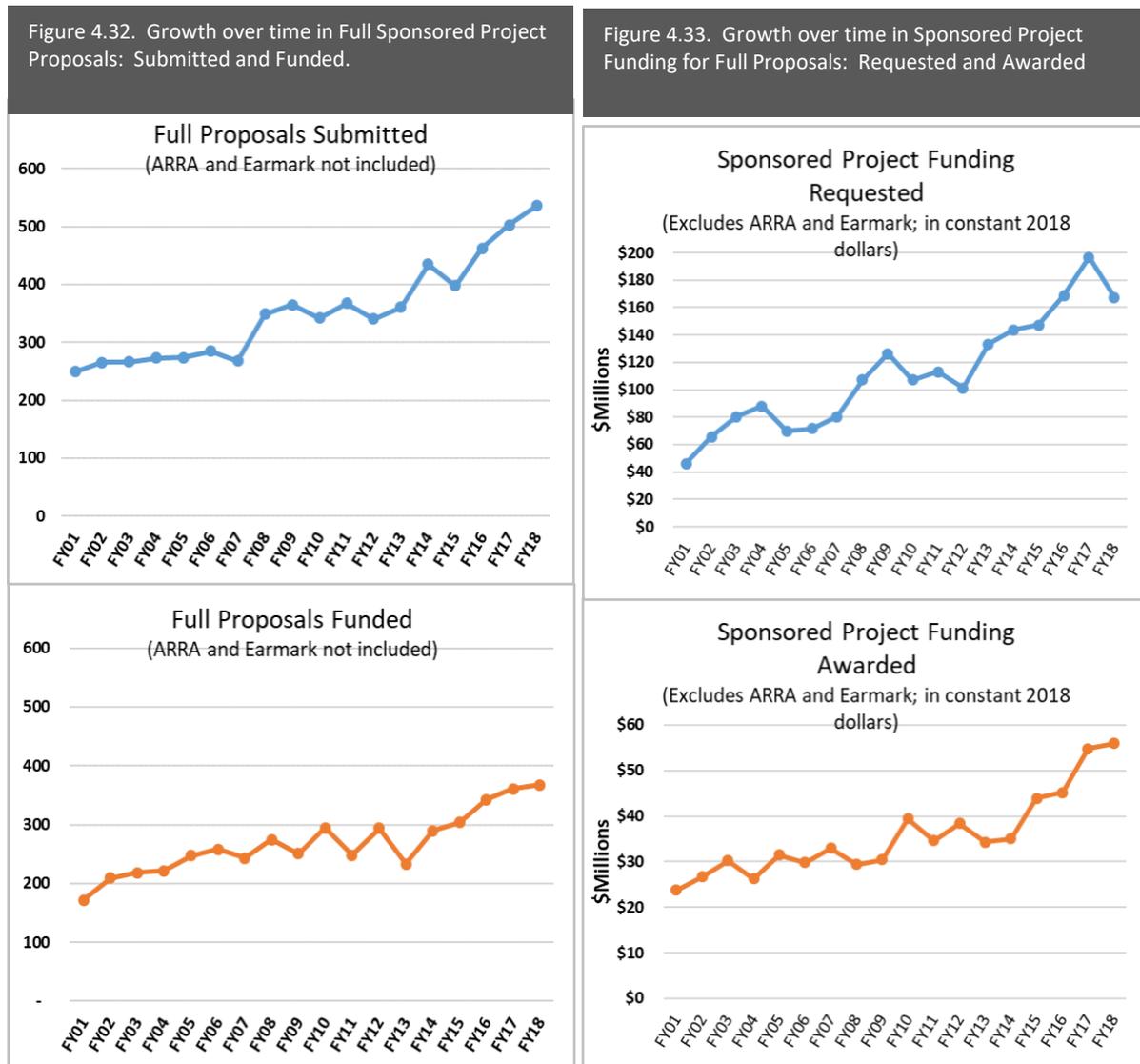
Recognition of the role of faculty artistic endeavors adds vibrancy to campus and community life; spurs Boise's economic growth by attracting creative class workers who demand these kinds of cultural assets; and highlights the fact that Boise State is the largest supporter of the arts in Idaho thanks to its investment in faculty, facilities, and programming.

Opportunities for future investments in the arts are many. For example, new partnerships are currently forming between faculty members in Film; Geosciences; Music; and Gaming, Interactive Media, and Mobile. Innovative faculty are seeking to harness the power of integrating the arts to advance scientific understanding and improve healthcare outcomes. These adventurous new collaborations will lay the foundation for the next phase of artistic excellence at Boise State.

➤ **Key Initiative: Support for Managing Sponsored Projects**

The submission and management of sponsored projects is complex and time-consuming, and it is through enhanced central support that much of the burden of managing sponsored projects has been lifted from the shoulders of faculty members, freeing them to be more productive researchers. An indication of the importance of this work comes from a study by the Federal Demonstration Project funded by the National Academies of Science, which found that 42 percent of a Principal Investigators time is spent on meeting regulatory requirements and administration instead of research.

During Boise State’s evolution as a research university, there have been substantial increases in the number of proposals submitted, the total awards, the size of grants, the interdisciplinarity of grants, and the complexity in terms of such things as subawards to multiple institutions. Figures 4.32 and 4.33 show some of these trends.



To achieve the shift of administrative burden from faculty members and to keep up with the trends named above, Boise State has invested substantially in support of managing sponsored projects. The following are the key tactics that have been used:

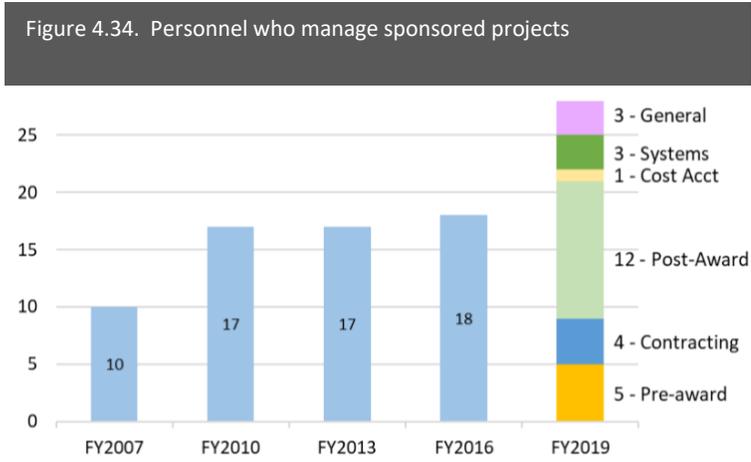
Consolidation. Prior to 2009, personnel involved in pre-award work were located in the Office of Sponsored Programs (OSP) within the Division of Research and Economic Development, and personnel involved in

post-award work were located within the Division of Finance and Administration. In 2009, the post-award group was moved to OSP, creating a one-stop office designed to improve customer service to faculty and members of the research community.

Expand Personnel. As illustrated in Figure 4.34, the University has invested substantially in OSP personnel, which has helped the office keep pace with growth of research. That expansion has also become necessary due to increased focus on compliance and accountability by funding agencies.

Reorganize and Specialize. Recently, OSP has organized its staff around the functional areas associated with the life cycle of sponsored projects: Pre-award, Contracting, Post-award, and Cost Accounting. In addition, a Systems group was created to enable effective use of technology. Figure 4.34 gives the distribution of personnel around those functions. Following are brief descriptions of each:

- “Pre-award” ensures that proposals are fully compliant, including the necessary internal documentation (e.g., internal budgets and cost share forms); gathers applicable compliance-related information (e.g., conflict of interest disclosures and research compliance protocols); enters information into a proposal tracking module; and routes proposals for approval by appropriate University administrators.
- “Contracting” performs the function of accepting the award. In some cases, sponsors send award documents for review and acceptance; in other cases Boise State drafts award documents for sponsors’ review. The University then negotiates binding, mutually acceptable agreements with sponsors, sometimes in collaboration with other University offices (e.g., General Counsel, Risk Management and Insurance, Institutional Compliance and Ethics, etc.). Award complexity continues to increase with increasing numbers of: (i) federal and federal flow-through contracts that governed by Federal Acquisition Regulations; (ii) industry-sponsored awards with complicated intellectual property and confidentiality terms; and (iii) awards with export control, cyber security and privacy matters. Contracting staff also draft, negotiate and issue subawards and sole source service agreements.
- “Post-award” functions include the financial and administrative management of sponsored projects after they are negotiated and accepted. These activities include the entry of information into the Oracle Financial Cloud; verification of allowability, allocability and reasonableness of costs; invoicing of funds; financial reporting; monitoring and collecting accounts receivable; and managing budget adjustment requests, carryforward requests, and sponsor approvals. Additionally, post-award staff monitor the financial performance of subrecipients. Lastly, post-award staff closeout awards, which includes reviewing of expenditures for allowability; filing invention and property disclosures; resolving open commitments and outstanding receivables; and submitting final financial reports, invoices and technical reports.
- “Cost Accounting” is responsible for preparing and submitting the University’s Facilities and Administrative (FandA) cost rate requests to the federal government, as well as negotiating final FandA rate agreements. Cost Accounting also manages effort reporting and establishes the policies and procedures related to Recharge Centers.



Increase Use of Technology. OSP has adopted FREVVO as an electronic workflow tool that enables the Pre-Award office to more efficiently and quickly obtain internal approvals for proposals prior to submission, replacing a time and resource-intensive manual routing process. FREVVO was upgraded substantially to (i) capture more data during proposal and award acceptance workflow, (ii) provide enhanced reporting capabilities, and (iii) prepare for future integrations with other ERP systems (e.g., InfoEd, Oracle Financial Cloud).

Increased volume in awards created a significant need to move from manual processes to Oracle Project Portfolio Management Cloud, an automated, streamlined system for project financial and administrative management of sponsored programs. Progress continues toward systematically allowing PIs to track their burn rates; department managers to track spending, commitments, and award details; and Sponsored Program Administrators to distribute FandA, track spending, update award and project details, and bill sponsors.

InfoEd is a system that tracks pre-award and some post-award activities. The reporting out of this system continues to be analyzed, in order to standardize and streamline reporting, analytics and transparency to the overall goals of the University and key metrics mentioned in this document.

➤ **Key Initiative: Strengthen Cyberinfrastructure**

NSF’s Blue-Ribbon Report “*Revolutionizing Science and Engineering through Cyberinfrastructure*” is clear in its argument that cyberinfrastructure is essential, not optional, to the aspirations of research communities. That argument is especially relevant to Boise State because of the substantial investments that have been made in research areas and doctoral programs (i) with a transdisciplinary focus on solving complex problems and (ii) that require the power of advanced and innovative approaches to data analysis and computation. Other evidence of the importance to Boise State include:

- Computing, programming, and relevant training are prevalent across a variety of academic departments, as is shown in Table 4.10.
- Twenty grants received in the past four months were awarded to PIs who use high performance computing (HPC) resources.
- Six of 11 NSF CAREER grant recipients since 2013 are users of high-performance computing.

In support of its aspirations as a Metropolitan Research University of Distinction and the strategic goal of “gaining distinction as a doctoral research university,” Boise State has committed to creating and sustaining a robust cyberinfrastructure for research and education. This includes investment in a Research Computing Department staffed with experts in high performance computing, scientific programming, and advanced networking.

Table 4.10. Recent Users of Computing, Programming, and Training

Academic departments and centers with faculty members that are users of High-Performance Computing	Academic departments with faculty members requiring programming support and training
Biological Sciences	Accountancy
Biomolecular Research Center	Community and Environmental Health
Chemistry and Biochemistry	Criminal Justice
Civil Engineering	Early and Special Education
Computer Science	Economics
Curriculum, Instruction and Foundational Studies	Educational Technology
Electrical and Computer Engineering	English
Finance	Literacy, Language and Culture
Geosciences	Public Policy
Materials Science and Engineering	Nursing
Mathematics	Social Work
Mechanical and Biomedical Engineering	
Physics	

Boise state has established a campus-wide initiative to continually address these needs. Importantly, that initiative goes beyond physical infrastructure to address the need for education in computing:

1. *Institutionalize Inclusive Computing Education for all Majors.* It is essential that students be competitive in a world of ubiquitous computing. No matter the discipline or place of work, a basic understanding of computer science concepts, software development, and data analysis have become essential. The Inclusive Computing Initiative includes Software Carpentry trainer certification, carpentry workshops attended by students and faculty, and various data science and high-performance computing courses offered by domain specialists across campus. These offerings will expand to include computing, data analytics, data ethics, artificial intelligence, and cybersecurity, and will continue to evolve with the advancing needs of industry and science.
2. *Invest in Robust Cyberinfrastructure Responsive to the Demands of Education and Research.* Growing research programs require high performance computing and advanced cyberinfrastructure. We will continue to invest in appropriately sized computational systems to support our faculty and students. Boise State currently facilitates access to the following HPC resources for faculty members and students:
 - R2 – a heterogeneous compute cluster housed at Boise State. The R2 cluster has 192 gigabytes of memory held on each of 30+ CPU nodes, which act as the brains of the system. These nodes can calculate approximately 150+ teraflops, or 150 trillion floating-point operations per second.
 - XSEDE – a variety of national resources available for various levels of research.
 - Falcon – a homogeneous compute cluster housed at Idaho National Laboratory.
 - Summit – a heterogeneous compute cluster housed at the University of Colorado.

Because of increases in computing usage, Boise State is working to partner with Idaho Power and the Idaho National Laboratory on a new R3 cluster, which would effectively triple computing capacity, with shared access to Idaho Power’s research infrastructure. Boise State would contribute \$900,000, Idaho Power would contribute \$1.5 million, and the Idaho National Laboratory would contribute space in its Collaborative Computing Center (C3) to provide the physical plant for housing the cluster, as well as power, cooling, and upkeep of the facility.

3. *Build Partnerships to Leverage State and National Resources.* We will utilize off campus resources available to our faculty through national laboratories and NSF funded centers. Boise State is taking advantage of State resources such as the Idaho Regional Optical Network, which enables high-speed connections throughout the nation, thereby providing access to leadership-class resources across the country as well as leveraging the C3 facility located at the Idaho National Laboratory.

➤ **Key Initiative: Enhance Physical Infrastructure**

Most campus buildings were built in the years before research became a focus of the University, and therefore contain little physical infrastructure to support research. Over the past 20 years Boise State has invested heavily in the creation of laboratory space to support research.

In several existing buildings, classrooms have been converted to research labs. In the Science Building, which houses the Departments of Biological Sciences and Chemistry and Biochemistry, much of the 23,499 square feet of research laboratory space in the building resulted from the conversion of teaching space. The same applies to the 3,754 square feet of research laboratory space in the Multipurpose Classroom Building, which houses the department of Physics. Both buildings required extensive upgrades to the HVAC systems. Those conversions and upgrades required substantial investment of funds from the state designated to repair and remodel. The conversions also required Boise State to become more efficient in the use of existing classrooms and laboratories and build additional classroom space.

The construction of new buildings has also been key in providing space for researchers. Three buildings were constructed with partial funding from local industry at the initiation of the College of Engineering, and

together house 37,674 square feet of research space. A fourth building under construction, also with partial funding from local industry and which will house faculty members conducting research in materials science and engineering, will have approximately 13,000 square feet of research lab space. The Environmental Research Building was constructed in 2010 to house faculty members from Geosciences, Civil Engineering, Materials Science and Engineering, and Public Policy and Administration. That building contains 13,468 square feet of research laboratory space for the geoscience faculty and 9,898 square feet of laboratory space for the engineering faculty.

An animal care facility was constructed with initial funding of \$4 million from the National Institutes of Health and additional funding from the University totaling \$1.75 million. That 7,680 square foot facility supports the work of biomedical researchers who conduct research using mice and rats.

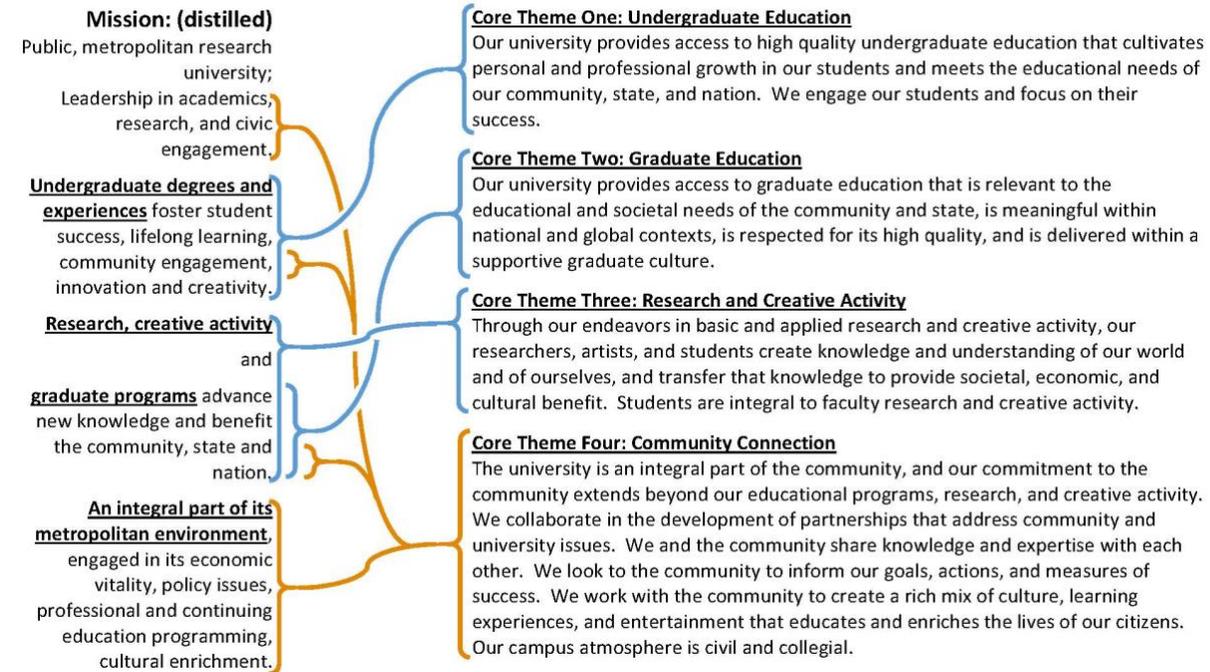
Instrumentation is critical to research in the sciences and engineering, and Boise State has invested heavily in facilitating success in pursuit of Major Research Instrumentation (MRI) grants from the National Science Foundation. In the 13 years beginning in FY06, Boise State has secured 17 MRI grants totaling \$8,036,047.

Core Theme Four: Community Connection
Core Theme Planning, Assessment, and Improvement: 3B, 4A, and 4B

Boise State’s mission statement makes it explicitly clear how deeply and seriously the university understands and embraces its importance and connection to the community (see Figure 4.35). The Boise metropolitan area has more than 700,000 inhabitants and is the state’s center for government, business and industry. It is large enough to provide many potential partners, opportunities for students, and a large community to enrich — but small enough that connections among leaders are easy to establish.

Boise State has had the opportunity for substantial impact on the community — and as the university and its surrounding city continue to grow, that opportunity gets richer. However, with that opportunity comes responsibility. It would be a substantial loss to the community were Boise State to not engage as it does, and that responsibility is willingly and enthusiastically embraced. In short, the future of the Boise metropolitan area and Boise State are inextricably intertwined.

Fig 4.35. Mapping of the mission to the Core Themes. Core Theme Four, Community Connection, is highlighted by its depiction in orange.



The mission statement also makes explicit that much its work in the realms of education and research/creative activity (Core Themes Two, Three, and Four) is focused on the community (Core Theme Four). That link is depicted in Figure 4.35 by the overlap between orange and blue brackets.

The same linkage of an institution to the community in which it is located can be found in the Carnegie Foundation’s definition of its Community Engagement designation:

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/ state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The mission and the Carnegie Foundation’s definition lend themselves to categorizing community engagement activities into three areas that characterize outcomes that the University is attempting to achieve.

- Prepare our students for the world by ensuring that they become responsible, ethical, valuable, well-prepared, and civically-minded graduates. This category maps well to the objectives of Goal One of *Focus on Effectiveness*: “Create a signature, high quality educational experience for all students.”
- Leverage our scholarly expertise by working with partners in the community to produce economic, social, and cultural value. This category maps well to the objectives of Goal Three of *Focus on Effectiveness*: “Gain distinction as a doctoral research university.”
- Enrich the community by acting as a catalyst, a leader, and a venue that results in a rich cultural and intellectual climate. This category maps well to the objectives of Goal Four of *Focus on Effectiveness*: “Align university programs and activities with community needs.”

Boise State’s Strategic Plan *Focus on Effectiveness* provides broad guidance in the realm of community engagement with Strategic Objectives in Strategic Goals One, Three, and Four. Figure 4.36 depicts the connection between each of the Carnegie-based categories and the Strategic Objectives of *Focus on Effectiveness*. As an example, “Prepare Our Students” maps to Strategic Goal One, particularly to Objective B, which reads, “Provide relevant, impactful educational experience, including experiential learning.”

Fig 4.36. Mapping of the Strategic Goals and Objectives of *Focus on Effectiveness* to categories derived from the Carnegie Foundation definition of community engagement.



Several central entities are deeply involved in planning and implementation regarding our fourth core theme, including the Divisions of Extended Studies, Student Affairs, and Research and Economic Development, and the Office of Service-Learning. Importantly, because of the granular nature of the University’s interaction with the community, the majority of planning and implementation having to do with Community Connection occurs within the units that interact directly with the community. Such a decentralized model of community engagement has several important advantages including the complete buy-in of units engaging with the community, organic and substantial nature of the partnerships that emerge, and ability to fine tune our responsiveness to the needs of our partners.

In addition to being built on the foundation of the goals and objectives of *Focus on Effectiveness*, work in the realm of community connection has been influenced by performance relative to the Core Theme Indicator that signifies integration of factors that affect community engagement, that is the Carnegie Foundation designation recognizing Community Engagement. In 2006, Boise State was an inaugural member of the group of universities receiving that designation and in 2015 maintained that classification. Preparation of the initial application renewal gave the University an opportunity to look broadly at the array of its community partnerships.



Core Theme Indicator 4.1 is the only Core Theme Indicator that provides a broad and integrated evaluation of the University in terms of its community connection. As noted above, the community-focused work of the University is very decentralized, and evaluation at the University-level for the Community Engagement application was only possible because of a substantial amount of work in integrating the array of projects and initiatives across the university.

Work has been undertaken by several colleges to create systematic sustainability reports that evaluate the economic, environmental and social sustainability of the college. The Responsible Business Initiative of the College of Business and Economics has for four years engaged both undergraduate and graduate students with faculty mentors to evaluate the social, economic, and environmental impacts of numerous aspects of faculty, staff, and student activities and college programs. The resulting [sustainability reports](#) have been used to measure and communicate performance across an array of metrics and set measurable college-wide goals. The initiative expanded to the College of Health Sciences, which has now produced two annual [College of Health Sciences sustainability reports](#).

This academic year, the Responsible Business Initiative is collaborating with the School of Public Service to conduct its first sustainability report. Uniquely, the School has defined its social sustainability criteria as components of effective community engagement consistent with the School's core mission to "promote meaningful community engagement and civil discourse, and serve as an objective and unbiased resource for citizens and decision makers." This report will provide a comprehensive evaluation of the curricula, research, and service of the School. Because the School's tenure and promotion policy identifies "public service scholarship" as an essential component of faculty research, assessing the effectiveness of this research enterprise across the School is of fundamental importance. Measuring the impact of engaged scholarship is a consistent challenge in academia. Few institutions have developed consistent and measurable criteria for community engaged or public service scholarship, and doing so will serve not only as a model for faculty in the School of Public Service but also as a way of systematically measuring how the University as a whole leverages its scholarly expertise to serve the community in future years.

Note that one of the Core Theme Indicator 4.3, is the proportion of academic programs that have some sort of community engagement explicitly called out in Program Learning Outcomes; it is therefore directly relevant to the work of the School.

Table 4.11. Mapping of the Key Initiatives of Core Theme Four (Community Connection) to the strategic objectives of Focus on Effectiveness.		Prepare Students					Leverage Expertise					Enrich Community				
		Enhance Service-learning	Co-Curricular Engagement	School of Public Service	Put into General Education	Marilyn Shuler Initiative	Responsible Business Init.	Promote Tech Transfer	Improve K-12 Education	Help Arts to Flourish	Idaho Policy Institute	Community Health	Expand Lifelong Learning	Facilitate Public Discourse	Venue for the Arts	Educational Events for Kids
<i>Goal 1: Create a signature, high quality educational experience for all students.</i>																
	A: Excellent Foundational Studies Program				x											
	B: Provide relevant, impactful educational experience; include experiential learning.	x	x		x		x					x			x	x
	C: Create intellectual community among students and faculty; respect for the diversity.			x		x							x			
	D: Invest in faculty development, innovative pedagogies, engaging learning environment	x														
<i>Goal 3: Gain distinction as a doctoral research university.</i>																
	A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; recruit, retain, and support highly qualified and diverse faculty, staff, and students.							x		x		x			x	
	B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit							x			x					
<i>Goal 4: Align university programs and activities with community needs.</i>																
	A: Include community impact in the creation of university programming	x	x	x		x	x	x	x	x	x	x	x	x	x	x
	C: Collaborate with partners to increase Idaho student’s enrollment in higher education								x							x
	D: Leverage community knowledge and expertise to develop mutually beneficial partnerships.			x		x	x	x	x	x	x				x	x

Key Initiatives in Support of Core Theme Four: Community Connection

The Strategic Plan *Focus on Effectiveness* provides an overall planning structure for work in the realm of Community Connection. To demonstrate the accomplishments that have flowed from that planning structure, a set of “Key Initiatives” will be described. Using “Key Initiatives” best enables the depiction of the integrated nature of planning, allocation of resources, implementation, and assessment (as shown in Figure 4.37).

For Community Connection, those initiatives are categorized in Table X under “Prepare Our Students”, “Leverage Scholarly Expertise” and “Enrich the Community.” Table X shows the direct connection of each Key Initiative to one or more strategic objectives of *Focus on Effectiveness* and, conversely, how each Key Initiative flowed from one or more strategic objectives.

Key Initiatives relating to “Prepare the Student”

“Prepare the Student” refers to three aspects of the Carnegie Foundation’s definition of community engagement: (i) *enhance curriculum, teaching and learning*; (ii) *prepare educated, engaged citizens*; and (iii) *strengthen democratic values and civic responsibility*. The following are initiatives that show how Boise State continues to develop new ways of preparing students and improving those already in place.

➤ **Key Initiative: Continued Enhancement of Service-Learning**

Of the 2017-18 baccalaureate graduates, 45 percent had enrolled in a course with a Service-Learning component at some point in their academic career. Beyond a doubt, there are few programs that can match the impact of the Service-Learning Program (SLP) in providing students with an experience that helps them to understand local community issues and encourages them to be active citizens in their local, national and global communities.

The [Service-learning Program](#) was initiated in 1999 as a result of student demand for institutional support for community-engaged learning and service. In the years since its inception, the program has grown as illustrated in the Figure 4.38. During that growth, the SLP has systematically assessed its services and impact, and continually adjusted, improved, and realigned itself with campus and community priorities. Investment by the University has enabled staffing to grow from one FTE to three over that time.

Effective Service-learning requires that the three stakeholder groups involved, namely faculty members, students, and community partners, be prepared for engagement, invested in the process, and involved in evaluating their experiences. To accomplish this the SLP dedicates a fulltime staff member to each stakeholder group. Each staff member focuses on recruiting, orienting, supporting, troubleshooting, assessing, and recognizing participants, as well as developing new goals and strategies to improve these services.

- The Service-learning Program helps faculty members integrate, into an existing course, a community-based experience that aligns with and enhances the content of traditional coursework. The SLP helps faculty members connect with community organizations related to their course, help students

Fig 4.37. Improvement of Core Theme Four

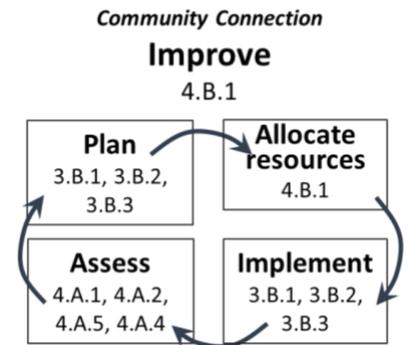
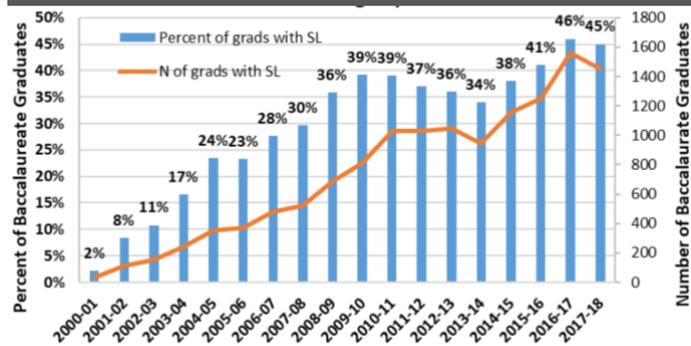


Fig 4.38. CTI 4.2 Baccalaureate graduates with Service-learning Experience



get a strong start in their experiences, and assess student learning. Participant data, informal feedback, and course evaluation data suggest most faculty members struggle with best practices, such as critical reflection. In response, the SLP increased peer-to-peer programs to help new faculty learn from expert faculty. In recent years the SLP further customized faculty development programs and support strategies to meet the needs of a broader spectrum of faculty, especially late adopters of SL. When SLP staff observed that faculty retention was correlated to the amount of contact with SLP staff members, the SLP prioritized building relationships with faculty. As a result, faculty retention increased. One of the primary learning objectives of SL is increased awareness of community issues. When course evaluations fell short, the SLP worked with faculty to integrate appropriate readings, speakers, reflective questions, and other assignments focused on societal issues and how the discipline is—or could be—addressing these issues

- A full-time coordinator manages an expanding portfolio of over 100 community partnerships and projects. The coordinator continually refines the SLP's strategies to support community partners; these includes site visits, individual consultations, orientation support, newsletters, mid- and end-of-semester check-ins, and an online “welcome kit” for new community partners. Surveys of community partners indicate that partners wanted more frequent communication with staff and faculty about learning goals and student performance onsite. As a result, the coordinator began the practice of taking faculty members on site-visits to build rapport with partner, and later implemented a partner/faculty contract that highlights learning goals.
- The SLP uses six strategies to support students and help them succeed with their SL experience: in-classroom support, community-embedded support, student consultation (via email and drop-in), early outreach, digital communication, and online project registration and tracking. For many students, SL is an unfamiliar way of learning, and many benefit from extra support, especially when the instructor or community partner is trying SL for the first time. Student progress is carefully monitored by checking in with faculty, visiting classes, and seeking feedback through student focus groups to answer several questions. Are students registering for SL projects on time? Are they applying course concepts through critical reflection? Are they learning about community issues? At semester end students report on their SL outcomes through course evaluations.

New strategies are adjusted and refined to fit with campus culture and priorities. For example, new priorities are to equip students with skills and awareness related to diversity, equity, and inclusion, as well as prepare students to engage ethically with the community using an asset-based approach. SLP has also responded to emerging community priorities, including student food insecurity and crises in refugee resettlement. These changes require new SL models and toolkits for students, faculty, community partners, and campus leaders.

The SLP has been highly successful at facilitating campus/community partnership that result in transformational experiences for students. Boise State's success is demonstrated in student course evaluations, community partner evaluations, and high faculty retention.

- Student evaluation results from FY17:
 - 83 percent of students reported that their instructor integrated SL in a way that enhanced their understanding of course content.
 - 89 percent of students reported that their instructor integrated SL in a way that increased their awareness of community needs.
 - 82 percent of students reported they would recommend that the instructor continue to use SL in this course.
- Community partner evaluation: In the SLP's year-end assessment, 94 percent of community partners noted that SL has become critical to their ability to meet community needs.
- Of the 88 unique faculty members teaching an SL course during FY17, 66 had taught the previous year.

The following is a list of the titles of Service-learning projects that are described in the Service-learning Newsletter Compendium (document in evidence): Combating Misbehavior and Misinformation on the Web; Students Create Ball-Thrower Device; Discovery Center of Idaho Partnership; STEM Outreach with Girl

Scouts; Bikes for Kids; Books for Kids; Connecting Communities with Language Learning; Student Found Passion in Elementary Education; Management Students in the Community; Students Collaborate with Boise Farmers Market; Supply Chain and Happy Family; Accounting Assistance for Tax Season; Adapted Physical Education; Student Found Passion and Career; Global Health; Health Fair; Giving Cancer a Face; Engaging English Language Learners; City of Boise Ridge to Rivers Trail Restoration Program; and Writing for Nonprofits.

➤ **Key Initiative: Co-curricular Community Engagement**

The following are examples of co-curricular activities facilitated by units in the Division of Student Affairs, which contribute to Boise State’s efforts to “Prepare the Student.”

The [Alternative Spring Break program](#) is designed to give students an unforgettable, life-changing experience. The basis for its creation was to provide students with an intensive, experiential learning opportunity. The program was initiated in 2011 with just one international service experience to Jamaica. Two key improvements have been implemented. First, it was noted that for participating students the experience did not have as lasting of an impact as it might. Therefore, beginning in 2016, students were required to enroll in a service-learning course in which they prepared for the trip by studying the political and social issues that would provide context for their experience and in which they reflected on their experience following the trip. Second, more trips themed around a variety of different social and environmental issues were added to provide more choices for students. The program has grown so that six service trips (one international, three domestic, two local) took place in FY18, with participation from 60 students. Student surveys indicate that as a result of participating in the FY18 program, more than 90 percent of participants reported greater understanding of the experiences and issues faced by the communities they worked in. Students report being committed to becoming active citizens and positive change agents, and being better able to identify the root causes of social issues.

The annual [Martin Luther King Junior Living Legacy Celebration](#) provides students with opportunities to strengthen democratic values and civic responsibility. The program takes place each year on and around the nation's annual MLK holiday. Student planners implement an annual march and rally to reflect and celebrate the legacy of Dr. King's ideals, to amplify these ideals to a new generation of students, and to refresh them for our community. A high-profile keynote address is organized; recent years have featured Dr. Melissa Harris-Perry, Tavis Smiley, and the Rev. Dr. C.T. Vivian. Student leaders are featured speakers at the rally, which concludes the march to the Idaho Capitol Building. Participants are invited into the Capitol rotunda to participate in the state's hosted annual Human Rights Day recognition event, which facilitates direct contact between students, local and national political leaders, and local community members. Other components have included a nonprofit community organization volunteer fair, a "Building the Beloved Community" workshop on implicit bias, voter registration drives, and feature films with facilitated discussion. More than 1,500 people participated in events in FY18.

The [Seven Arrows Powwow](#) was founded by the student-run Intertribal Native Council. A total of 450 participants experienced the Seven Arrows Powwow program in FY18. The event includes participation from dancers, vendors, and drum groups from tribes around the nation. The event celebrates Native culture on our campus and in our community, helping our on-campus Native population feel welcome and valued, and deepening Boise State’s relationship with this community. In addition, the event exposes students and other members of our community to Native culture so they may learn from and build relationships with tribal members. Each year hundreds of tribal members and Boise State students, staff, faculty, and alumni participate in and witness the Seven Arrows Powwow.

The [Tunnel of Oppression](#) is an immersive and interactive theatre that is entirely the work of students, with original content each year. Dozens of students plan and implement the event, and hundreds of students and members of the greater Boise community participate as the audience. The fundamental purpose is to broaden the understanding of students who may be unfamiliar with the dynamic of oppression. Immersive theater is

used to elicit emotional understanding of the effects of the everyday experiences of oppression that exist. A total of 353 participants experienced the Tunnel of Oppression program in FY18, including 82 community members. A number of instructors offer extra credit for student attendance. The program is especially relevant to University Foundations courses, which address University Learning Outcome 6, which reads “Diversity and Internationalization – Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including political, economic, and environmental issues.”

➤ **Key Initiative: Creation of the School of Public Service**

[The School of Public Service](#) was created in 2015 by combining four existing academic departments and several research centers to form an academic entity with a singular focus on public service and ensure the alignment of its academic programs with that focus.

The School’s purpose is to educate students to become innovative, principled, and effective public service leaders; to promote meaningful community engagement and civil discourse; and to serve as an objective and unbiased resource for citizens and decision-makers in Idaho.

To change the way the next generation of public service professionals and civic leaders will be educated, the School has made several changes to its curricula:

- Two new richly multidisciplinary academic programs in Urban Studies and Community Development and Global Studies were launched. The existing Environmental Studies program moved to the School to better integrate with the School’s other programs. Each program draws from faculty across the university to ensure that students graduate with the knowledge and skills necessary to be effective leaders in the public, private, and non-profit sectors.
- The School adopted a unified set of core courses in communication, introductory data analytics, ethics, and career planning to ensure that students have the hard and soft skills to serve future employers as well as their communities.
- Each of the undergraduate programs now require students to participate in experiential learning so students have the opportunity to deepen their knowledge, sharpen their skills, and test their values in applied settings.

In addition, through the newly launched Idaho Policy Institute the School has embraced and reinvigorated the University’s historical commitment to public service research by involving faculty, graduate students, and undergraduate students to work in concert with state and local agencies, non-profit organizations and the private sector around issues of workforce, transportation, and economic development

The University has invested sufficient resources in the School of Public Service to add twelve faculty members and six full-time professional research staff.

➤ **Key Initiative: Incorporation of Community Connection into General Education**

[University Foundations 200 \(UF 200\): Civic and Ethical Foundations](#) was created as part of Boise State’s general education reform that launched in the fall of 2012. The course was an ambitious one covering topics of diversity, ethics, internationalization, democracy, liberty, justice, and civic engagement. It also required an experiential learning component to support the goal of civic engagement. The wide scope proved daunting for faculty, and courses varied in content, the experiential learning aspect, and the manner in which the course outcomes were addressed.

In 2016-2017, the second reform of general education began. In response to faculty and student feedback about the challenging breadth UF 200, that reform included efforts to narrow the scope of UF 200. A UF 200 committee formed in 2017 and has made several changes and recommendations for the course. First, the specific learning outcomes associated with the course were diversity and internationalization, ethics, and written communication. To better signal the primary elements of the title was changed to “Foundations of

Ethics and Diversity.” Second, written communication was dropped as a formal learning outcome. Third, the committee identified a need for a common set of ethical and diversity frameworks to be introduced in all UF 200 courses and a signature assignment guidelines to address ethics and diversity. Fourth, the committee is working to develop a more consistent definition and practice concerning the experiential learning requirement.

Course changes will be implemented in Fall 2019 and involve a reapplication process for faculty to help ensure their incorporation. To accelerate these changes, a course design workshop for faculty will be held in Spring 2019. The reform efforts have coincided with a growth in the number of sections offered (a total of 100), with the majority of these sections taught by adjuncts. These proposed changes and concerns about an over-reliance on adjuncts were presented at the fall 2018 Deans’ retreat. The Deans’ unanimously endorsed the revision of the course and support a budget increase to enhance full-time instruction within the UF 200 faculty.

➤ **Key Initiative: The Marilyn Shuler Human Rights Initiative**

The [Marilyn Shuler Human Rights Initiative](#) was created in 2017 when Idaho’s longtime human rights leader Marilyn Shuler made a donation to the School of Public Service upon her death. The initiative applies a high-profile name to an increasingly volatile topic on college campuses across the nation: the need to address free speech, civility, and human rights. More specifically, Schuler’s gift and this Initiative create a campus-based mechanism to help foster human rights education, unity, and effective advocacy skills among students to honor and emulate Shuler. The Initiative is an interdisciplinary university-wide effort that partners with community groups and individual leaders who currently do this work. There are a number of components to the Initiative, all focused on promoting human rights education, coalition building, and effective advocacy skills to better prepare students who choose to integrate human rights into their vocations or avocations:

- **Events:** sponsoring occasional speakers designed to provide students, among others, with relevant applied information related to human rights issues, education, coalition building, and smart advocacy. In 2017, this included bringing to Boise State the two founding leaders of the Kootenai County Task Force on Human Relations to share award-winning advocacy strategies they used for 25 years to resist and defeat the Aryan Nations in northern Idaho, and to help students think about advocacy strategies deployed more recently by college students on various campuses to advance social justice. It also included organizing Boise State’s first Human Rights Week of events in partnership with the Frank Church Institute and Minidoka Symposium to help students see how human rights themes intersect multiple topics and to experience different ways of engaging with them.
- **Teach-Ins:** weekly lunch-hour teach-ins that invited faculty experts to provide accessible TED-talk type sessions on human rights-related topics in the news, followed by 30 minutes of discussion, with the goal of providing students with accurate, actionable information they could use to better understand and navigate the topic or issue. Teach-in topics have included: What is fake news? What is fascism? Immigration: facts and fiction; Confederate Monuments: history or heritage; Race in Idaho; Energy Policy in the Trump Administration; and the United States, Russia, and Human Rights.
- **Resource Center:** a web-based resource center for students that will advertise human rights-related educational programming, events, clubs, volunteer activities, advocacy opportunities, and research projects on campus as well as their related connections in the community.
- **Curriculum:** a new academic certificate program in human rights education and advocacy includes the creation of two new interdisciplinary courses: human rights past and present, and advocacy in action, as well as a mentor program between students and community advocates. The certificate is designed for students who may wish to integrate human rights expertise and applied advocacy skills into their vocations and avocations.
- **Pedagogical Tools:** developing a body of videotaped interviews or lecturettes with effective community human rights advocates that professors can utilize in their courses to help teach and

apply human rights concepts and skills within an Idaho context. These interviews will help students learn best practices from current community leaders who know how to adapt them to the local milieu.

- Change-maker experiences and advising tools: working in partnership with Service-learning and Beyond the Major to create an advising tool designed to help students and faculty advisors identify “change-maker” experiences that build upon one another in ways that allow students to consciously “level up” change-maker skill sets and integrate these into their academic planning.

➤ **Key Initiative: Student-Generated Sustainability Reports**

Students in the College of Business and Economics (COBE) have created four annual sustainability reports as part of that college’s [Responsible Business Initiative](#). Students work with faculty mentors to evaluate the social, economic, and environmental impacts of numerous aspects of faculty, staff, and student activities and college programs. The initiative expanded to the College of Health Sciences (COHS), which has now produced two annual reports.

The reports make recommendations for improvement and evaluate progress on recommendations made in previous years. Of most relevance to Core Theme Four in the COBE report is the recommendation to increase the level of integration of responsible business content. The criteria used to identify the integration of responsible business practices are that the course either (i) seek “to reflect on, investigate or account for economic, social, or environmental impacts on relevant stakeholders, both positive and negative” or (ii) raise issues having to do with individual, corporate, leadership, environmental, and/or cultural responsibility

In the COHS report “responsible practice” is divided into three types: social responsibility, environmental responsibility, and economic responsibility, and the percent of courses in each program that meet these criteria is established.

Key Initiatives relating to “Leveraging Our Scholarly Expertise”

“Leveraging Our Scholarly Expertise” refers to three aspects of the Carnegie Foundation’s definition of community engagement: “*partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity*” and “*address critical societal issues*” and “*contribute to the public good.*” The following are initiatives that show how Boise State continues to develop new ways of leveraging our scholarly expertise and improving those ways already in place.

➤ Key Initiative: Promoting Technology Transfer

One way that Boise State has leveraged scholarly expertise to the benefit of the community is by facilitating the commercialization of intellectual property developed by campus researchers. Initial attempts at this process had two problems that were subsequently addressed. First, there was insufficient communication to faculty and staff during the process. Therefore, standard operating procedures for intake of invention disclosures were developed and a process flow was developed to clearly define roles and responsibilities. Second, because there was little internal vetting of submissions of intellectual property disclosures, most were being patented irrespective of potential payoff, resulting in substantial cost without much revenue. In response, an intake process was created to assess the potential viability of disclosures before submission to patent counsel.

In 2013, in response to feedback from faculty and staff members and from the community, and to respond to industry’s increasing interest in Boise State research, the [Office of Technology Transfer](#) (OTT) was created to (i) support faculty members in the identification, assessment, and protection of intellectual property, and (ii) facilitate the transfer of intellectual property through its licensing, thereby expediting the process by which creations and laboratory discovery is brought to the commercial marketplace to benefit society.

OTT has increased support of faculty members in several ways. First, OTT provides a comprehensive set of services and programs with direct engagement to improve communication and transparency about Intellectual Property (IP) management, including departmental seminars, informational materials, and a revised website with Inventor and Faculty Resources. Second, OTT has established an interdepartmental infrastructure that supports faculty members at all stages in the commercialization spectrum, including open source support, patenting and licensing efforts, copyright and trademark matters, material transfers, and the negotiation of IP terms in sponsored research agreements. Lastly, OTT uses the balance of license revenue (after inventor shares are paid and patent costs recouped) to reinvest in the enterprise and to support education and research.

To facilitate the out-licensing of intellectual property OTT held a series of industry roundtables to address anecdotal evidence that industry found it hard to engage with and work with Boise State. As a result a series of “approved templates” were developed in coordination with the Office of General Counsel to facilitate and expedite campus interactions with industry. These templates are sent to industry partners at the onset of negotiations so they can see what terms and conditions will generally govern the relationship.

OTT played a key role in the University’s receipt of \$2.5 million dollars of IGEM awards from the Idaho Department of Commerce; that funding is used to advance research projects, fund projects to increase research capacity, and propel innovations that position Idaho industries in new and profitable markets. The funding has supported numerous graduate and undergraduate students and benefits industry partners by providing them technology (in the form of products and services) not otherwise available. Three examples:

- Boise State characterized the mechanical performance of a hip implant for dogs being developed by MWI and WestVet. The research had the collateral benefit of developing a new technique to measure abrasive wear in hip implants.
- Boise State worked with Simplot to develop a data analytics solution for agronomic decision-making based on historic farm and crop yield data.

- Boise State is helping Idaho Hydro Tech develop an integrated miniaturized air scrubber and cloud-enabled wireless distributed sensor network to monitor and control the storage environment for potatoes.

➤ **Key Initiative: Improvement of PreK-12 Education**

One way in which the College of Education has impact on preK-12 education in the Treasure Valley is through its academic programs: Many teachers in the area received their teaching credentials in Boise State's programs and have continued their education in graduate programs. Many principals, superintendents, and other leadership positions received their graduate degrees at Boise State.

The second source of impact, and the subject of this Key Initiative, is the leveraging of the scholarly expertise of the College's faculty members. The following are examples of how faculty members use their scholarly expertise to facilitate the improvement of PreK-12 education.

- Boise State faculty members led a statewide initiative to study new teacher performance using case studies of graduates of Boise State's teacher education programs. New teachers were studied during early years of teaching to assess teacher performance and the connection of that performance to student learning. Research focused on key components of preparation programs and the evaluation constructs and frameworks used in Idaho school districts. Findings from the case studies led to (i) improvements in educator preparation programs, (ii) new teachers having stronger sense of teacher efficacy, and (iii) an intentional focus on p-12 student learning via Student Learning Outcomes and the measuring of student proficiency targets in communities of practice. This research has implications for educator preparation programs and provides insight into supports needed for early-career teachers.
- The [Lee Pesky Learning Center](#) (LPLC) works with students, families, schools and communities to understand and overcome obstacles to learning. LPLC focuses on three lines of research: (i), early detection of learning disabilities; (ii) self-regulation and academic intervention for students with learning and attention challenges; and (iii) professional development of preK through 12th grade teachers. The Idaho Early Literacy Project, which began in 2008 and is now currently run in 7 of 18 school districts in the Center's service area in southeast Idaho. LPLC has provided intensive professional development to more than 400 teachers, and also conducts research on teacher training models that support improved early reading outcomes. Findings consistently show that students, from preK through third grade, reach higher levels of reading and writing proficiency as a result of the training that is provided.
- The Initiative for Developing Mathematical Thinking improves mathematics achievement by improving instruction through professional development. The program began 2004 with teachers in three school districts. Instruments developed to assess the efficacy of the program for students and teachers indicate positive effects of the program; therefore, the program was adopted in a statewide initiative and delivered to over 12,000 K-12 teachers and school administrators. A recent study of over 250 teachers showed that the program improved student performance on a standardized test of mathematics by approximately 30 percent when compared to teachers in a control group.
- Teachers often struggle to assess student learning during instruction. The Improving Teachers' Monitoring of Learning project worked with 250 teachers in more than 30 schools, which is nearly half of the teachers and all the schools in the district, to evaluate the effectiveness of three different programs designed to improve the accuracy of the monitoring of learning by teachers. The three-year federally funded project identified the most effective practices for improving the accuracy of judgments. It also showed that improving judgment accuracy improves student achievement.

➤ **Key Initiative: Helping the Arts to Flourish in the Community**

This Key Initiative will be described in two parts. First, a wide variety of partnerships have developed in which faculty members in art, creative writing, dance, film, music, and theatre leverage their scholarly expertise to the benefit of the local arts community. Second, a new School of the Arts was developed with the mission of strengthening ties to the community and forging new ones.

One could argue that Boise State is the single largest arts patron in the community because of the investment in faculty salaries, department operating budgets, equipment, space, scholarships, etc. Nationally, universities are thought to be the greatest supporters of the arts, with an investment of more than \$5 billion annually.

Partnerships: Boise has a thriving and multi-faceted cultural sector, and the faculty members of Boise State are important contributors to that success. The following are examples of the community's cultural anchors and the faculty whose talent supports those organizations:

- Idaho Shakespeare Festival: Acting, directing, lighting design, costume design, set design, voice and dialect coaching
- Boise Philharmonic: Members of the orchestra (viola, percussion, piano)
- Boise Contemporary Theater: Acting, directing, set design, costume design, voice and dialect coaching
- Idaho Dance Theatre: Founding artistic director and choreographer
- Ballet Idaho: Costume design and lighting design
- Opera Idaho: Direction of Critical Mass Vocal Artists
- LED Professional Dance Company: Lighting design
- Boise Art Museum: Trustee
- Boise Cultural Plan: Boise State research formed the basis for the plan
- Boise Baroque Chamber Orchestra: members of the orchestra (cello, harpsichord/organ, trumpet)

Although faculty talent drives these established cultural organizations, recent graduates often find employment with the groups, and current students also have internship opportunities. Boise State alumni also frequently start artistic enterprises. Examples include Campfire Theatre Festival, Homegrown Theatre, Migration Theory, Red Light Variety Show, Frankly Frankie, Boise Bard Players, and Opal Theatre Company.

School of the Arts: Faculty and alumni connections to the community's established and emerging cultural organizations provide excellent access for Boise State's current students, and the School of the Arts aims to make it even easier for students to understand the role that these organizations play in not only creating the city's cultural vibrancy but its economic growth. Among the plans for the new School are the creation of a Creative Industries Advisory Council, which would unite city cultural leaders and creative industry innovators with university faculty so that innovative ideas might travel freely amongst the constituents. The Council will also lead the development of a student volunteer corps to serve the local arts organizations, while advocating for free admission at events and venues for student participants.

Community engagement is one of three pillars in the new School of the Arts. The others two, interdisciplinarity and entrepreneurship, also have impact on the community because they will result in alumni more likely to pursue successful careers as artists.

Local and national data show that artists who work across and between artistic disciplines are more likely to sustain a career in the arts. With this principle in mind, the School seeks to cultivate interdisciplinary opportunities for students, exposing them to ways of making and thinking in different artistic disciplines. Boise State's investments in support of this principle include funding for the Narrative Television Initiative, which bring artist across multiple disciplines together to create a three-episode television series; internal grants that allow faculty artists to experiment with their colleagues while integrating students into the work; and the creation of a new department of Theatre, Film, and Creative Writing that unites artists working in narrative in theatre or in film so they can more easily collaborate and innovate.

Entrepreneurship is of equal importance in the new School. Although many artists start successful arts businesses, a large percentage of artists function as small businesses unto themselves. The new School prepares emerging artists for this reality and the opportunity it brings. The key initiative related to this principle is the new Arts Entrepreneurship Minor. The Public Culture Initiative also serves this objective by bringing emerging creative industry professionals to campus to visit classes, teach workshops, and give public lectures.

The university has invested in the School by supporting the creation of several new degree programs in Creative Writing, Film and Television Arts, and Arts Entrepreneurship; funding an internal grant program for interdisciplinary, entrepreneurial, and community-engaged artistic projects; investing in the first two seasons of the Narrative Television Initiative; upgrading arts equipment across several artistic practices; and perhaps most notably, building the new Center for Fine Arts, a 90,000 square-foot state-of-the-art facility for the visual arts.

➤ **Key Initiative: Idaho Policy Institute**

The School of Public Service launched the [Idaho Policy Institute](#) (IPI) in October 2016 to work across the state of Idaho with public, private and nonprofit entities to foster objective research, rigorous analysis, and robust discussion of policy issues that help state and local leaders develop innovative solutions to pressing challenges. IPI staff help community partners to articulate their research needs, create a research plan to address those needs, and present practical data that allow for evidence-based decision making. In addition to a core group of permanent professional researchers, IPI leverages the skills of experienced researchers and subject matter experts across the whole University to respond to the growing demands of Idaho communities. Since its founding IPI has completed nearly four dozen substantial research projects, including research briefs, white papers, in-depth policy analyses, public opinion surveys, and program evaluations. Projects are conceived and proposed by state legislators and state agency and department leaders; local elected officials and administrators; and community leaders in the private and non-profit sectors. Many of these projects are initiated through contracts but others are *pro bono* endeavors.

In addition, the Institute leverages the expertise of its affiliated faculty and staff to provide leadership development opportunities for state and local governmental and non-profit leaders. Beginning in the summer of 2018, the Idaho Policy Institute substantially expanded its technical assistance and professional development capacity to host in-person and online public service and leadership training sessions and policy workshops, and to provide technical assistance to local jurisdictions in areas of urban innovation, including social impact bonding, infrastructure finance, and other relevant areas.

In comparison to neighboring states, minimal infrastructure exists to support policymakers in the state of Idaho. Idaho is in the bottom 10 percent in legislative staff and the state is home to few independent think tanks or policy centers. Universities have generally been underutilized for a variety of reasons, and most local government and non-profit entities lack the resources to develop their own internal assets or contract with outside entities. Some state agencies collect and disseminate public data, and local government associations including the Association of Idaho Cities, Idaho Association of Counties, and Idaho Counties Risk Management Program provide policy information and trainings to their members. However, this training is infrequent and usually depends on the ability of the elected official to be able to travel across the state. Few avenues exist for decision makers to obtain high quality and objective resources. In the past, Boise State University has served the region and state through its Business Research and Economic Development Center and Center for Applied Policy. Despite their substantial impact and demonstrated effectiveness, the dependency of these entities on outside grants and contracts from resource-constrained local governments and agencies rendered them unsustainable, and they had to close their doors.

As a result, the state is generally underequipped to adapt to the profound demographic, cultural, technical, and economic transformation occurring in the country. These changes have placed new and increasing demands on state and local governments to address complex and pressing public issues. The Idaho Policy

Institute has stepped into this void and leveraged the scholarly expertise of Boise State faculty and staff to serve the Boise Valley and Idaho.

Key Initiatives relating to “Enrich Our Community”

“Enriching Our Community” refers to three aspects of the Carnegie Foundation’s definition of community engagement:

“enhance curriculum, teaching and learning” in terms of the educational programming provided to individuals in the community, typically through non-credit courses.

“prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues” by providing a venue for public discourse on a wide variety of timely topics.

“contribute to the public good” by providing a venue for cultural, professional, and athletic events and by providing leadership in community organizations.

The following initiatives are examples of how Boise State continues to develop new ways of enriching our community and improving those ways already in place.

➤ Key Initiative: Expansion of Lifelong Learning

Key to the effort to engage community members in lifelong learning is the [Osher Lifelong Learning Institute](#), which offers college-level, noncredit offerings for intellectually curious adults. The program enrolls 1,600+ active members; they attend events solely for the love of learning – no credits, no grades, no homework, no exams. The Institute’s offerings are taught by faculty members and other community experts.

Today’s Osher Lifelong Learning Institute is the result of the University’s decade-long commitment to grow and nurture a small fledgling program, the Renaissance Institute, in order to increase community impact. In 2010 the University provided ideal space for the Osher Institute’s offerings with the acquisition of the Yanke Family Research Park approximately half a mile from campus. The facility provided space for a wide array of educational offerings, convenient access for members, and a social gathering place. That commitment by the University helped secure a \$1 million endowment from the Bernard Osher Foundation. As a result of a robust program and because membership exceeded 1,000, an application for a second endowment a few years later resulted in another \$1 million from the Osher Foundation. The financial support allows the program to be led and supported by three expert staff who identify the best Boise State faculty and most engaging topics for this audience of adult learners.

Surveys from Osher members are exceedingly positive. Although many of them had no previous connection to the University, members speak glowingly of Boise State faculty and the passion they have for their disciplines. In addition to their membership and course fees, 200 of the 1,600 members contributed to an Osher Excellence Fund, raising \$42,000 this this past year. Many of the Osher members contribute to the University at-large, and the Institute has been embraced by University Advancement as one of the top ways of keeping donors engaged with the life of the University. The Institute awarded grants to University faculty amounting to \$15,000 last year, asking only that the faculty keep the membership updated about the research they are doing. Not surprisingly, faculty speak positively of the Institute and intellectual curiosity of its members.

Another area of success in extending lifelong learning opportunities into the community is Boise State Public Radio, which this past year won an Idaho Press Award for its new daily public affairs show “Idaho Matters.” University investment in the station allowed it to expand into the same facility used by the Osher Institute — the Yanke Family Research Park. The station’s signal spans a listening area across Southern Idaho with over 1 million people. Boise State faculty members speak on the new Idaho Matters program almost daily. Membership support, grants, and some university funding sustains the station and its educational programming, as well as NPR news.

➤ **Key Initiative: Facilitating Public Discourse**

Boise State is committed to sponsoring a wide range of events that facilitate public discourse. This sort of sponsorship is a common focus of universities. What makes it worthy of mention in this self study is the geographical context: Boise State is the only public university for hundreds of miles; so it is incumbent on the University to ensure a rich array of public discourse events.

University-sponsored events include the twice-yearly Distinguished Lecture Series, the Brandt Foundation Lecture Series, the Adam Smith Lecture Series, the College of Business and Economics Speaker Series, and more. The university also hosts student- and community-driven speakers across disciplines, and community and political events that span the spectrums: Barack Obama and Bernie Sanders have spoken on campus in recent years, as have Republican presidential candidate Rand Paul, Idaho GOP Sen. Mike Crapo, and gun-rights advocate Dick Heller.

The most high-profile of these events, the Honors College-led [Distinguished Lecture Series](#), brings world-class speakers to Boise State to meet in small groups with students and present to large community and campus crowds, ranging from an average of about 700 attendees to as many as 3,000. Recent speakers have included New York Times columnist David Brooks, filmmaker Werner Herzog, former Deputy Secretary of State Antony J. Blinken, novelists Margaret Atwood and Salman Rushdie, Nobel Prize-winning physicist Carl Wieman, and many more.

The School of Public Service has focused on civility and discourse during events for several years. A year-long series of seminars, speakers, teach-ins and other events called Patriotic Choices was run by the university's [Idaho Center for History and Politics](#) in 2016, helping add context, history and a greater sense of understanding to the election year for students — many of whom were eligible to vote for the first time in a presidential election.

Two longstanding centers in the School of Public Service, the [Cecil D. Andrus Center for Public Policy](#) and the [Frank Church Institute](#), both host speakers, seminars and events throughout the year.

Along with the Andrus Center's annual Women and Leadership conference, which attracts about 1,000 participants from Idaho and beyond, and a newly launched version of the conference for teens, the center hosts an annual Environmental Conference and lectures that have in recent years featured New York Times columnist Tim Egan, renowned constitutional scholar Louis Fisher, and National Park Service Director Jon Jarvis.

The Church Institute performs a similar convening role in international affairs, hosting its annual conferences on topics that in recent years include "The Global Struggle for Democracy," "America's Future: Refugees, Immigration and National Security," and "Clash of Cultures: The Middle East in Turmoil."

Both centers feature national and international speakers, creating unique opportunities for Boise State students and the Boise community to join discussions with global range and impact.

For several years, Boise State and the School of Public Service have published online and in-print *The Blue Review*, a journal of popular scholarship. This unique publication gives Boise State and other academic and research scholars a chance to apply their knowledge and expertise to current events in Boise and beyond, offering a unique and informed take on issues such as free speech, civility, land use, local governments and much more. In the same vein, Boise State is a contributing member to *The Conversation*, which is a nonprofit news and information source that distributes faculty-written pieces explaining and examining the news of the day; *The Conversation* is published both in local newspapers and media outlets across the globe.

Recently-retired University President Bob Kustra was awarded the Stimpson Award for Civic Engagement this fall by the City Club of Boise for his work in fostering and promoting civil discourse on the Boise State campus.

➤ **Key Initiative: A Venue for the Arts**

Boise State, due to its location in the largest metropolitan center in the state and its commitment to community artistic and cultural enrichment, serves as a major sponsor, benefactor, participant, and supporter of the arts. Every year Boise State hosts of hundreds of events that range from major theatre, musical and dance productions to poetry readings and intimate art exhibitions.

The Velma V. Morrison Center for the Performing Arts on Boise State’s campus is the state’s premier performing arts space and perennially named one of the top-performing university performance spaces of its size in the nation. In a typical year of hosting national traveling and local theater, music, dance and other performances, nearly 30 free events are held that give tens of thousands of children and adults access to the arts. The importance of the venue has been recognized by the City of Boise, which named the Morrison Center one of the city’s Cultural Ambassadors for the years 2017 and 2018.

Other major venues at Boise State include:

- Taco Bell Arena
- Center for Fine Arts (soon to be completed)
- Benjamin Victor Gallery
- Student Union Gallery
- Visual Arts Center

Additionally, Boise State is home to:

- Idaho Dance Theater
- Boise Jazz Society
- The Gene Harris Jazz Festival
- Boise Chamber Music Series

Boise State hosts numerous events for Boise residents interested in continuing arts learning and experiences:

- Visiting Distinguished Writer series
- [MFA Reading Series](#)
- Art Department’s [Visiting Artist and Scholar series](#)
- Public Culture Initiative
 - Guest speaker/artists have included Heather Marion (*Better Call Saul*), Schulyer Tellen (*Portlandia*), Erich Lane (*Dear White People*), Will von Tagen (independent films)
- Gallery at Yanke
 - Highest profile exhibit was Shakespeare’s First Folio presented through a grant from the Folger Shakespeare Library. Attendance during the 4 weeks of the display was nearly 10,000, including nearly 2,000 K-12 students who attended workshops.
- Department of Theatre Arts, Film and Creative Writing
 - Produces 3-4 mainstage productions per year as well as two student showcases
- Department of Music
 - Ensembles
 - Symphonic Winds
 - University Symphony Orchestra
 - Jazz Orchestra
 - Keith Stein Blue Thunder Marching Band
 - All-Campus Band
 - Meistersingers University Singers
 - Vox Angelis
 - Vocal Jazz Ensemble

While these events provide intellectual and aesthetic enrichment for the Boise Community, they also have economic impact. Americans for the Arts estimated the economic impact of the arts in Boise in 2012 to be in

excess of 46 million dollars exclusive of ticket costs. In addition to buying tickets, audience members purchase food and drink, parking, souvenirs, babysitting, and in the case of out-of-town audiences, lodging. The numerous cultural opportunities the university provides convey economic benefit to local business.

➤ **Key Initiative: Sponsoring Educational Events and Activities for Children and Youth**

Boise State sponsors and hosts a variety of events that enrich the educational landscape available to children in the area. The following are several examples:

- SCRIPPS Southwest Idaho Regional Spelling Bee is open to students in the 3rd to 8th grades in schools in southwest Idaho and homeschoolers.
- High School Theatre Festival is a two-day event with workshops for high school students on all aspects of theater.
- Boise State is home to the International Economic Summit organization, which has hosted events around the country since 1971 designed to provide high school and university students with a practical, hands-on learning experience in globalization, international relations and economics. About 1,200 students from across Idaho participate.
- Boise State hosts an annual Engineering and Science Festival. The festival is free for kids of all ages and features a wide variety of engaging science and engineering activities designed for K-12 students and their families. More than 6,000 people attended in 2018.
- Boise State hosted Idaho’s first high school eSports state tournament last spring, with plans to continue the new tradition. In the first state tournament more than 140 high school eSports players representing 20 schools from across Southern Idaho competed.
- Boise State is a frequent host of the Western Idaho Regional Science Bowl and an occasional host of the National Science Bowl competitions for high schoolers and middle schoolers.
- Shake It Up After School is a collaboration between Title I Elementary Schools in Boise, the Idaho Shakespeare Festival, and undergraduate students in Shakespeare courses at Boise State. Undergraduates and elementary school students explore the artistic, historical, and cultural importance of Shakespeare; the program challenges assumptions that Shakespeare is a commodity reserved for cultural elites. Over the course of seven weeks, elementary students read, discuss, rehearse, and perform a Shakespeare play. Doing so empowers them and enhances their vocabulary, confidence, and teamwork skills, as well as being fun.
- The Gene Harris Jazz Festival brings internationally known musicians to Boise for concerts and a “club night” of intimate shows; but it also provides some 1,500 high school musicians from across Idaho a chance to compete with each other and learn from Boise State and visiting musicians in a series of clinics and classes on the Boise State campus.
- The Velma Morrison Center for Performing Arts, which has been named one of the top university venues with a capacity under 5,000 in the country, hosts summer performance camps through each summer, filling quickly with students of all ages.
- Boise State’s summer camps for children in the arts, sciences, athletics and more are too numerous to mention, but along with athletics camps for all ages in swimming, football, cheer and dance, soccer, volleyball and more, here is a sampling of campus camps from summer 2018:
 - e-Camp for grades 7-9 provides hands-on activities and projects involving problem solving and teamwork to explore careers in engineering and computer science while living on campus in a college dormitory.
 - e-Girls for grades 9-11 is a free overnight program for girls exiting 9th, 10th, and 11th grade, supervised and mentored by current engineering students. Workshops led by Society of Women Engineer professionals and college students have included: Nuclear Forensics, Materials Science Resin Casting, Innovative Technology, Explore Biology, Transportation and YOU, Prosthetic Hand Design, Biomechanics, Computer Programming, Physics of Rock Climbing, A World of Career Choices, and more.

- GenCyber Cybersecurity Summer Camp for Idaho High School Students (Girls Only week and a Boys and Girls week). Grades 9-12. Computer Science faculty and staff introduce and cement knowledge of cybersecurity first principles, increase the curiosity of the participants about the field of cybersecurity, encourage participants to seek further education in cybersecurity, and motivate participants to seek a career in cybersecurity.
- Summer Academy Programs for Elementary and Junior High Students. Students engage in a fun, active learning curricula led by certified classroom teachers and college students.
- Camp CashEd for boys and girls, ages 10-14, is an interactive financial literacy camp.
- Bicycle Adventure Program for students in grades 7-9. Students embark on daily bicycle adventures that lead to exploring the great outdoors (swimming, hiking and canoeing), learning about local businesses (indoor recreation, restaurants and stores), and developing life skills (teamwork, friendship, goal setting and character).
- Boise State University Summer Chamber Music Camp is for young musicians playing band and orchestra instruments, piano or voice in grades 7-12.
- Low Brass Camp is for students entering grades 6-12 and graduating seniors. The camp provides an environment for trombone, euphonium, and tuba students to explore their instrument and develop the proper skills needed to excel.
- Summer DanceFest Workshop, for students aged 12 and older, offers the highest quality training for today's dancer during two weeks of intensive training in ballet, pointe, men's class, pas de deux, jazz and modern dance.

Assessment of Learning Outcomes and Improvements Based on that Assessment

- 4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

- 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

This section of the self-study will first address Boise State’s assessment and improvement processes regarding Program Learning Outcomes (PLOs). Next, the assessment and improvement processes regarding general education, and the University Learning Outcomes (ULOs) in particular, will be addressed. Finally, the self-study will address the way in which we ensure the quality of online and concurrent enrollment offerings, which are key alternate modalities offered by Boise State.

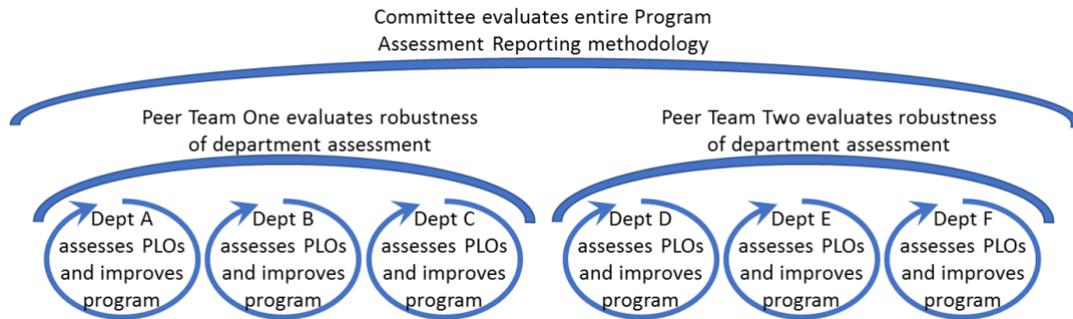
Assessment of Program Learning Outcomes and Resulting Improvement to Programs

All degree programs report a comprehensive assessment of their program learning outcomes on a triennial basis. A new framework and process for assessment of program learning outcomes, overseen by the Office of Institutional Research, was implemented in 2016-17 and is in its third year. The new framework incorporates peer evaluation of the assessment process and resulting improvements. Three important benefits result from Boise State’s use of peer evaluation: (i) it is straightforward to document in a robust manner the degree to which our programs are effectively assessed; (ii) the feedback provided by reviews can be used by programs to improve their assessment processes; and (iii) peer review has substantial and positive impact on the culture of assessment. Figure 4.39 depicts assessment of PLOs by departments, evaluation of department process by the peer committees, and the upcoming evaluation of the entire methodology by a committee, as described below.

Standard 4: Effectiveness and Improvement (CONTINUED)

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Figure 4.39. Boise State’s system for assessing Program Learning Outcomes (PLOs). Departments assess their PLOs on an ongoing basis and submit Program Assessment Reports (PARs) on a triennial cycle. Teams of peers evaluate the robustness of each department’s PAR and provide feedback. A committee has begun evaluation of the overall PLO assessment methodology



➤ Assessment Framework, Responsibility, and Assumptions

Responsibility for assessing student learning in the undergraduate and graduate academic programs lies within the departments/units (referred to here as “departments”) in which the programs reside. Assessment of learning is intended to be a formative, faculty-led process focused on the collection, interpretation, and use of information to guide curricular and instructional decisions, improve programs and policies, and ultimately contribute to student success through the achievement of intended learning outcomes.

Six key principles guide work in the assessment of program learning outcomes:

1. Assessment produces meaningful and actionable information that programs can use to improve teaching and student learning.
2. Assessment lives closest to the programs in which the learning occurs; it is a tool to be used *by* programs rather than an event/occurrence that happens *to* programs.
3. Assessment-based change is favored by a collaborative, collegial process in which the community of educators engages with evidence of student learning.
4. Assessment efforts are transparent and explicit rather than known only to insiders of the program or individual faculty members teaching a given course or set of courses.
5. Assessment reporting is frequent enough to ensure reasonable assurance of learning and continuous improvement yet, not so frequent as to detract from meaningful and action-oriented efforts.
6. Assessment is a regular, ongoing effort rather than an episodic event designed solely to satisfy reporting or external regulators.

Departments are charged with development of meaningful and measurable PLOs, which are statements of intended learning focused on what students will be able to do at the conclusion of the program. Those PLOs are published at the [Program Learning Outcomes by College](#) website. Although it is expected that departments are continually assessing student learning, they are required to submit Program Assessment Reports (PARs) for each degree program on a triennial basis. The [Program Assessment Reporting Schedule](#) is published and updated annually to account for the addition or discontinuation of programs.

At the date of submission of this self-study, two-thirds of programs were reviewed during the academic years 2016-17 and 2017-18. The remaining one-third of programs is undergoing the process during the 2018-19 academic year.

➤ **Program Assessment Report Protocol**

Programs scheduled for reporting are convened at the beginning of each academic year and provided with an overview of the PAR process, [a PAR timeline](#), and resources. In addition to providing valuable information and answering questions about the PAR process, the convening of programs in a cohort-like manner is another of our efforts to build coalitions, community, and culture for assessment at Boise State University.

PARs are submitted by way of [two standardized PAR templates](#), and they include the following elements:

1. Mission of the program
2. Overview of assessment in the department/program
3. Brief description of curricular, instructional, or programmatic improvements/changes based on the previous assessment report
4. New or updated Curriculum Map (no template)
5. Intended PLOs
6. Measures used to assess outcomes
7. Interpretation/summary of key findings
8. Actions taken or planned based on findings
9. Strengths and improvements
10. Assessment of the Communication in the Discipline and Finishing Foundations courses, which are two department-embedded offerings of our University Foundations program (undergraduate programs only)

All Program Assessment Reports are reviewed by teams of three to four faculty and staff and evaluated using the [PAR Review Rubric](#). Prior to their participation, PAR reviewers are required to [participate in PAR training](#), during which they are oriented to the PAR process, participate in mock reviews, and provided with tools and resources to complete the reviews. Each team has an assigned team leader who is identified based on interest, prior experience with PAR, and/or expertise in assessment. The roles of team leaders consist of facilitating discussion among the team members, ensuring consistency and quality control in the reviews and feedback, and submitting final reviews for the feedback reports.

Peer evaluation is processed by Institutional Research and provided to the programs in early August. Departments are asked to convene their faculty to discuss the feedback and next steps, and provided information on how to submit their PAR Follow-Up Report. The Follow-Up Report gives programs an opportunity to respond to reviewer feedback and describe their next steps and actions to be taken. [Follow-up PAR Response](#) are due by October 1.

➤ **Results of the Program Assessment Reporting Process**

University-level Results of Peer Reviews.

A total of 99 degree programs, 47 undergraduate and 52 graduate, submitted Program Assessment Reports in 2016-17 and 2017-18. One hundred percent of programs scheduled to report submitted reports on time (or within a narrow window). All reports were reviewed by no fewer than two, but typically three, reviewers.

During the implementation of the new program learning outcomes assessment cycle a great deal of emphasis was placed on affirming and refining the foundations of learning through clear, measurable, learner-centered outcomes. As illustrated by the table below, 100 percent of programs defined their learning outcomes at some level of proficiency, with 87 percent of the undergraduate programs and 92 percent of the graduate programs receiving ratings of Developing or Proficient on the strength of their learning outcomes.

Eighty-one percent of undergraduate and graduate programs received ratings of Developing or Proficient in the measures identified and used to assess learning. To receive these ratings programs must show their use of direct and indirect measures (emphasis on direct), have at least one measure per outcome, and illustrate clear alignment between their measures and outcomes.

Table 4.12. Summary of Peer-review scores from Program Assessment Report Review for Reporting Years 2016-17 and 2017-18

<i>All Programs; N = 99</i>				
<i>Component of PAR Evaluated</i>	Level of Proficiency			
	No evidence	Beginning	Developing	Proficient
Program Intended Learning Outcomes (PLOs)	0%	10%	29%	61%
Measures	1%	18%	54%	27%
Key Findings	14%	16%	47%	22%
Actions Taken or Planned	9%	15%	36%	39%

<i>Undergraduate Programs Only; N = 47</i>				
<i>Component of PAR Evaluated</i>	Level of Proficiency			
	No evidence	Beginning	Developing	Proficient
Program Intended Learning Outcomes (PLOs)	0%	13%	30%	57%
Measures	2%	17%	43%	38%
Key Findings	11%	17%	36%	36%
Actions Taken or Planned	9%	15%	26%	51%

<i>Graduate Programs Only; N = 52</i>				
<i>Component of PAR Evaluated</i>	Level of Proficiency			
	No evidence	Beginning	Developing	Proficient
Program Intended Learning Outcomes (PLOs)	0%	8%	29%	63%
Measures	0%	19%	63%	17%
Key Findings	17%	15%	58%	10%
Actions Taken or Planned	10%	15%	46%	29%

Based on the evidence of learning evaluated by a program’s faculty, what did they find? To receive rating of developing or proficient, a program must explicate their findings about their students’ achievement of program outcomes and discuss the degree to which their outcomes were met. In general, programs were less well developed in their interpretation and articulation of key findings than they were in the identification of relevant measures, with approximately two-thirds of programs receiving ratings of Developing or Proficient for key findings.

The final aspect of the PARs evaluated by review teams is the actions taken or planned by the program in response to their findings. In other words, after a program has evaluated their students’ learning, what kinds of curricular, pedagogical, or other academic improvements ensue? To receive a rating of Developing or Proficient, a program must provide evidence of changes that already have been implemented or detailed; specific plans outlining impending improvements. Three-fourths of programs received ratings of Developing or Proficient in taking or planning actions based on their findings, which is slightly higher than those receiving ratings of Proficient for key findings. There are several possible reasons for the apparent disconnect between identifying findings and taking action that include the following: (i) It is possible that programs are adapting and changing without always making (or documenting) the clear connection between those changes and what led to them. (ii) It could be a reflection of where departments are in their implementation of new assessment plans (e.g., some departments used the PAR as an opportunity to start from scratch and they have little in the way of findings to report). (iii) There might be an issue with the report (i.e., perhaps the level of detail needed in the key findings section needs more clarification and/or more guidance). Nevertheless, additional critical review of the findings will occur during the PAR 3-year

review, which is described below.

Program-level changes based on PAR

Program improvements are described at two points in the process: (i) in the “Actions taken or planned” section of the PAR itself and (ii) in the PAR Follow-Up Report. For the Follow-Up Report, which is submitted at the conclusion of the process, faculty members are asked to reflect on the PAR process and provide information about the next steps they will take. Many programs described their next steps as a mixture of (i) changes to curriculum and content that will lead to improvements in learning and (ii) improvements to the assessment process.

The following are three examples of those descriptions.

The BA in French and BA in French, Secondary Education programs share a core set of seven outcomes, with several additional outcomes added for the Secondary Education program. Both programs received strong ratings overall from peer reviewers. Reviewer feedback raised a question about the strength of the bridge between the seven core French outcomes and three Education-related outcomes for the Secondary Education students. They further noted that assessment of those outcomes appeared to be less robust than the French core. In the Follow-Up Report, the French faculty noted several next steps, including the following:

Having discussed the reviewers’ feedback, we have decided to take three actions in the future:

1. *We will require candidates for the French Secondary Education program to submit a reflection on their experiences with various instructional practices as language students to help them become aware of language teaching methodologies at an earlier stage of their career and to demonstrate growth by the end of the program.*
2. *We will consider adopting performance descriptors from the American Council on the Teaching of Foreign Languages for skills other than speaking.*
3. *We will revisit our PLOs to consider the possibility of adding verbs associated with higher order thinking skills to complement the four basic skills of reading, writing, speaking, and listening that are central to the mission of our programs.*

Reviewers lauded the BA Communication program for having embraced the PAR reporting process as part of their work efforts and culture. Some of the reviewer feedback focused on the measures and the potential for inconsistency in assessment for two main reasons: (i) faculty select the assignments for program outcomes assessment (and there is always a possibility that course instructors may change from year to year), and (ii) in developing shared understandings of what achievement of the outcomes looks like (i.e., criteria). The BA in Communication program’s Follow-Up Report outlined several next steps, which include developing better criteria for evaluating learning, linking the PLOs more explicitly to their courses and ensuring greater broad responsibility for their outcomes among all types of teaching faculty.

We have three important outcomes that need to be accomplished.

1. *Discuss as a group what each PLO means with a few more guiding bullet points*
 - a. *Create an idea of what “meeting” means at each level of the PLO*
2. *Discuss strategies each person can do to better help meet the PLO levels for the classes we teach*
 - a. *Create an action plan for each instructor to implement moving forward in the classes*
3. *As an outcome of assessment, it has come to light that we, as a program, need to be better about informing all instructors about the PLOs within our curriculum and what classes are designed to meet what levels, and PLOs.*

This includes:

- a. *Professors and lecturers*
- b. *Adjunct and online instructors*
- c. *CWI and offsite instructors who feed into or are partnered with our program*

Finally, the department of Community and Environmental Health has described the pivotal role of the PAR process in transformation of their curriculum. They were able to stimulate authentic engagement of their faculty, critically analyze their curriculum to identify gaps and inconsistencies, and establish greater purposefulness in their curricula. Reviewers commended the program for its energy around program improvement as a whole, however, they questioned the alignment of assignments used for assessment and

criteria for determining students' achievement of the learning outcomes. In their Follow-Up Report, the BS Health Science Studies' reflection illustrates their forward movement; moreover, their remarks illustrate the synergy between curricular improvements and program assessment processes, which are at the heart of the PAR process.

Based on the PAR process, the department has made substantial curriculum revisions to the BS in Health Science Studies. Revisions include a degree title change, and development and addition of courses in our department. Students will take courses that provide them with a foundation of knowledge in public health and health sciences that will prepare them for further course work and a career in health. As the department develops these courses, PLO assessment will be built into the course design. The idea is to incorporate PLO assessment into our core classes so we can assess students learning over time. We just started course development so, we are in the process of identifying the specific assessments. The department is also developing a Student Outcomes Assessment, which will be a 0-credit course (similar to Biology). This course will serve as an exits survey to assess PLO and prepare students for any certification exams that they are eligible to sit for. All students will have to take this course

Benefits to Peer Reviewers.

Forty-four individuals served as peer reviewers in 2016-17 and 2017-18, seven of whom served as reviewers in both years. Nearly all academic colleges were represented on the review teams, in addition to faculty from Albertson's Library and several staff from related academic areas (e.g., the Instructional Design and Educational Assessment Shop). Peer reviewers received training and a modest stipend for their service. The training of peer reviewers was evaluated and improvements were made both to the training and the PAR review process based on the input of peer reviewers.

Beyond the obvious benefits of sharing the workload and completing the reviews, the use of peer review teams is part of Boise State's broader effort to build community and a culture of assessment. The use of peer reviewers is building capacity across colleges and departments, while providing valuable professional development. Feedback from peer reviewers suggests progress toward these goals. Comments from three reviewers:

Getting to see what all of the different programs are doing was enormously enlightening. I was really struck by how limited some departments' concepts of assessment were, versus the in-depth structure other departments had put in place that accounted for things like faculty bias and student randomization. I would be very excited to participate [as a peer reviewer] again because of this element.

I think it [my participation as a peer reviewer] will shape how we respond to our own program review process--it gave me some ideas for what other programs are doing for assessment, and areas we could improve. Very useful.

I think more about our program outcomes, and I've been doing better about framing those outcomes for our graduate program. My individual course level outcomes are also well-written because of my training. In addition, the assessment process has helped me with other assessment roles I have in the department. Finally, I like seeing what other people are doing across campus and getting ideas as well as feeling that I'm able to offer them helpful feedback.

➤ **Support for PLO Assessment**

As mentioned previously, professional development is a cornerstone of our assessment efforts, from the convening of "cohorts" of programs at the beginning of the reporting year ("PAR organizing meetings") to the training and utilization of peer reviewers near the end of the reporting year. Importantly, additional professional development and support is provided throughout the academic year in partnership with the Center for Teaching and Learning. One aspect of that support includes the availability of individualized consultation and the facilitation of meetings among faculty members. The other aspect consists of a four-part assessment workshop series offered each semester. Each of the four parts of the "[Efficient and Effective Program Assessment](#)" workshops focuses on a different aspect of program assessment, thereby providing departments with step-by-step guidance to help them create or refine program assessment efforts. A description of the workshops and participation by year follows.

Table 4.13. Effective and Efficient Program Assessment Workshop Series and Participation Counts

Workshop Title	Brief Description	2016-2017	2017-2018	2018-2019 (fall only)
<i>I. Program Learning Outcomes (PLOs)</i>	A well-written set of PLOs serves as a strategic compass for degree programs. During this session we will focus on crafting a strong set of PLOs.	45	20	8
<i>II. Curriculum Mapping</i>	Curriculum mapping provides a clear document of the ways PLOs are supported in a degree program. During this session we will work from an existing set of PLOs and focus on creating a curriculum map that your program can use to design and guide curriculum decisions and PLO assessment.	41	20	13
<i>III. Assessment Approaches</i>	How and when will students demonstrate their achievement of your PLOs and what types of assessments will you use to gather this data? In this session we will look at a variety of approaches to assessing student work for the purpose of program assessment, as well as provide work time for discussion of assessment techniques that are appropriate for your PLOs.	34	25	11
<i>IV. Developing an Assessment Strategy</i>	Following clarification of PLOs and curriculum mapping, how can you use assessment results for making improvements in your program? In this session we will look at various examples of assessment plans and discuss how the results of those assessments could be used to make changes in a program.	18	19	11
<i>TOTAL distinct number of individuals served</i>		73	46	20

Overall, the efforts to provide professional development at various stages of the process allows us to recognize the varying levels of expertise for assessment, assist faculty and programs in advancing assessment in their programs, and build broader participation in assessment.

➤ **Next Steps in Continuous Improvement of PAR**

Evaluation of the PAR Process.

A PAR Review Committee is being assembled to conduct a review of the process in its third year. The review committee will be assigned four tasks, with recommendations completed by April 1.

- Review feedback on the PAR process and gather additional feedback as needed.
- Review and recommend revisions/updates to the PAR process, specifically considering updates to

the templates, development of a template for curriculum maps, and work to ensure follow-up on actions taken or planned from the last report (How will a program report on these actions? How will we evaluate success in “closing the loop?” etc.)

- Examine the connections of PAR with University learning outcomes assessment, specifically looking for ways to coordinate processes, programming, and workshops.
- Identify other areas that need attention, including programming and support.

Sustainability.

Perhaps the biggest challenge facing program learning outcomes assessment is the availability of resources. Total staffing for program learning outcomes assessment is approximately 0.225 FTE, just slightly over one day per week total that is devoted to supporting these efforts.

A second structural challenge is that the PAR process is low-tech compared to the sophisticated software packages seen at other institutions: a Google team drive is used for documents, communication is via email lists, and data is assembled manually.

Lastly, many programs directly or anecdotally have stated that doing a good job assessing the learning of their students is difficult given time constraints on faculty members. Although some colleges and programs have offered course releases or compensation, the practice of supporting outcomes assessment at the department level is inconsistent across the institution.

➤ **Summary**

The PAR process models and encourages collegial, collaborative processes that build capacity for assessment through engaged faculty and professional development, improve student learning and achievement of outcomes, and build a solid culture supportive of assessment. The next step is to ensure the sustainability and continued improvement of the process by investment of sufficient resources.

Assessment of General Education and Resulting Improvements to the Program

For context, in the past seven years the general education program at Boise State has undergone two substantial reform efforts.

- In 2012 the Foundational Studies Program (FSP) was launched as a replacement for a purely distributive model of general education known as the “Core.” FSP was based on the LEAP initiative of the AACandU and included an intentionally embedded assessment process. The new program developed a set of 11 University Learning Outcomes (ULOs; see Table 4.14). Rubrics associated with each ULO were developed. FSP featured two university-level requirements: University Foundations 100 targeted freshmen and had the learning outcomes of critical inquiry, oral communication, teamwork and innovation; University Foundations 200 targeted sophomore students and supported the learning outcomes of diversity, ethics, and internationalization, while also focusing on concepts of liberty, justice, civics, and democracy. The remaining courses in the FSP focused on disciplinary areas as shown in Table 4.14. In 2012, the assessment structure of the program was recognized by the J.A. and Katherine Albertson Foundation’s “ID21” award. In 2015, Boise State received an award from The Association of General and Liberal Studies recognizing the strength of assessment structure for the FSP.
- In Fall 2016 a thorough review of the FSP was conducted, resulting in five changes: (i) a Faculty Senate General Education Committee was re-created to embed the program in faculty governance and widen faculty participation and leadership of the curriculum; (ii) \$730,000 in new funding was allocated to support greater full-time instruction; (iii) the emphasis of the 100-level course was changed from interdisciplinary to disciplinary emphasis, and size was reduced from 200 to 100 students; (iv) the 200-level course narrowed learning outcomes from seven categories to three, focusing on diversity, ethics, and civics; (v) the program name was changed from “Foundational

Studies” to “University Foundations,” and the word “Foundations” was placed in the title of all courses and categories to better indicate the full scope of the program.

Table 4.14. The University Learning Outcomes of Boise State University

University Learning Outcomes (ULOs)		Cluster Name
1 st Year Writing	1. Write effectively in multiple contexts, for a variety of audiences.	Written Communication
Intellectual Foundations	2. Communicate effectively in speech, both as speaker and listener.	Oral Communication
	3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.	Critical Inquiry
	4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.	Innovation and Teamwork
Civic and Ethical Foundations	5. Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.	Ethics
	6. Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including political, economic, and environmental issues.	Diversity and Internationalization
Distribution Requirements / Disciplinary Clusters	7. Apply knowledge and the methods of reasoning characteristic of mathematics, statistics, and other formal systems to solve complex problems.	Mathematics
	8. Apply knowledge and the methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.	Natural, Physical, and Applied Sciences
	9. Apply knowledge and methods characteristic of the visual and performing arts to explain and appreciate the significance of aesthetic products and creative activities.	Visual and Performing Arts
	10. Apply knowledge and the methods of inquiry characteristic of literature and other humanities disciplines to interpret and produce texts expressive of the human condition.	Literature and Humanities
	11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.	Social Sciences

Assessment of the Foundational Studies Program: 2012-13 through 2017-18

The Foundational Studies Program developed a four-year assessment cycle for the 11 newly established University Learning Outcomes (ULOs), as summarized in Table 4.15.

In year one, faculty members directly assessed samples of student coursework. They proceeded to “close the loop” over three subsequent years by making course-level plans for change, supporting faculty and staff development, and reviewing progress. In 2017-18, the Foundational Studies Program completed the first four-year assessment cycle.

Table 4.15. Measurement Cycle One for Eleven University Learning Outcomes

<i>Measured: 2014-15</i>		Arts (ULO 9)	Humanities (ULO 10)
<i>Measured: 2015-16</i>	Oral Communication (ULO 2)	Social Sciences (ULO 11)	Ethics and Diversity (ULOs 5 and 6)
<i>Measured: 2016-17</i>	Critical Inquiry (ULO 3)	Mathematics (ULO 7)	Natural, Physical, and Applied Sciences (ULO 8)
<i>Measured: 2017-18</i>	Written Communication (ULO 1)	Teamwork/Innovation (ULO 4a and 4b)	Review of Assessment Process

Examples from Assessment Cycle One

The first two examples that follow refer to e-portfolio assessment in the required freshman and sophomore courses, University Foundations 100 (UF100) and University Foundations 200 (UF 200). E-portfolio use is required in UF 100 and UF 200 while in other University Foundations courses the decision to use e-portfolios is made on an individual faculty level.

All UF 100 students create e-portfolios using a multi-course template that encourages them to save and reflect on their work across their college career. At minimum, both UF 100 and UF 200 students place at least one major assignment and a reflection on their learning into their portfolios, but faculty members may require additional portfolio assignments and reflections. Students can share copies of their portfolios with faculty in several ways; however, they are required to electronically submit at least one copy within Boise State’s learning management system, where it can be tagged as related to a specific learning outcome and later retrieved by the program for assessment.

Example 1: University Foundations 100: Foundations of Intellectual Life, Faculty members scored authentic student work sampled from UF e-portfolios for assessment of Oral Communication in 2015-16 and Critical Inquiry in 2016-17.

- Oral Communication: Faculty members reviewed student videos and scored them against the Oral Communication rubric. This review revealed that students were scoring lowest in the Delivery criteria (ULO 2.6). As a result of subsequent faculty discussions, UF 100 Oral Communication assignments were revised in an effort to achieve a more uniform adoption of peer-review on the quality of delivery in oral communication.
- Critical Inquiry: A review of assessment results indicates there was substantial variation across UF 100 sections in the extent to which a Critical Inquiry framework was addressed (or emphasized) and in students’ ability to apply the concepts and vocabulary associated with Critical Inquiry. Improvement efforts resulted in the creation and distribution of a clearer common definition, framework, and vocabulary for UF 100 instructors to use in introducing students to Critical Inquiry.

Discussions among faculty members teaching UF 100 also contributed to the more holistic course redesign of UF 100, implemented in Fall 2018. In addition to other changes made to course structure and delivery (such as reducing class size, increasing class time with experienced full-time faculty, and moving from a multi-disciplinary framework to a more disciplinary one), the redesign included removing Teamwork and Innovation as a formal outcome for UF 100. Faculty members argued that a more cohesive course design would serve entering freshmen better and allow a tighter focus on the central Critical Inquiry and Oral Communication outcomes.

Example 2: University Foundations 200: Foundations of Ethics and Diversity, Faculty members teaching UF200 scored authentic student work sampled from e-portfolios to kickoff assessment of the course's central Ethics and Diversity outcomes in 2016.

- Ethics and Diversity: The assessment revealed that both high and low achieving students received slightly better scores on the assessed Diversity outcomes than on Ethical Reasoning — and that the multi-disciplinary group of UF 200 faculty placed varying levels of emphasis on Ethics and Diversity outcomes. An ongoing conversation resulted about consistency across sections, the differing weights individual faculty placed on each of the multiple outcomes attached to the course, and the common elements that should be part of every UF 200 class. Steps taken to enhance consistency across sections include a common syllabus checklist and template, a common Blackboard software template, and additional emphasis on recommended readings and resources.

A UF 200 faculty subcommittee of the General Education Committee is currently working on further changes to the course, which will be implemented in Fall 2019, including a potential revision to course outcomes and a set of common Ethics frameworks and Diversity concepts to utilize across all sections.

Example 3: Foundations of Writing. The 2017-2018 Written Communication assessment consisted of two portions: (i) a survey of English 101 and English 102 students and (ii) a direct assessment of student work. The following next-steps emerged:

- Defining and differentiating ENGL 101 and 102: Those faculty members assessing student work noticed that it was sometimes difficult to differentiate between assignments and reflections from ENGL 101 and 102, even though the two courses are meant to have distinct curricula. As a result, lead faculty collaborated in small teams to develop three curricular approaches for each course. Each approach includes distinct areas of study and writing projects. These approaches were implemented for lead faculty in fall 2018 and will be adopted by all instructors in Spring 2019, promoting cohesion and consistency across sections.
- Teaching writing and rhetoric concepts: The General Education Committee recently revised Boise State's Written Communication outcomes to better align them with the Idaho State Board's competencies. The revised outcomes include a new content-oriented criterion (ULO 1.7) focused on concepts in writing and rhetoric. In response, English faculty members will collaboratively identify key concepts for each course, and professional development of course instructors will focus on helping students better articulate their understanding of those concepts.

Example 4: Foundations of Mathematics. In 2016-17, Foundations of Mathematics courses assessed student work from within their own sections and submitted faculty reflection on student achievement. Instructors reported a high degree of alignment between course content and the ULOs for Mathematics, with assignments and test questions rigorously mapped to corresponding outcome criteria. The category's largest course, Math 143, which enrolls over 2,000 students each year, focused on the following area of concern:

- Consistency of grading across sections and time: The assessment revealed differences in how students' quantitative reasoning processes were graded across sections and semesters. In response, professional development to improve teaching assistant understanding of the criteria, use of active learning, and consistency of scoring took place in Spring 2017 and continued in Fall 2018.

Example 5 - Foundations of Humanities. In 2014-15, Foundations of Humanities faculty assessed student work from within their own sections and submitted faculty reflection on student achievement. After reviewing the assessment results, the Department of World Languages focused on two criteria where students

scored lowest: Writing and/or Speaking in the Discipline (ULO 10.2) and Reasoning within the Discipline (ULO 10.3). The following steps were taken across all 12 freshmen-level language courses, which enroll over 2,500 students each year.

- Writing and/or Speaking in the Discipline. To improve students' ability to speak in the target language, faculty decided to implement "Can-Do Statements" developed by the American Council on the Teaching of Foreign Languages (ACTFL), giving instructors a target proficiency range that students should achieve by the end of a given class. Instructors also agreed to conduct final interviews with students, based on the "Can-Do Statements." The plan prompts instructors to provide adequate time in the classroom for students to actively practice their oral language skills.
- Reasoning within the Discipline. To improve this outcome, faculty decided to use a common listening comprehension activity as the standard assessment across courses, in order to render the data for this outcome more useful. Students are asked to evaluate information that is spoken/signed to them in the target language, then draw conclusions and make claims based on the information presented. To enhance this particular form of reasoning, instructors are asked to conduct the course in the target language between 90 percent and 100 percent of the time and practice receptive skills on a regular basis. This prompts instructors to provide the comprehensive input necessary for developing this skill.

Challenges with Initial Assessment Cycle

Although faculty assessment of student work has taken place as outlined in the original cycle above, follow-through in making and enacting plans for change has lagged behind schedule in the disciplinary categories. That is, not all departments who participated in assessment scoring have "closed the loop" by making the kind of coordinated improvement efforts across sections described in the previous examples.

It became apparent during the first assessment cycle that there was a need to create faculty coordinator positions in each of the disciplinary categories as a primary structural step to facilitate "closing the loop" on continuous improvement across this large, diverse set of disciplinary courses (which currently involve over 500 instructors who teach 108 courses in 50 subject areas). The proposed coordinators would not only supply their own time and expertise, but help expand overall faculty participation and foster cultural change. Faculty coordinators became a key aspect of the revisions described in the next section.

Changes to Assessment in the new University Foundations Program

The University Foundations Program reestablished a General Education Committee (GEC), which was carefully designed and resourced; its eleven voting members are compensated for their committee service, meet frequently, and lead disciplinary subcommittees that include 17 additional faculty members in total. In their roles as disciplinary coordinators the GEC's voting members are responsible not only for the course review and program oversight typical of such committees, but also for communicating with departments, leading assessment efforts, and planning faculty development activities.

The following summaries highlight a portion of the work done by the GEC over the last year since its reestablishment with a new design that includes active disciplinary subcommittees. The work done by the GEC supports the overarching assessment goal of University Foundations: moving beyond disconnected measurement aimed at administrative compliance to a faculty-owned assessment culture with well-integrated habits of continuous improvement for student learning.

University Learning Outcomes (ULOs): A culture of assessment begins with shared learning outcomes through which students and faculty continually reorient their work.

- In 2018, the GEC subcommittees reviewed and revised Boise State's ULO standards, aligning them more closely to the State of Idaho's GEM rubrics for general education in the following areas: Written Communication; Oral Communication; Mathematics; Natural, Physical, and Applied Sciences; Visual and Performing Arts; and Social Sciences.

- Overall, the changes have resulted in simplifications that will improve the clarity and/or flexibility of the rubrics. For example, Boise State’s Written Communication rubric was revised from 11 criteria to 8, a change that may improve its usability for faculty beyond the English department and better support future Writing Across the Curriculum initiatives.

Course Review Cycle: Synchronizing course review with the outcomes assessment cycle will help departments consider a well-rounded set of factors and prompt them to support general education instructors in connecting classroom-level outcomes assessment insights to course-level improvement across sections.

- The ULO assessment model focuses on (i) the rating, by faculty members, of student work against university learning outcomes and (ii) the prompting of classroom-level reflection about teaching. Although this model will remain at the heart of the assessment plan, the GEC has also established a regular cycle of course review that will take place alongside the direct assessment of student achievement. As a result, chairs and departments will be able to review outcomes assessment data alongside important structural factors that cut across individual classrooms, such as unintended drift from the department’s original course design, staffing structure, or delivery formats.
- In the first course-review year, a complete review of our most diverse disciplinary cluster, Social Sciences, will be undertaken. In Spring 2019, the Social Sciences subcommittee will review 9 of the 29 social sciences courses, with the remainder to be reviewed in conjunction with outcomes assessment for Social Sciences scheduled for the 2019-20 academic year. The review process will also spur departments to realign their courses with the recently revised ULO rubric for Social Sciences, which places additional emphasis on the learning of theoretical and conceptual frameworks.

Professional Development Cycle: Regular workshops and events are key to building widespread understanding and ownership by faculty members of a culture of assessment.

- Annual GEC Professional Development Day: GEC subcommittee members and other faculty participated in the first GEC Professional Development Day in Spring 2018. This annual set of meetings will help coordinating faculty communicate about (and take stock of) recent assessment, review, and professional development activities within their disciplinary area, then plan upcoming work in the Fall semester. For example, the Spring 2018 meetings helped faculty work toward the ULO rubric revisions approved in Fall 2018.
- Annual UF Summit: The GEC is currently making plans for an annual program-wide summit, the first of which will take place March 29, 2019. All University Foundations instructors (over 600) will be invited. After a short general meeting to remind faculty of University Foundations goals and to recognize exemplary teaching, the summit’s breakout workshops will allow each disciplinary cluster to host faculty development sessions tailored toward specific disciplines and courses.
- On-going workshops: University Foundations has provided professional development workshops and activities for UF 100 and UF 200 instructors since inception of the program in 2011, but is now expanding its workshop program to target all general education instructors by collaborating with Boise State’s Center for Teaching and Learning (CTL). The CTL will help University Foundations integrate workshops focused on general education into the University’s larger professional development support structure, and help make training more consistent and habitual. As an example, University Foundations is currently planning a series of workshops aimed at Foundations of the Discipline instructors (such as: “Teaching Science to non-majors”).

Assessment Data Processes: The GEC is considering changes to the methods and timing used to gather assessment information.

- Changes under consideration include the potential alignment of the ULO assessment cycle with the Program Assessment Reporting cycle described above. The committee is interested in this alignment because it would help departments embed general education conversations into existing processes and encourage ownership of University Foundations goals by all faculty members.

Next Steps: A Broadening of the Responsibility for University Learning Outcomes and the Potential Integration of PLO and ULO Assessment

It is by assessing ULOs that the University Foundations Program is able to evaluate the robustness of Boise State's general education program. However, as originally conceived, the responsibility for the work of helping student to meet ULOs is not limited to the University Foundations Program, but must be shared more broadly by incorporating them into the learning outcomes of academic program and co-curricular activities. Now that the revision of the University Foundations Program is nearing completion, discussion will begin regarding that broader responsibility for ULOs.

A broader responsibility for ULOs must include responsibility for assessing ULOs. At present, the assessment processes of Program Learning Outcomes (PLOs) and ULOs are completely distinct processes, as are their methodologies and governance. Discussions are underway regarding the integration of ULO and PLO assessment given (i) the already-existing partial overlap of ULOs and PLOs in many academic programs, (ii) the natural economies of scale that result, and (iii) the need to broaden responsibility for ULOs. The challenge will be to preserve the strengths of the existing assessment methodologies, such as the highly effective use of peer evaluation in PLO assessment methodology.

Ensuring Quality of Online Education

Explicit in this standard is that Boise State ensure the quality of our programs “wherever offered and however delivered” including online courses and programs. Figure 4.40 shows the growth in enrollment in online courses.

Academic departments oversee the curriculum, instruction, assessment, and overall quality of online programming. Such programs are subject to the same assessment protocols as any other program.

Boise State has invested heavily in creating a backbone of services and support (primarily in eCampus Center) to promote quality online programs. The following are ways in which the University works to assure the quality of online programs and courses.

In the process of designing online courses, departmental faculty are guided by instructional designers through a process that ensures cohesive learning experiences for online students. Following the definition of Program Learning Outcomes (PLOs), a program map is created to illustrate how courses within the program relate to one another, and a curriculum map is created to identify the level of student achievement of PLOs across courses within the program. A draft program assessment plan is created to outline the direct and indirect measures of student achievement of PLOs that will inform curricular/program improvements. To ensure consistency and clarify expectation, program specifications are delineated in course templates, syllabus templates, etc. Finally, course guides are created to specify what PLOs and program level assessments need to be integrated into course design.

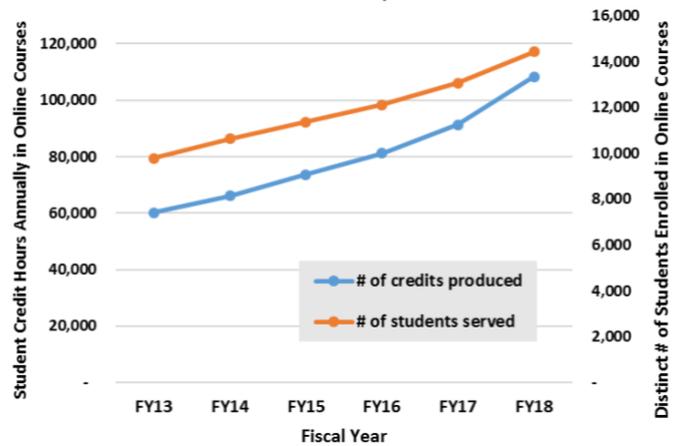
Next, master courses are developed which go through a life cycle that includes revision, maintenance and redesign. It is intended that one master version of a course will be utilized by multiple instructors teaching different sections of that course. Multi-expert teams are used to develop the master course, with faculty members leading the effort as subject matter experts. Instructional designers and multi-media specialists work collaboratively with faculty members and do much of the hands-on work. Courses meet Quality Matters (QM) standards and are compliant with university and federal policies related to copyright, accessibility, clock hours, regular and substantive interaction, and academic integrity.

After the faculty member who helped develop the master course teaches the initial semester, the course is revised based on feedback from that faculty member, as well as from students and a Quality Matters review of the course. Each time the course is offered, instructors have the opportunity to provide suggestions for improving the master course. A review of the online master course is completed every three years to determine if a full redesign is necessary. If it is determined that a master course needs a full redesign, the academic department and eCampus Center work to scope and schedule the redesign project.

The eCampus Quality Instruction Program (eQIP) is designed to help ensure the quality of courses that are free-standing, i.e., not part of an online program. EQIP has several components:

- The eCampus Course Design and Development Seminar is a 12-week professional development seminar in which faculty design and develop an online course that is of strategic importance to their department. The eCampus Center provides instruction and expert consultation on design strategies and technologies that faculty can use to build a high-quality online course.

Figure 4.40. Online Course Enrollment at Boise State University



- eCampus Facilitated Course Development is an 8-week development project in which faculty collaborate with instructional design consultants to develop a course. This course development project is for faculty who have already completed the 12-week seminar.
- Instructional design support is available to faculty who want to adjust and/or improve particular aspects of their fully designed online course.
- A Quality Matters Peer Review is conducted on all courses that are developed through the eQIP program. For each peer review, three Boise State faculty conduct an in-depth evaluation based on nationally recognized course standards for online course design defined by the Quality Matters program.
- The eCampus Teaching Online Seminar is a 6-week professional development seminar that provides an overview of the key knowledge and skills faculty need to successfully teach an online course. The seminar is for faculty who currently teach or are preparing to teach a previously developed online course. Boise State faculty with years of experience in teaching online lend their expertise as co-facilitators. This seminar is focused on best practices for effectively teaching an online course that has already been developed.
- Other eCampus Center services offered on an *ad hoc* basis to support high-quality online offerings include:
 - Instructional design consultations provide faculty with guidance regarding course design maps (to ensure alignment between course objectives, activities and assessments); the use of rubrics for assessing student work; and research/evidence-based instructional practices in teaching and online learning.
 - MAPs (Mid-Semester Assessment Process) for online courses.
 - Research and analysis of online offerings at Boise State. Examples are “Course Length Analysis” (an initial look at the effect of online course length on student activity and outcomes), and “Online Student Success Model” (an initial look of what student characteristics and activities are most predictive of student success in an online course).
 - Pilot projects that utilize “Analytics for Learn.”

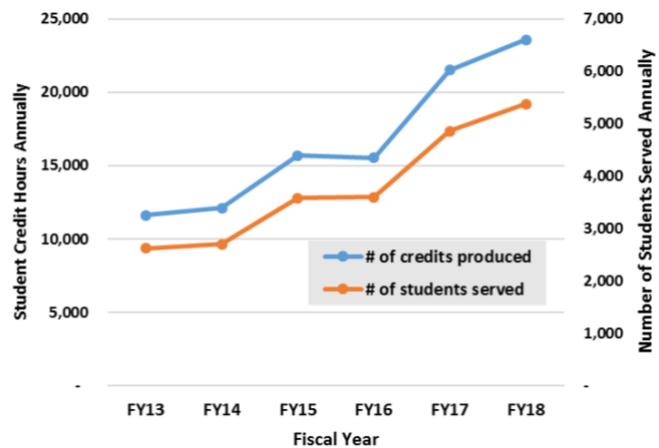
Ensuring Quality of Concurrent Enrollment Education

[Concurrent Enrollment](#) is another alternate modality where Boise State has experienced substantial growth. The vast majority of the 5,000+ concurrent enrollment is comprised of high school students taking 1 to 2 courses a semester at their high schools (see Figure 4.41). As with all other academic programs, academic departments oversee the curriculum, instruction, assessment, and overall quality of concurrent enrollment courses. Boise State has taken the extra step of having its concurrent enrollment program accredited by the National Alliance of Concurrent Enrollment Partnerships. The standards for this accreditation are explicit regarding faculty, assessment, curriculum, students, and program evaluation:

- **Faculty Standards:** All instructors must be approved by the relevant academic department; provided course-specific training in curriculum, pedagogy and assessment; participate in discipline-specific professional development; and be held accountable for adhering to program policies and procedures.
- **Assessment Standards:** The University must ensure that the proficiency of concurrent enrollment students achieving expected learning outcomes is measured using grading standards and assessment methods that are comparable to on-campus sections.
- **Curriculum Standards:** Faculty liaisons from the academic departments must conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.
- **Student Standards:** The University must provide processes and support to ensure concurrent enrollment students meet course prerequisites, are advised about the benefits and implications of taking college courses and have suitable access to learning resources and support services such as the Albertsons Library and the Writing Center.
- **Program evaluation:** The University must conduct end-of-term student course evaluations for each course and provides instructors with student feedback. The University conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

Achieving the initial accreditation of Boise State’s Concurrent Enrollment Program in 2009 required the documenting that the development of a full-fledged program meets accreditation standards with well-defined processes, strong academic oversight, and robust support services. The program was re-accredited in 2017. During the reaccreditation process, the University saw the need to strengthen Concurrent Enrollment support to academic departments and to instructors, so there is now a position shared between the Concurrent Enrollment Program and the Center for Teaching and Learning to support both faculty liaisons and Concurrent Enrollment instructors. This person works with them to help align curriculum and assessment and to develop meaningful discipline-specific teacher professional development opportunities.

Figure 4.41. Concurrent Enrollment at Boise State University

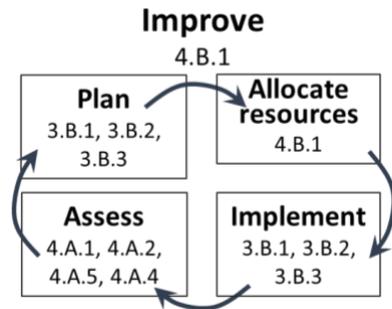


Review and Revision of Assessment Processes

- 4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The purpose of this section is to show evidence that Boise State regularly reviews assessment processes and revises them if they do not produce appraisal of authentic achievement leading to improvement. The question comes down to whether or not our assessments are a strong link in the process of improvement, as depicted in Figure 4.42. Do they provide solid information on which to base our planning, allocation of resources, and action? Do they give indication as to whether our implementations have been effective and, therefore, whether they need to be modified?

Figure 4.42. Improvement



1. Evolution of Core Theme Indicators (CTIs)

Boise State’s original list of CTIs has been winnowed considerably to focus on CTIs that have a history of being motivators for action and/or likely motivators for future actions. Two examples are the retention and graduation rates of undergraduate students, which together have been important in focusing our efforts on student support. There have also been several important additions that have occurred:

- CTI 1.3 evaluates gaps in retention and graduation rates that are associated with differences in socioeconomic status, ethnic group, first generation status, etc. Boise State’s actions have in the past been focused on raising the overall retention and graduation rates, but when it became apparent that significant equity gaps exist, it was necessary to add CTI 1.3 to evaluate success in that realm.
- Several CTIs were added to enable evaluation of metrics associated with “student learning” and “student achievement,” which are of substantial interest to the U.S. Department of Education. Added were: CTI 1.5: Robustness of Learning Outcomes assessment, CTI 1.6: Employability measures, and CTI 1.7: Student debt measures.
- Several CTIs were added to measure the impact of the work of the Graduate College in enhancing recruitment and retention of graduate students. Added were: CTI 2.1: # of programs and # of applicants, CTI 2.3: Graduation rates of students in programs, and CTI 2.4: Equity gaps in graduation rate.
- One CTI was added to focus on an area of particular interest to the Idaho State Board of Education: CTI 2.2: Productivity of new graduate programs.

2. Revision of the Student Course Evaluation Process

One of the complaints of the 2009 Full Review evaluation team was the inordinate amount of variation among departments in their methodology use for course evaluations. An additional weak point was that there were departments that were not evaluating every instructor in every class in every semester. The key impediment to comprehensively evaluating all sections every semester was the sheer volume of paper evaluations that needed to be processed by department staff. Therefore, Boise State undertook a transition to an [online course evaluation system](#), which was completed in 2012. Simultaneously, policy was adopted that spelled out the required evaluation of all courses by all instructors in all semesters.

During Fall 2018, a group was convened to attempt to develop a set of questions that could be used across the entire university. That group’s work brought to the surface a variety of concerns, the primary one being that course evaluation were sometimes the only way that instructional quality was being measured instead of

being part of a broader set of measures, including classroom visits, evidence of work to improve teaching, etc. Therefore, that group has shifted its attention to the broader question of evaluation of instruction.

3. Revision of the Program Review Process

As described in Standard 3.A., until 2013 Boise State used the program review process that is standard across the nation: departments completed a self-study, which was read by external reviewers who in turn prepared a report evaluating the department. Several weaknesses in that process were apparent:

- There was not consistency in the emphasis placed on analytical data.
- There was typically little participation in the process by faculty members;
- The process was backward-looking and focused on exposing weaknesses instead of forward-looking and developing strategic initiatives that could be pursued.

In 2016 we implemented a new “Integrated Review of Academic Departments” (IRAD) that has three primary components:

- Assessment of Program Learning Outcomes was separated out into a free-standing, highly supported process known as Program Assessment Reporting.
- A Department Analytics Report is created on an annual basis to provide department chairs, deans, and the Provost with a basis for making data-informed decisions. The report includes a standard set of metrics provided longitudinally.
- A Departmental Strategic Planning process was created that (i) involves all faculty members, (ii) includes consideration of the present state of the department and the university, (iii) aligns with the mission and Strategic Plan of the university, and (v) results in a set of goals and strategies that will guide future actions of the department.

A further revision of the Program Review process is underway to address challenges and opportunities have been uncovered with the new process.

- A workflow will be developed that incorporates the Department Analytics Report into the annual planning and budgeting process. Departments should use the information in the report as a basis for budget requests, and deans and the Provost should be able to use the information as a basis for evaluating such requests and the success of previously funded proposals.
- Departments will be required to use one or more external consultants/reviewers.
- A concise and focused self-study will provide the external reviewers with an understanding of the department on which to base their review, and to provide a grounding for strategic planning.
- University-level and college-level priorities will be clearly articulated to academic departments to ensure that strategic planning aligns with university priorities.
- A broader workflow will be designed in which the strategic planning process becomes a key aspect of decision-making by deans and a key input to the annual planning process of the university.

4. Revision of the PLO Assessment Process.

As described in Standard 4A3/4B2, prior to 2016-17 the assessment of Program Learning Outcomes (PLOs) at Boise State was subsumed within the Periodic Review process and given neither sufficient attention nor support. In 2016-17, a new framework and process for assessment of PLOs, known as Program Assessment Reporting, was implemented as a free-standing process. The new process is highly successful for three primary reasons.

First, the methodology is grounded in the guiding principle that the process is absolutely formative in nature. Because it is understood that they must continually improve their programs, faculty members are able to be honest about (i) their progress in assessing learning and (ii) the success of their students in achieving expected learning outcomes.

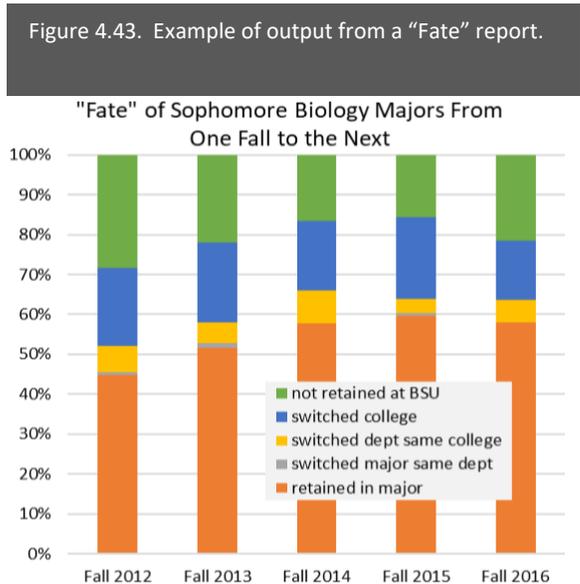
Second, all Program Assessment Reports (PARs) are reviewed by teams of three to four faculty and staff members and evaluated using a rubric. Peer evaluation feedback on the PARs is processed by Institutional Research and provided to the programs. Departments are then asked to convene their faculty to discuss the feedback and begin preparation of the Follow-Up Report in which programs respond to reviewer feedback and describe their next steps. Three important benefits that result from the use of peer evaluation of PARs are (i) it is straightforward to document in a robust manner the degree to which our programs are effectively assessed; thus it is the basis for Core Theme Indicators 1.5 and 2.5; (ii) the feedback provided by the reviews can be used by programs to improve their curricula, pedagogy, and assessment processes; and (iii) peer review has substantial and positive impact on the culture of assessment.

Third, the new process includes substantial professional development, from the convening of “cohorts” of programs at the beginning of the reporting year to the training of peer reviewers near the end of the reporting year. Additional professional development and support is provided throughout the academic year in partnership with the Center for Teaching and Learning and includes (i) individualized consultation and the facilitation of meetings among faculty members and (ii) a four-part assessment workshop series offered each semester. The workshops provide departments with step-by-step guidance to help them create or refine program assessment efforts.

5. Enhancement of Information Available to Decision Makers

Over the last several years, Boise State has dramatically increased the richness of information available for decision makers. In each of the following examples, the “revision of assessment processes” has been an evolution that results from the development of new reports and ways to analyze data.

- Department Analytics Report. Provided annually to deans, department chairs, and the Provost, the report contains an extensive array of metrics regarding performance at the program, department, college, and university levels, including numbers of majors and graduates, production of student credit hours, retention, and productivity of the department normalized to the number of faculty members in that department.
- Data Warehouse reports enable in-depth exploration of a wide variety of questions having to do with course registration, grade distributions, graduates, enrollments in majors, retention rate, etc. One set of reports gives information on fill rates and wait lists so that department chairs and administrators can identify those courses and course sections that are at capacity and identify how many students are on wait lists. Additional sections can then be opened if needed.
- Fate and Source Data. Analyses developed by Institutional Research enable department chairs and others to examine the transitions of students in and out of their major. [Fate data](#) indicates whether students have switched to other majors, left the university, or were retained in the major. [Source data](#) helps illuminate where their majors have come from (switched from other majors, new to the university, or retained in the major). Such information enables departments to better understand their potential role in helping students to be retained at the university. This analysis is presented in an interactive dashboard, which can be sliced by various demographics (gender, race/ethnicity, residency, transfer status, etc.), which enables deeper understanding about subgroups of students (see example in Figure 4.43).



- Survey data dashboards. Results from the [Graduating Student Survey](#) and [Advising Survey](#), available to departments and administrators on Tableau-based dashboards, raise awareness of the results and facilitating actions based on those results.
- Success in subsequent courses. An important way of understanding the quality and effectiveness of instruction in a particular course is the success of students in subsequent courses for which the original course is a prerequisite. Such a report has proved particularly valuable in assessing teaching and learning in the STEM disciplines, where reliance on prerequisites is substantial.
- BroncoBudget analyses. To support the new BroncoBudget 2.0 being used for academic colleges, Institutional Research and the Budget Office have created a set of reports that carefully parse Student Credit Hours (i) into those that fall under the budget model and those that do not; and (ii) according to the college that provided the budget for the instructor responsible for the credit hours.

6. Assessing Community Engagement in the School of Public Service

Because the community-focused work of the University is decentralized, broad-scale evaluation of that work has proved challenging. Presently, it is only via Boise State's application to the Carnegie Foundation for the Community Engagement designation that the University has been able to fully evaluate the diversity of partnerships in which members of the University are engaged.

Work has been undertaken by several colleges to create systematic sustainability reports that evaluate the economic, environmental and social sustainability of the college. The Responsible Business Initiative of the College of Business and Economics engages both undergraduate and graduate students with faculty mentors to evaluate numerous aspects of faculty, staff, and student activities and college programs. These reports have been used to measure and communicate performance across an array of metrics and help set measurable college-wide goals.

This academic year, the Responsible Business Initiative is collaborating with the School of Public Service to conduct the School's first sustainability report. Uniquely, the School has defined its social sustainability criteria as components of effective community engagement, consistent with the School's core mission to "promote meaningful community engagement and civil discourse and serve as an objective and unbiased resource for citizens and decision makers." The report will provide a comprehensive evaluation of the curricula, the research, and the service of the School. Because the School's tenure and promotion policy identifies "public service scholarship" as an essential component of faculty research, assessing the effectiveness of this research enterprise across the School is of fundamental importance. Measuring the impact of engaged scholarship is a consistent challenge in academia. Few institutions have developed consistent and measurable criteria for community engaged or public service scholarship, and doing so will serve not only as a model for faculty in the School of Public Service but as a way of systematically measuring how the University as a whole leverages its scholarly expertise to serve the community in future years.

Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

24. Scale and Sustainability.

Boise State’s success in maintaining sufficient operational scale (e.g., enrollment, human resources, financial resources, and infrastructure) in the present is evidenced by the following two points. First, as will be described in Standard 5.A, Boise State has, in general, been quite successful in fulfilling all four Core Themes: undergraduate education, graduate educational research and creative activity, and community connection. That success would not have been possible without sufficient operational scale. Second, Boise State has had that success while maintaining a level of financial stability that garners high ratings from bonding agencies, which carefully analyze an institution’s financial standing before issuing a rating. Moody’s most recent rating is **A1**, and in February of 2018 Moody’s noted solid liquidity and continued surplus operations as a strength of Boise State. Standard and Poor’s most recent rating was **A+**, and in February 2018 Standard and Poor’s commented on Boise State’s good fiscal stewardship with a focus on operations and conservative budgeting.

It is reasonable to use those same bond ratings to predict that Boise State will be able to maintain sufficient operational scale in the foreseeable future. Additional insight can be gained by understanding that the University’s success in the future will be influenced largely by the dynamic interaction between two forces. On the one hand, it is Boise State’s overriding aspiration to be a Metropolitan Research University of Distinction. On the other hand, University leaders are fully cognizant that achieving that aspiration requires excellence, and therefore substantial investment in all aspects of the University’s mission.

Furthermore, it is only by deploying resources in ways that maximize impact and minimize waste that Boise State will be able to achieve that aspiration.

The final strategy in the Strategic Plan, *Focus on Effectiveness*, does a reasonable job of characterizing Boise State’s approach to planning, budgeting, and deployment of resources: “Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.”

Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

5.A Mission Fulfillment

- 5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.
- 5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Summative Evaluation of Mission Fulfillment

This section provides a summative evaluation from several perspectives. All rely extensively on section that follows, which provides a detailed analysis performance relative to each Core Theme and each Core Theme Indicator.

Mission Fulfillment from an Integrated Core Theme Perspective. The following section will address each Core Theme separately, and provide evidence that for each, Boise State has performed well in many respects:

- Undergraduate Education: The numbers of graduates, retention rate, and graduation rate have increased dramatically. Robust systems for assessment of Program Learning Outcomes and University Learning Outcomes have been implemented.
- Graduate Education: The numbers of graduates and diversity of programs have increased substantially, especially at the doctoral level.
- Research and Creative Activity: Research dollars and doctoral graduates have increased dramatically, and Boise State is now an R2 institution.
- Community Connection: The Carnegie designation for Community Engagement is based on robust partnerships with the community. Boise State is strong in all three aspects of Community Connection: Prepare Our Students, Leverage Our Scholarly Expertise, and Enrich Our Community.

Plenty of work remains, however. For example:

- Boise State must work to close gaps in retention rate and graduation rate that are associated with socioeconomic status. An important part of that work will be further investment in need-based scholarships.
- Boise State must work to increase numbers of graduates in groups that are underrepresented as college graduates and have significant impact on Idaho's college attainment rate: low socioeconomic status, underrepresented minority, first generation, Idaho resident, non-traditional age, and rural.
- Boise State must work to increase retention and graduation rates in its graduate programs, and address issues having to do with the climate experienced by graduate students.
- Boise State must continue to invest in infrastructure for research and creative activity and continue to expand that support, as feasible, to areas outside of STEM.
- Boise State must continue to develop strong partnerships with the community. The development of parameters to evaluate the University's contribution to the community will help identify those areas in need of attention.

“Student Learning” and “Student Achievement” are two areas of importance to the U.S. Department of Education and the Higher Education Reauthorization Act. “Student Learning” is focused on assessment of Program Learning Outcomes and University Learning Outcomes, and in this realm Boise State has performed well, having (i) implemented a system for Program Learning Outcomes assessment that is very robust and (ii) revised its process for University Learning Outcomes assessment alongside revision of the general education curriculum. “Student Achievement” is focused on evaluation of retention rate, graduation rate, employability, and student debt. Boise State has made dramatic progress in increasing retention and graduation rates, and has a number of continuing initiatives focused on further improvements, especially for underrepresented groups. Employability is more difficult to evaluate, but available evidence indicates the University is doing

well. Regarding student debt, Boise State's load default rate is below the national average for 4-year public institutions. Attention is required, however, to increase the availability of need-based financial aid, so as to reduce the cost of college to low-income students.

The 60% Goal of the Idaho State Board of Education (SBOE) has been a focus since the SBOE set targets for numbers of graduates in August 2010. Boise State has exceeded those targets every year since, in large part because of increases in retention and graduation rates. Work is needed to ensure that Boise State increases the number of graduates with an especially high impact on Idaho's college completion rate: Idaho residents, non-traditionally-aged students, underrepresented, and other groups with limited access to higher education.

Has Boise State become a "Metropolitan Research University of Distinction?" As noted in Standard One, the vision is to become a "Metropolitan Research University of Distinction." Evaluating performance relative to that vision provides holistic evaluation of mission fulfillment. The evidence presented below will show that Boise State has made great strides towards fulfilling its role as a research university in the Boise metropolitan area through (i) a comprehensive set of high-quality, relevant educational programs that are sensitive to community needs; (ii) substantial support to students entering those programs to help ensure their success; (iii) research and creative activity that provide economic, societal, and cultural benefit; and (iv) an extensive array of partnerships with the community. Four metrics stand out in particular:

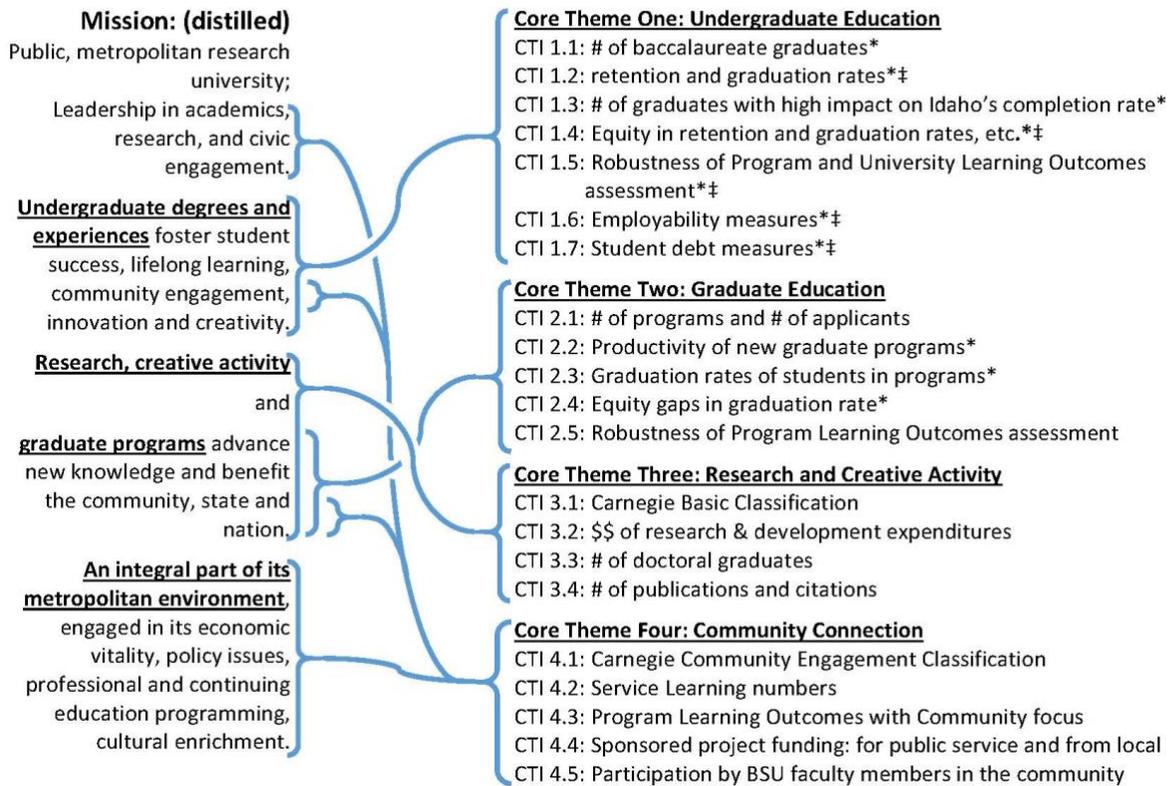
- The Carnegie Classification as a "Doctoral University-High Research Activity" (i.e., R2)
- The Carnegie Foundation's recognition for Community Engagement
- Meeting the Idaho State Board of Education's targets for numbers of graduates
- Greatly increased retention and graduation rates.

Analysis of Success in Core Themes

This section will address the question of mission fulfillment through analysis of the components of the mission and Core Themes using four sets of Core Theme Indicators (CTI), each providing information on the University’s success in achieving one aspect of its mission.

Figure 5.1 graphically depicts the mapping the mission onto the University’s Core Themes. The left-hand columns of Figure 5.1 depicts a distilled version of the mission, with bolding to indicate the components of the mission that correspond to the Core Themes. Figure 5.1 also depicts the mapping of each of those mission components to one of the four sets of Core Theme Indicators. Symbols are inserted to show connection to “student learning” and “student achievement” themes of the US Department of Education and the “60% goal” of the Idaho State Board of Education.

Figure 5.1. Depiction of how Core Theme Indicators (CTIs) align with the University’s mission.
 ‡ of particular relevance to USDOE conception of “student achievement” and “student learning”
 * of particular relevance to Idaho State Board of Education’s 60% goal initiatives



Evaluation of Fulfillment of Core Theme One: Undergraduate Education

Table 5.1 presents a summative evaluation of the extent to which performance meets the “criteria of acceptability” described in Standard 1.B. for Core Theme One. Performance is evaluated using the information on Core Theme Indicators presented on the pages that follow.

Table 5.1. Evaluation of Fulfillment of Core Theme One: Undergraduate Education

<i>Core Theme Indicator</i>	<i>Criteria of Acceptability</i>	<i>Acceptability Criteria met?</i>
CTI 1.1: # of baccalaureate graduates*	Meet targets put forth by State Board	> Yes , targets met every year since established in 2010
CTI 1.2: retention and graduation rates*‡	Match rates of peers	> Yes , for both retention and graduation
CTI 1.3: # of graduates with high impact on Idaho’s completion rate*	Rate of increase for groups same as overall rate of increase	> Yes for ethnic minorities > No for Idaho residents, non-traditional-aged, and rural
CTI 1.4: Equity in retention and graduation rates, etc.*‡	No gaps in rates	> Yes for ethnic minorities > No for Idaho resident and Pell-eligible. No data yet for first-gen
CTI 1.5: Robustness of Program and University Learning Outcomes assessment*‡	>All depts have program learning outcomes (PLOs) >Overall robust PLO assessment structure >Robust assessment of Univ Learning Outcomes	> Yes , and most have full methodology > Yes , extremely robust; peer evaluation a huge plus. > In development. Reasonably solid but not yet as sophisticated as for PLO’s nor are ULO and PLO assessment integrated
CTI 1.6: Employability measures*‡	> % employed in ID stable > Survey responses trend up	> Yes , ID residents stable at 80% > Limited recent data; trend is flat
CTI 1.7: Student debt*‡ -Loan Default rate -Average student debt -Net price Differential, indicates degree to which low-income students receive financial help.	> Loan default rates remains below peers > Average student debt decreases over time > Net price differential comparable to peers	> Yes — both default rate and average student debt are comparable to national averages. The question remains: is “average” acceptable?? > No. Boise State provides less help than peers to low-income students.

On the positive side:

- Boise State has made remarkable strides in increasing its overall retention and graduate rates and the number of baccalaureate graduates.
- A very robust system for evaluation of Program Learning Outcomes has been implemented using a peer evaluation system that has collateral benefits to department culture.
- There appears to be minimal, if any, gaps in retention and graduation rate for Hispanic/Native American students.

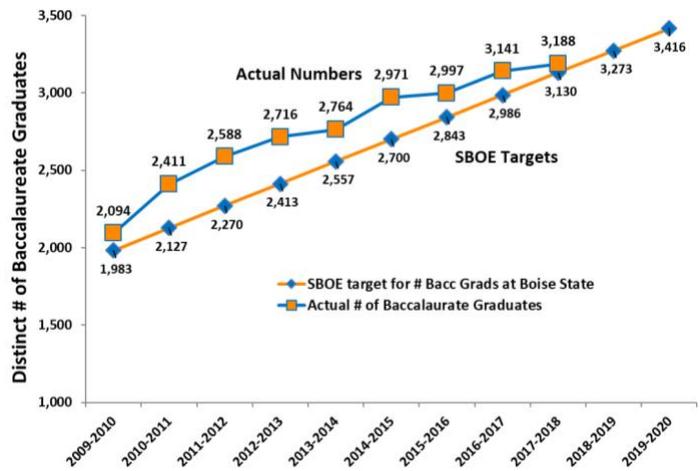
However, several challenges remain:

- Numbers of graduates are lagging in several groups important to Idaho’s college attainment rate: Idaho residents, rural residents, and non-traditional-aged students.
- Retention and graduation rates are lagging for Idaho resident and Pell-eligible students.
- Assessment of PLOs and ULOs is not yet integrated.
- Boise State lags its peers in the disbursement of scholarship funds, particularly need-based funds, and consequently its ability to reduce the cost-of-college for low-income students.

Core Theme Indicator 1.1, the number of baccalaureate graduates, is founded on a directive from the Idaho State Board of Education (SBOE) in August 2010 that provided each public institution of higher education in Idaho with targets for the number of graduates necessary for the state to reach its Complete College Idaho target of a 60 percent college attainment rate. As can be seen in Figure 5.2, Boise State has produced more baccalaureate graduates than the targets established by the SBOE.

Boise State has been highly successful as measured by this CTI.

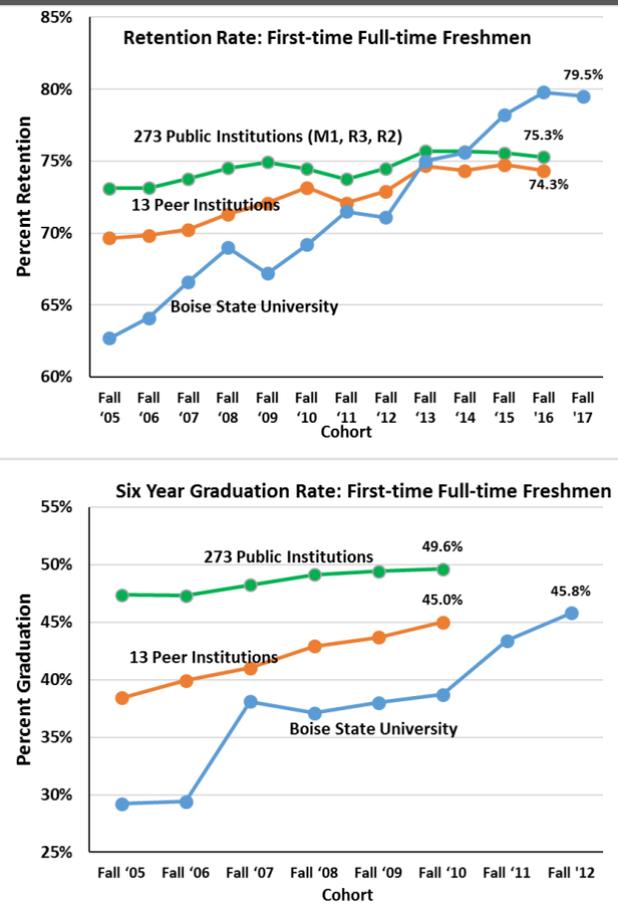
Figure 5.2. CTI 1.1: Number of Baccalaureate Graduates



Core Theme Indicator 1.2 refers to the retention and graduation rates of undergraduate students, which provides a set of leading indicators for our work to contribute to the Complete College Idaho initiative. In 2006, Boise State created the Freshman Success Task Force to address unacceptably low first-year retention (62.7 percent) and 6-year graduation (29.2 percent) rates for the Fall 2005 cohort. The medians rates our peers for the same cohort were 70 percent and 38 percent, indicating gaps of 7 percent and 9 percent, respectively. For a broader set of 273 public institutions in the Carnegie classifications M1, R3, and R2, the gap for retention rate was 10.4 percent and for 6-year graduation rate was 18.2 percent. As illustrated in Figure 5.3, the initiatives pursued by Boise State led to substantial increases in retention and graduation rates, so that Boise State now exceeded both sets of peers in retention rate and has come close to matching the six-year graduation rate its 13 peer institutions.

Boise State has been highly successful as measured by this CTI.

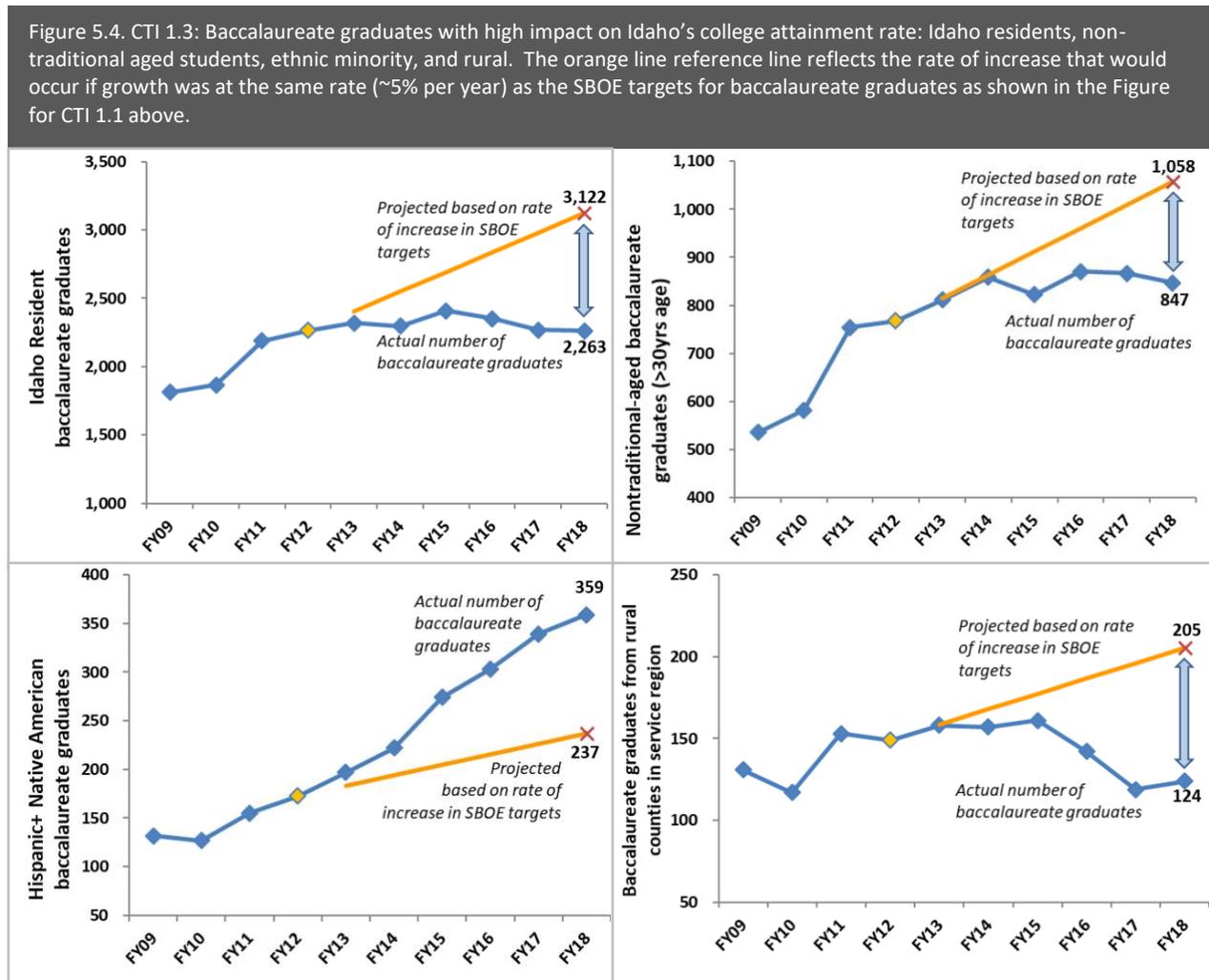
Figure 5.3. CTI 1.2: First-time Full-time Retention and Graduation Rates



Core Theme Indicator 1.3 refers to the numbers of baccalaureate graduates from groups with high impact on Idaho’s college attainment rate. To have the greatest impact on Idaho’s 60% goal requires focused effort on graduating students from groups that are traditionally underrepresented as college graduates and those likely to remain Idaho residents. In Idaho, those groups include students admitted as Idaho residents, first generation students, non-traditionally-aged students, rural residents, students of low socioeconomic status, and students of Hispanic or Native American heritage.

As illustrated in Figure 5.4, numbers of graduates are lagging for three of the four populations shown: Idaho residents, non-traditional-aged students, and rural students. For example, if the rate of increase in the number of Idaho residents graduating with baccalaureate degrees had been the same rate of increase as the State Board of Education targets (approximately 5 percent per year), 3,122 Idaho residents would have received baccalaureate degrees from Boise State. However, there has been no increase over the last several years in the number of Idaho residents receiving baccalaureate degrees from the University, and in 2017-18, only 2,263 graduated. Hispanic and Native American graduates have increased at a more rapid rate.

Success for this CTI is mixed: for some groups within the student population the growth in numbers of graduates is lagging. Additional focused effort is necessary.



Core Theme Indicator 1.4 refers to gaps in retention and graduation rates underrepresented groups. Efforts to increase retention did not target specific populations. Consequently, there are substantial gaps for some demographic groups, as illustrated in Figures 5.5 and 5.6. The greatest gap is between non-resident students who are not Pell-eligible and resident students who are Pell-eligible, where the latest cohort shows a 17.6 percentage point difference in retention rate and a 29.7 percentage point difference in six-year graduation rate. The gap between students who are Hispanic or Native American and those who are is much smaller, with a 1.5 percentage point gap in retention rate and a 3.7 percentage point gap in six-year graduation rate.

Success in this realm is mixed, and additional focused effort is necessary. As described in Standard 3B/4A/4B in the “Early Academic Success” Key Initiative, substantial work is underway. Additionally, as discussed in CTI 1.7, Boise State has been less successful than its peers in lowering the net price of college for students of lower socioeconomic status. Additional need-based financial aid is needed.

Figure 5.5. CTI 1.4: Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, broken down by Pell-eligibility and Idaho residency. The Figures deliberately emphasize the greatest gap, that between non-resident not-Pell-eligible students and Idaho-resident Pell-eligible students.

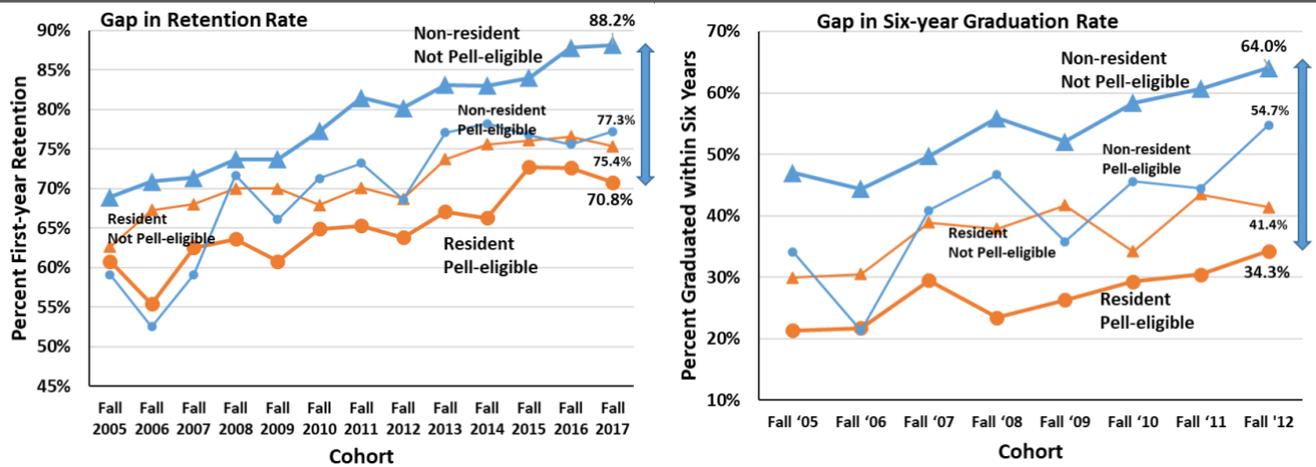
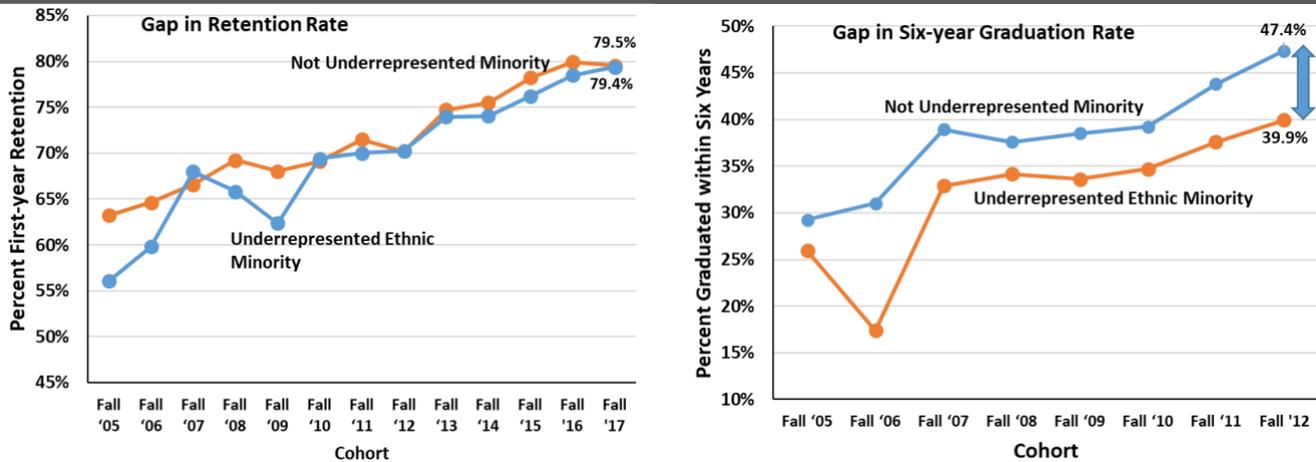


Figure 5.6. CTI 1.4: Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, with the rates for students of underrepresented ethnic minority contrasted with those who are not. In Idaho, the ethnic groups underrepresented as college graduates are Hispanic and Native American.



Core Theme Indicator 1.5 considers the robustness of processes for assessment of Program Learning Outcomes (PLOs) and University Learning Outcomes (ULOs). This CTI is a key measure of how well Boise State is doing in the realm of “student learning” from the perspective of the U.S. Department of Education. A robust system for assessment of PLOs is necessary to ensure that undergraduate programs are of high quality. Boise State received a recommendation in its 2009 NWCCU review that all departments be in compliance with regards to Program Learning Outcomes. That finding motivated the University to completely revamp the assessment of PLOs, creating a free-standing, highly supported program described in Standard 4A3/4B2. The development of that process was greatly strengthened by what was learned during the Program Prioritization process of 2013-14, in which peer evaluators were used to evaluate the strength of PLO assessment of each program. The resulting program is in its third year. As outlined in Table 5.2, all undergraduate programs have developed PLOs, and a substantial majority have achieved the level of “developing” or “proficient” in all four components. The PLO assessment process continues to evolve, as is discussed above in Standard 4A3/4B2.

Table 5.2. CTI 1.5. Summary of peer-review scores from Program Assessment Report Review for reporting years 2016-17 and 2017-18

Component of PAR Evaluated	Undergraduate Programs Only; N = 47			
	Rubric Category			
	No evidence	Beginning	Developing	Proficient
Program Intended Learning Outcomes (PLOs)	0%	13%	30%	57%
Measures	2%	17%	43%	38%
Key Findings	11%	17%	36%	36%
Actions Taken or Planned	9%	15%	26%	51%

CTI 1.5 also considers the assessment processes associated with ULOs, which are the focus of the general education program known as “University Foundations” (recently revised from “Foundational Studies Program”). The assessment and successful achievement of University Learning Outcomes is essential to a quality, high impact undergraduate experience. The Foundational Studies Program/University Foundations took the lead in assessing ULOs. The program has collected and utilized assessment data since 2012, underwent a broad-scale program-level evaluation during 2017-18, and is now developing a revised assessment system. The continued evolution of the ULO assessment process is described in Standard 4A3/4B2. Although the assessment processes for of ULOs have not yet matured to the extent as those for PLOs, assessment of ULOs is reasonably solid. One area of work that remains is the integration of assessment of ULOs and PLOs so as to fully recognize that ULOs are not the sole responsibility of the University Foundations Program.

Overall, Boise State has been successful as measured by this aspect of mission fulfillment. Boise State is also successful in terms of the “student learning” perspective of the U.S. Department of Education.

Table 5.3. CTI 1.6. Rate of employment in Idaho one year after graduation in jobs covered by Idaho’s unemployment insurance. Data from Idaho Dept of Labor

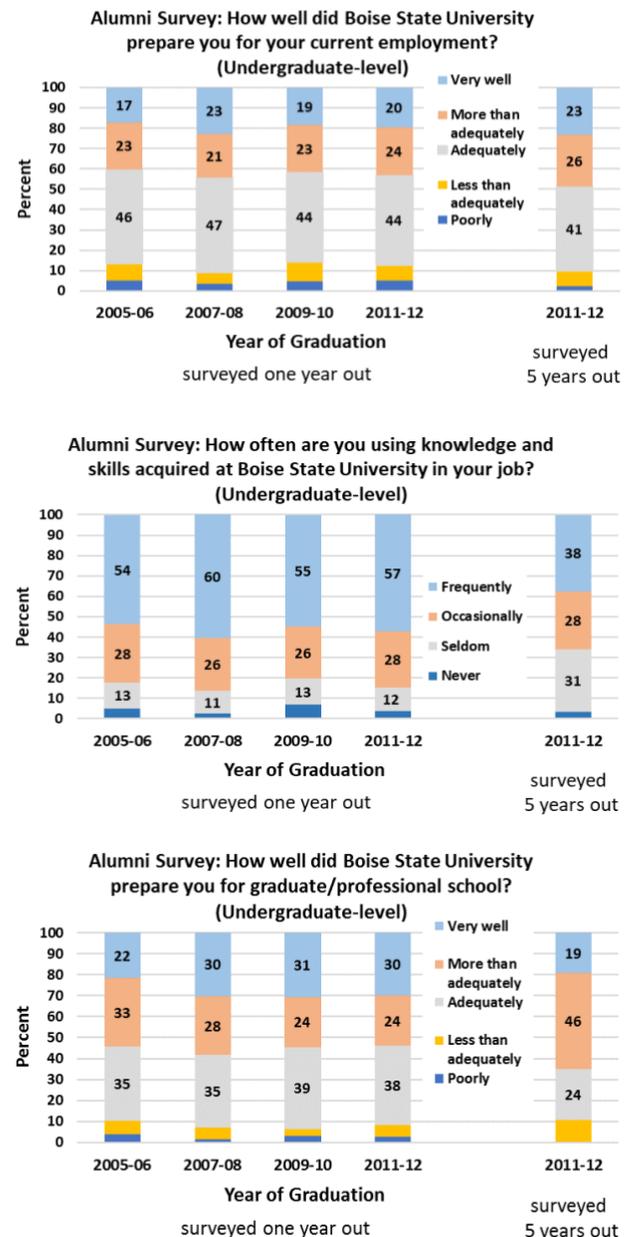
	Graduation Year Cohort		
	F2012 Cohort	F2013 Cohort	F2014 Cohort
>Idaho residents	80%	81%	80%
>Non-residents	43%	45%	41%

CTI 1.6 refers to the employability of graduates and is a key indicator of “student achievement” from the perspective of the U.S. Department of Education. One component of CTI1.6 is the rate of employment of graduates one year after graduation, where “employment” refers to being employed by an organization covered by Idaho’s unemployment insurance. As illustrated by Table 5.3, the rate of employment is 80% for Idaho residents.

The second component of CTI 1.6 is results from two questions on Boise State’s Alumni Survey that serve as proxies for employability, asking (i) the degree to which a graduate reports being prepared by his/her Boise State education for employment and/or for professional/graduate school and (ii) to what degree students use, in their jobs, the skills and knowledge gained as a result of their education. Employability of graduates is a focus of considerable effort at Boise State, as described above in the “Career Education, Career Readiness, and Beyond the Major” Key Initiative of Core Theme One. As can be seen in Figure 5.7, responses from alumni indicate that about 90 percent of graduates report that they were at least adequately prepared by their education at Boise State and about 65 percent are using skills and knowledge acquired at Boise State.

Overall, Boise State has been successful as measured by this aspect of mission fulfillment. Boise State is also successful in terms of the “student achievement” perspective of the U.S. Department of Education.

Figure 5.7. CTI 1.6. Results of Alumni Survey for questions pertaining to preparation for employment.



Core Theme Indicator 1.7 refers to the metrics associated with student debt and financial aid. It is also a key indicator of “student achievement” from the perspective of the U.S. Department of Education. There are three components to CTI 1.7: loan default rate, average student debt, and the grant/scholarship differential between students with high versus low financial need.

Figure 5.8 shows that Boise State’s default rate has decreased substantially over the past five years, and is now below the national average. An explanation that accounts for part of that trend is that Boise State has focused recruiting efforts on out-of-state students and traditional-aged students, which has attracted more students from families of higher income.

Figure 5.9 depicts the average debt of graduates with debt and the percent of graduates with debt. Although historically rates for both measures were higher than the national average, both are now close to the national average.

Because default rate and average debt are close to or below national averages, Boise State is at an acceptable level with regards to the student debt aspect of U.S. Department of Education’s “student achievement.”

However, deeper analysis is needed to understand Boise State’s distribution of financial aid, particularly need-based, financial aid, in light of the large income-related gaps in retention and graduation rates that were described above regarding CTI 1.4. Recall that Pell-eligible students, especially those who are Idaho residents, have substantially lower rates.

Figure 5.10 depicts amount of scholarship aid from the University and Boise State University Foundation disbursed each year and shows that disbursements from the Foundation are roughly equally distributed between need-based and non-need-based scholarships. In contrast, the bulk of disbursements from the University are not-need based.

Figure 5.8. CTI 1.7. Three-year student loan default rate of B and a peer group.

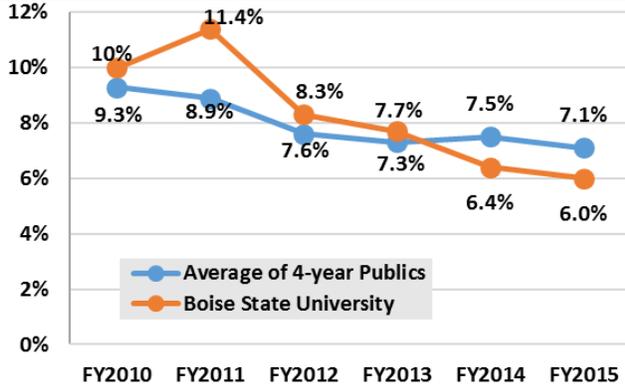


Figure 5.9. CTI 1.7. Average Debt of Graduates with Debt and Percent of Graduates with Debt

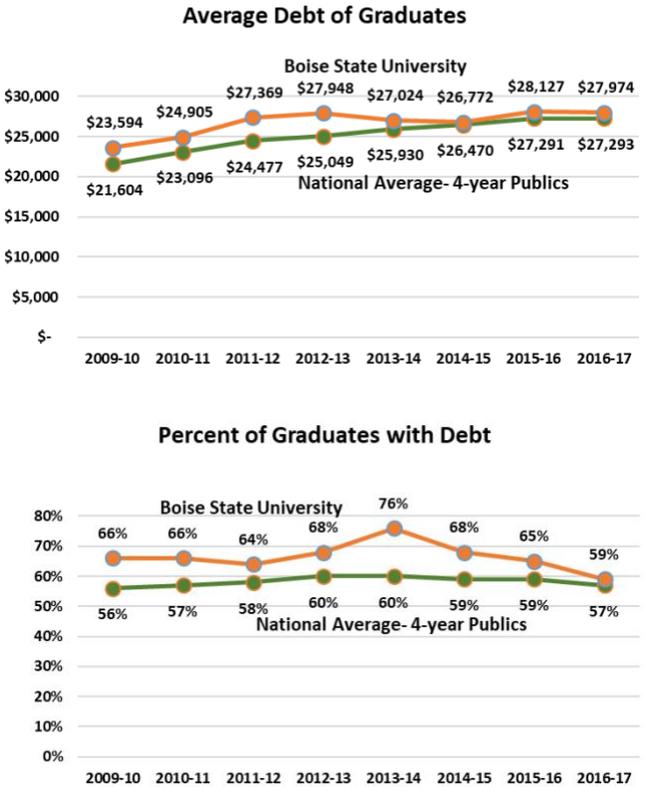


Figure 5.10. Scholarship funds disbursed by the University and by the Boise State University Foundation, broken out by whether scholarship recipients must meet a need-based criterion or not.

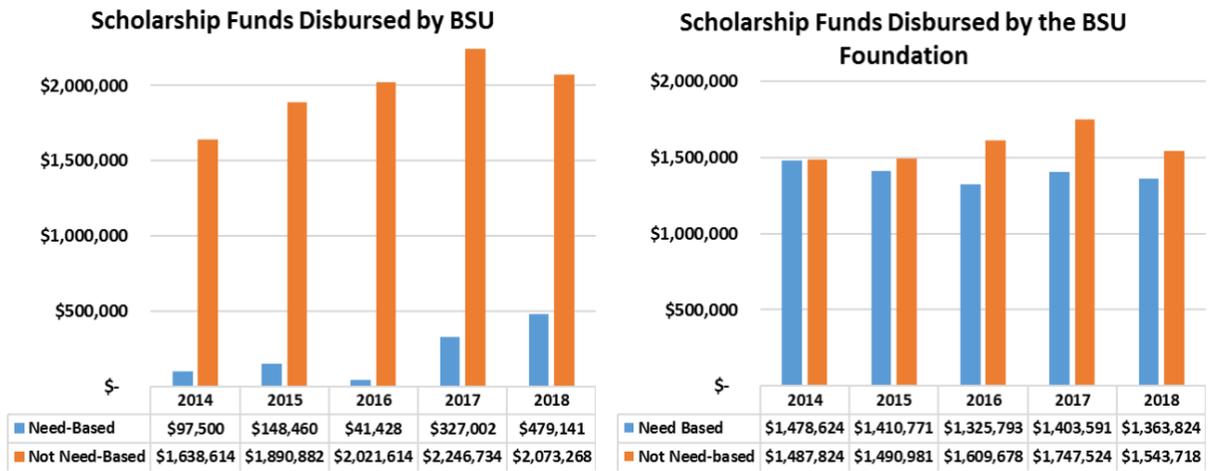
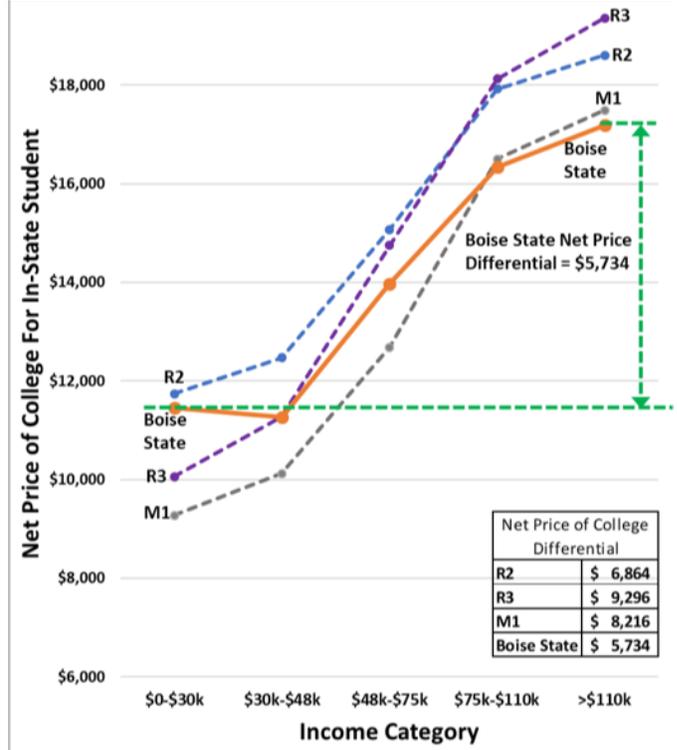


Figure 5.11 depicts the Net Price of College for Boise State and several sets of peers across income levels of students. The difference between high-income and low-income students, labeled “Net Price Differential,” represents the disparity in scholarship and grant funding is received by low-income students versus high-income students. Boise State has a lower Net Price of College than peers for high-income students, but a Net Price of College that is equal to or higher than peers for low-income students. In fact, the Net Price Differential is not much higher than a Pell award.

Boise State’s performance in terms of CTI 1.7 is mixed. On the one hand, the loan default rate and average debt are near the national averages. While Boise State is not an outlier in those two metrics, the broader question is whether “average” is acceptable.

By contrast, the amount of need-based scholarship aid disbursed to Boise State students is inarguably low. The University has begun to address this discrepancy with the True Blue Scholarship program for in-state students with both need and merit. Substantial more investment will be necessary to close the gap, and consequently, equity gap in retention and graduation rates. In addition, there is work to be done in coordinating disbursement of scholarship funds so as to maximize their benefit to students.

Figure 5.11. CTI 1.7. Net Price of College for state institutions in WICHE states (CA excluded) categorized by Carnegie Basic classification. Also depicted is the “Net Price Differential,” which measures the amount the institution has been able to reduce the net price of college for students in the lowest income bracket.



Evaluation of Fulfillment of Core Theme Two: Graduate Education

Table 5.4 presents a summative evaluation of the extent to which performance meets the “criteria of acceptability” described in Standard 1.B. for Core Theme Two. Performance is evaluated using the information on Core Theme Indicators presented on the pages that follow.

Table 5.4. Evaluation of Fulfillment of Core Theme Two: Graduate Education

Core Theme Indicator	Criteria of Acceptability	Acceptability Criteria met?
CTI 2.1: Robustness of graduate offerings and recruitment of applicants	<ul style="list-style-type: none"> > Growth in number of programs > Growth in number of applicants 	<ul style="list-style-type: none"> > Yes, solid growth over time especially in online programs > Yes, growth in applications is 5X that of growth in enrollment
CTI 2.2: Enrollment numbers in new programs	Growth in enrollments exceeds projected	> Yes , in general, with few exceptions.
CTI 2.3: Graduation rates in programs.	Match rates of peers	> No , Boise State lags by about 10 percentage points
CTI 2.4: Equity gaps in graduation rate and attrition rate and in departmental climate	<ul style="list-style-type: none"> > Metrics are the same for underrepresented minorities (URM) and non-URM. > No gender-based differences. 	<p>For graduation and attrition rates:</p> <ul style="list-style-type: none"> > No; noticeable gap for URM > Yes; little gap for gender <p>For Climate Survey:</p> <ul style="list-style-type: none"> > No; noticeable gap for URM > Yes; little gap for gender
CTI 2.5: Robustness of Program Learning Outcomes (PLO) assessment	<ul style="list-style-type: none"> >All departments have program learning outcomes >Overall robust PLO assessment structure 	<ul style="list-style-type: none"> > Yes, and most have fully operational plans > Yes, extremely robust; peer evaluation a big plus

On the positive side:

- Boise State has substantially increased programmatic offerings at the graduate level.
- Applicant numbers are growing robustly. Most programs have enrollments that exceed projections.
- There appear to be minimal gender-based differences in graduation rate and departmental climate.
- A robust system for evaluation of Program Learning Outcomes has been implemented.

However, several challenges remain:

- The overall graduation rate from master’s programs lags behind that of peers.
- Underrepresented minority students too often consider leaving their programs because of climate issues.
- Underrepresented minority students have a lower rate of graduation and a higher rate of attrition than non-URM students.

Figure 5.12: CTI 2.1: Number of Graduate Programs

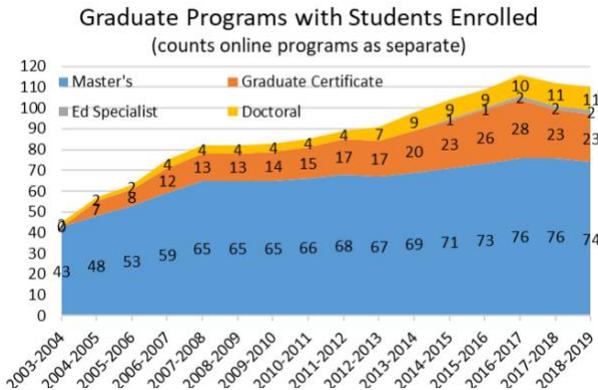


Figure 5.13: CTI 2.1: Number of Online Graduate Programs



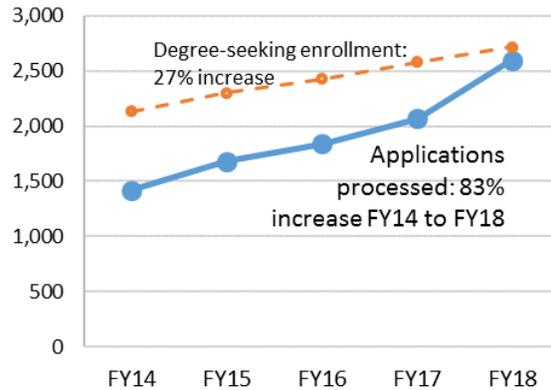
Core Theme Indicator 2.1 evaluates the robustness of graduate offerings based on two pieces of information. First, by evaluating the number of graduate programs, this CTI provides a general indication of the comprehensiveness of academic programs at the graduate level. Boise State has long been strong in undergraduate offerings, while graduate education has greatest potential for growth. As illustrated by Figure 5.12, graduate offerings have continued to expand over the years, especially in graduate certificates and doctoral programs. Academic master’s degree programs (that is, conferring an MA or MS) have been a staple for a long time, and the numbers are relatively stable. Professional master’s programs such as the Master of Business Administration and Master of Athletic Leadership have grown substantially.

Figure 5.13 shows that much of the growth in graduate programming has occurred online.

The second aspect of “robustness” is the number of applications to graduate programs. This metric integrates several key factors: number of programs, quality and relevance of programs as reflected by their attractiveness to potential students, and potential to produce graduates. As illustrated by Figure 5.14, the number of applicants has increased substantially, indicating a growing robustness of graduate programming. Note also that the number of applicants is growing at a faster rate than enrollments, which coincides with a strengthening of the pool of applicants. Growth in the number of applicants is due to recruiting and marketing initiatives of the Graduate College and individual graduate programs. Work on the application process will further increase the number of applicants.

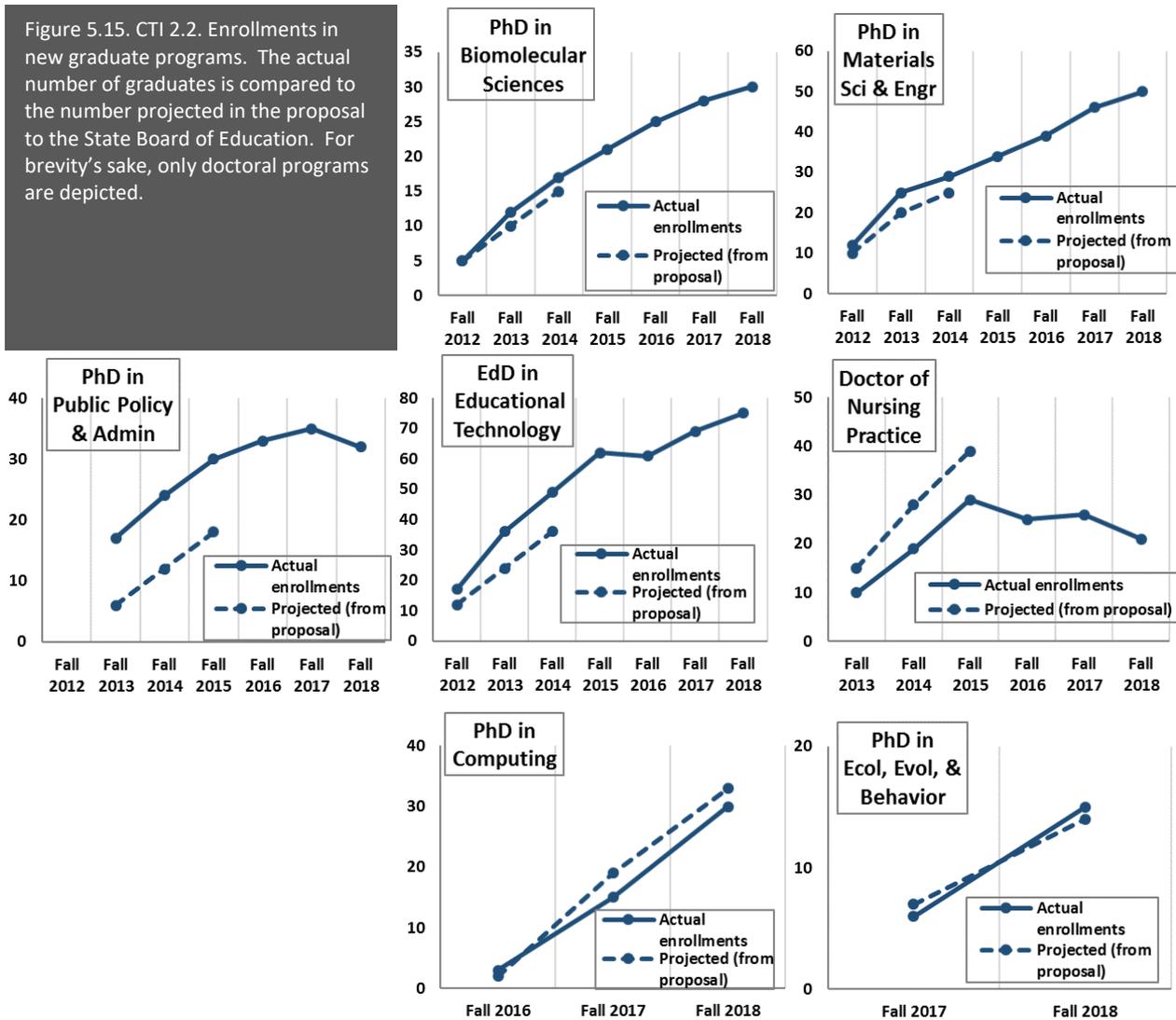
Boise State has been quite successful in both aspects of this Core Theme Indicator.

Figure 5.14: CTI 2.1: Growth in number of graduate applications compared to growth in enrollment



Core Theme Indicator 2.2 measures the early success of newly created graduate programs by comparing initial enrollments to those projected in the original proposal for the program. This CTI integrates the impact of several actions associated with program viability, e.g., actions affecting recruitment, retention, and graduation. Boise State is required to report annually to the Idaho State Board of Education on how well new graduate programs perform relative to projected numbers of enrolled students during their first three years. Given the implementation of BroncoBudget 2.0, colleges that invest in new graduate programs will be especially sensitive to the “return” (in terms of students enrolled) on their investment in the program. Finally, the University has invested heavily in graduate programs at the doctoral level, and is mindful of productivity in those programs. The criterion for acceptability is the same as that used by the Idaho State Board of Education: actual enrollments should exceed numbers projected in the proposal. Figure 5.15 depicts the early enrollments in doctoral programs, which are typically the most resource intensive. Early enrollments equaled or exceeded projected enrollments in all but one case, the Doctor of Nursing Practice. That program has since taken a number of actions to increase enrollments.

Boise state has, in general, been quite successful with this Core Theme Indicator.



Core Theme Indicator 2.3 is comprised of graduation rates at two levels of granularity: university-wide level and individual-program level. This CTI integrates a variety of factors for graduate programs, including effectiveness of advising, quality and relevance of programs, availability of coursework, navigability of curricula, engagement of students with faculty members and the rest of the campus community, quality of the student experience with administrative offices, level of financial support, and others. As can be seen from Table 5.5, the overall graduation rate at 4 years from master’s programs is 67 percent. That rate, as well as the rates in disciplinary areas, are well below those of peers. A positive aspect is that the graduation rate has improved seven percentage points over ten years.

Table 5.5. CTI 2.3. Graduation Rates in Four Years for Master’s Degrees: Boise State and Peers

	Boise State University	Council of Graduate Schools study ¹	Northern Central University ²	University of Tulsa ³	Colorado State University ⁴
<i>All Master’s Degrees</i>	67%			83%	80%
<i>STEM degrees</i>	58%	66%			
<i>Master of Business Administration</i>	77%	86%	84%	84%	
<i>Master’s of Education</i>	56%		88%	70%	
<i>Biological and Agriculture</i>	56%	69%			
<i>Engineering</i>	58%	65%			
<i>Mathematics and Computer Science</i>	55%	66%			
<i>Social and Behavioral Sciences</i>	59%	65%			

Notes:

¹ Council of Graduate Schools (2013) Completion and Attrition in STEM Master’s Programs

² Obtained from university website

³ Obtained from university website; average of 7 cohorts, from 2004-05 through 2010-11

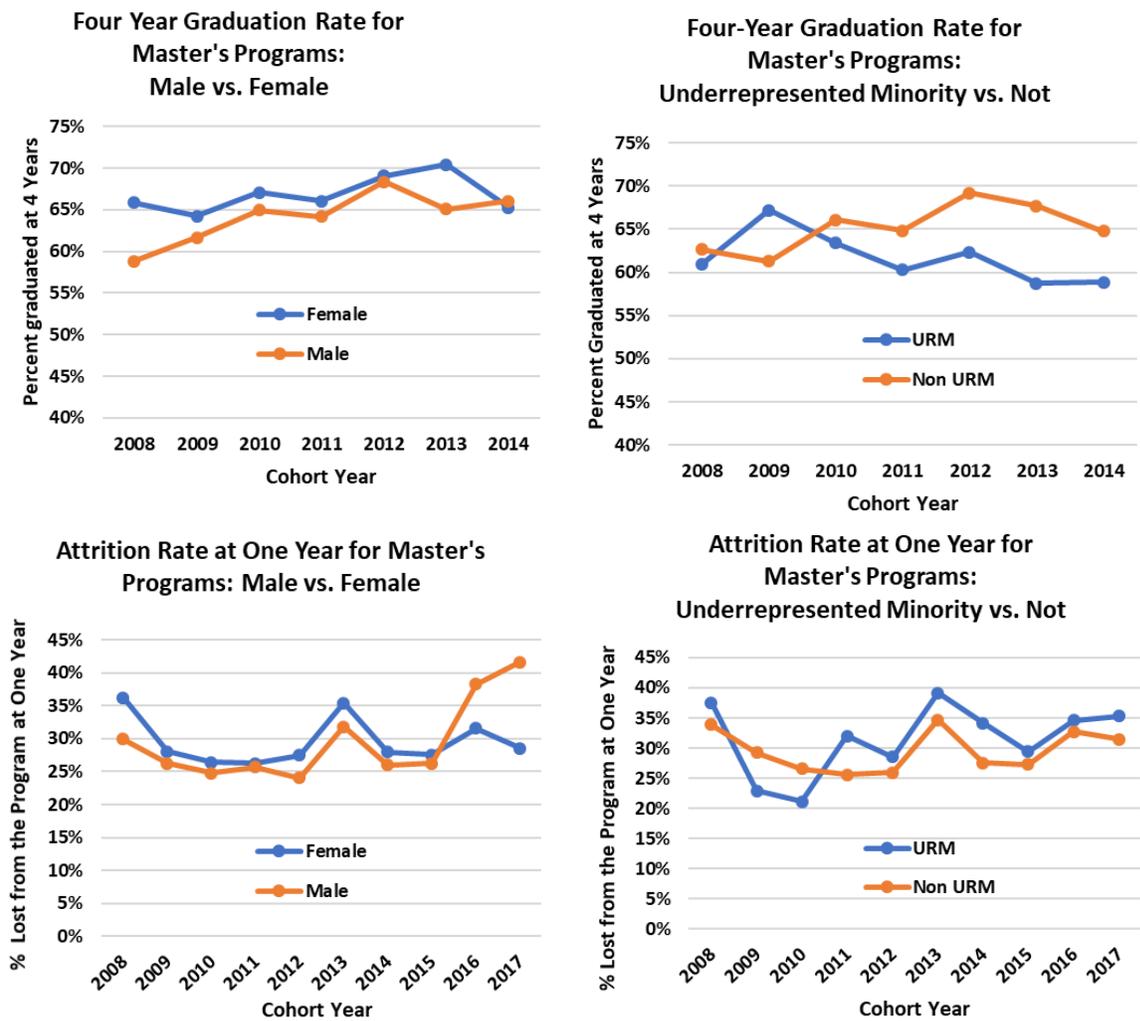
⁴ Obtained from university data base

Analysis of retention in master’s programs is not presented here because completion of that analysis awaits information for peer comparisons. Analysis of graduation and retention in doctoral programs is nearly complete. Although not yet used for evaluating this CTI, these analyses will be provided to graduate programs as a basis for action.

Performance in this Core Theme Indicator falls below the level of acceptability. As described in Section 3B/4A/4B, a number of initiatives are underway to remedy the relatively low graduation rates in master’s programs, specifically, and graduate programs in general.

Core Theme Indicator 2.4 is designed to identify challenges faced by underrepresented groups (ethnic- and gender-based) and at this point in time relies on two measures: (i) equity gaps in graduation and attrition rate and (ii) indications of challenges in culture at the university, as surfaced by results of the Climate Survey produced by the Graduate College.

Figure 5.16. CTI 2.4. Equity in Graduation Rate and Attrition rate for Master's Programs.



As illustrated in Figure 5.16, the graduation rate for females has generally been a few percentage points above that of males. There has been a sudden increase in the rate of attrition for males relative to that of females; it will be important to determine if that difference persists and, if so, to understand its basis.

The graduation rate of underrepresented minority (URM) students has been consistently below that of non-URM students. In addition, the attrition rate of URM students has been consistently above that of non-URM students. Both trends are troubling.

The results from the Climate Survey (Table 5.6) indicate that 28% of URM students had considered leaving their program within the last year because of climate issues, whereas 13% of non-URM students had expressed the same sentiment. This result indicates that Boise State's Key Initiative on Climate and Activities could be key to closing the gaps in retention and graduation for underrepresented minority students.

Because these analyses have only recently been completed, the next step is to investigate the causes and determine if there are programs where differences are particularly pronounced.

Table 5.6. Results from the Climate Survey administered to graduate students in 2017.

	URM	All students
<i>Considered leaving the program within the last year because of climate issues</i>	28%	13%
<i>Satisfied with Program</i>	72%	82%

Core Theme Indicator 2.5 considers the robustness of processes for assessment of Program Learning Outcomes (PLOs) for graduate programs. A robust system for assessment of PLOs is necessary to ensure that Boise State’s graduate programs are of high quality. Boise State received a recommendation in its 2009 NWCCU review that all departments must be in compliance with regard to Program Learning Outcomes. That finding motivated Boise State to revamp the assessment of PLOs, creating a free-standing, highly supported program that was described in Standard 4A3/4B2. The development of that process was greatly strengthened by that learned during Program Prioritization, in which peer evaluators looked at the strength of PLO assessment in each program. The resulting program is in its third year. As outlined in Table 5.7, all graduate programs have developed PLOs, and a substantial majority have achieved the level of “developing” or “proficient” in all four components evaluated. The PLO assessment process itself is being evaluated so that it may be further improved.

Performance in this CTI is exemplary. Boise State has a well-functioning system in which departments assess PLOs and has added two additional components: (i) peers evaluate departmental assessment of PLOs, and (ii) evaluation is now underway of the entire structure of PLO assessment and peer evaluation.

Table 5.7. Summary of Peer-review scores from Program Assessment Report Review for Reporting Years 2016-17 and 2017-18 for Graduate Programs

<i>Component of PAR Evaluated</i>	<i>Graduate Programs Only; N = 52</i>			
	<i>Rubric Category</i>			
	<i>No evidence</i>	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>
<i>Program Intended Learning Outcomes (PLOs)</i>	0%	8%	29%	63%
<i>Measures</i>	0%	19%	63%	17%
<i>Key Findings</i>	17%	15%	58%	10%
<i>Actions Taken or Planned</i>	10%	15%	46%	29%

Evaluation of Fulfillment of Core Theme Three: Research and Creative Activity

Table 5.8 presents a summative evaluation of the extent to which performance meets the “criteria of acceptability” described in Standard 1.B. Performance is evaluated using the information on Core Theme Indicators presented on the pages that follow.

It is important to note that these Core Theme Indicators do not adequately evaluate research and creative activity in disciplines that do not rely on grant funding and those without doctoral programs. The arts are particularly difficult to characterize with any sort of Core Theme Indicator in a meaningful way.

Table 5.8. Evaluation of Fulfillment of Core Theme Three: Research and Creative Activity

Core Theme Indicator	Criteria of Acceptability	Acceptability Criteria met?
CTI 3.1: Carnegie Basic Classification.	> Maintain R2 classification	> Yes , numbers indicate likelihood of continued R2
	> Continued increase in Carnegie metrics and surpass additional 10 institutions	> Yes , surpassed 10 between 2015 and 2018 based on continued increase in metrics
CTI 3.2: Total \$\$ of research and development expenditures as reported to NSF	Increase coincident with increased research-active faculty and doctoral programs	> Yes , research expenditures are increasing at a remarkable rate in Science and Engineering. In non-Science and Engineering fields, the rate of increase is not nearly so great.
CTI 3.3: # of doctoral graduates	Running average of 30 per year to guarantee 20 in any one year.	> Close to meeting criterion. 3-year average is ~25 and will increase as new program come on line
CTI 3.4: # of publications and citations	Growth that matches growth in research awards	> Mixed. Publications and citations are increasing at a substantial rate, but not at the same rate as research awards.

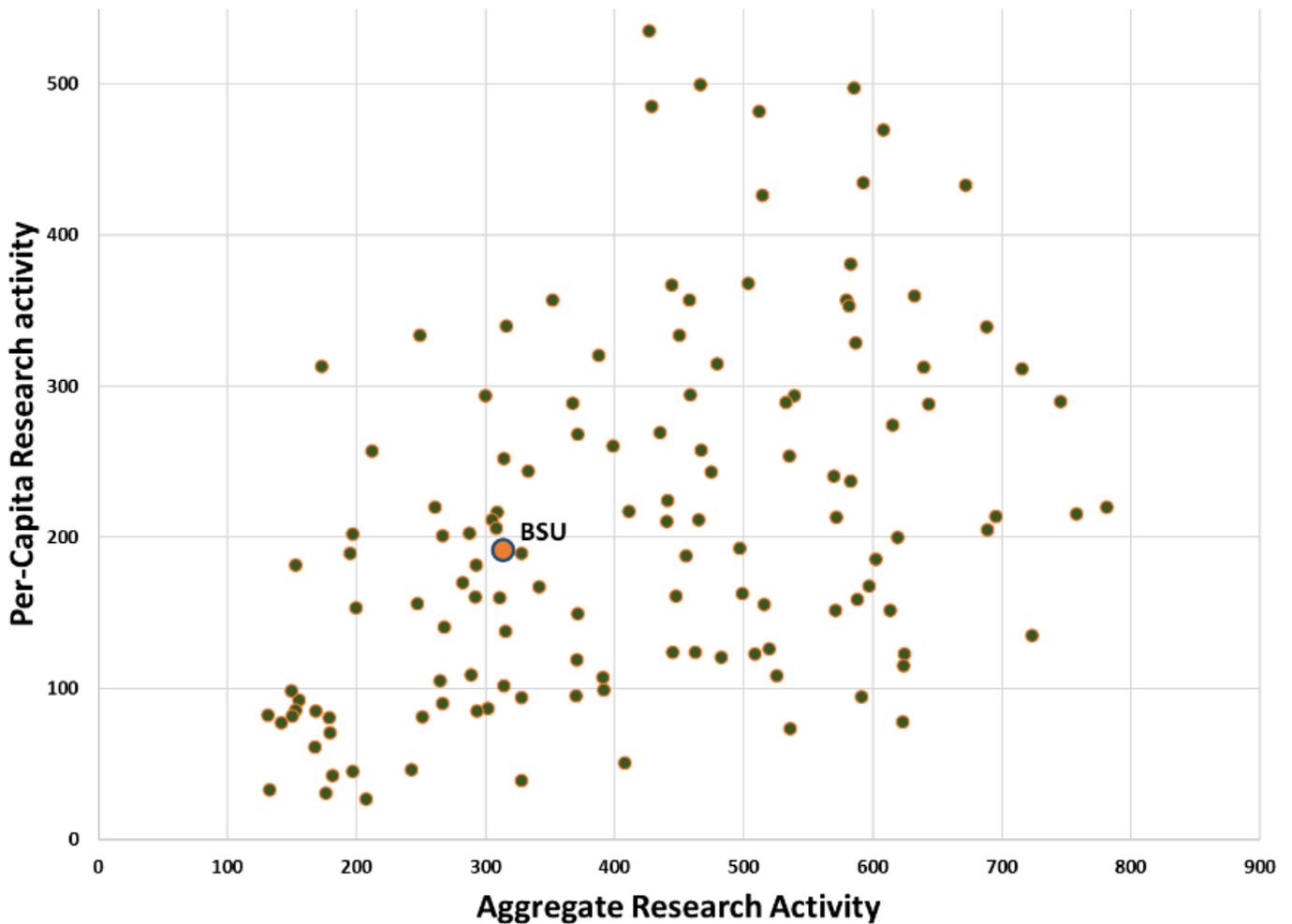
On the positive side:

- Boise State has performed remarkably well in terms of research expenditures and doctoral graduates.
- The Carnegie Basic Classification as an R2 institution is based on those achievements and validates Boise State as a doctoral research university.
- Boise State has invested substantially in growing certain areas of its research portfolio, and those areas have performed well.
- Boise State has invested substantially in the infrastructure necessary to support such an expansion of research activity.

However, several challenges remain:

- Growth in research and creative activity outside of the STEM fields has not grown at the same rate as in STEM fields. Boise State will need to decide to what extent the areas of investment should be expanded. The arts and humanities, for example, have received significant investment, but not yet to the extent of investment in STEM.
- Although Boise State has invested heavily in infrastructure, there are parts of the research endeavor, even in the STEM fields, that are not yet adequately supported. Furthermore, some aspects of infrastructure, such as high-performance computing, are very expensive. Continued investment will be necessary to continue to increase the research enterprise.

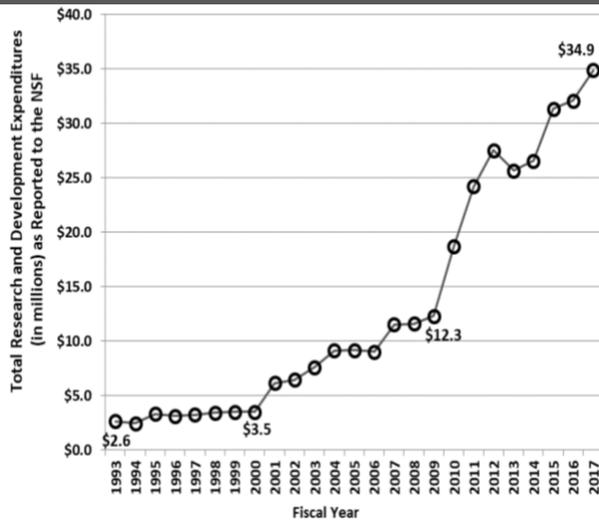
Figure 5.17. CTI 3.1: Quantification of the factors used in the Carnegie Basic Classification for 2018. Only the 129 institutions classified R2 are depicted. Each point represents an institution.



Core Theme Indicator 3.1. Prior to 2015, Boise state had been classified for many years as a “Master’s Institution – Larger Programs” by the Carnegie Foundation. In 2015, Boise State was moved up to the “Doctoral Universities – Moderate research activity” (“R3”) category, and in 2018 reached the level of “Doctoral Universities – High research activity” (R2). The Carnegie Basic Classification categorizes institutions based on Aggregate Research Activity, which measures overall productivity in terms of research funding, research personnel, and doctoral graduates in both aggregate terms and normalized per faculty member. The move to R2 was a consequence of the remarkable growth in those dimensions.

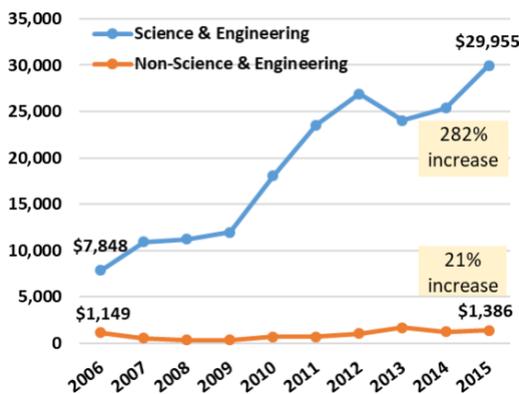
As illustrated in Figure 5.17, Boise State is now solidly in the R2 classification, and has achieved that status by a continued increase in Aggregate Research Activity and Per-Capita Research Activity. Therefore, performance in this Core Theme Indicator is well above the level of acceptability.

Figure 5.18. CTI 3.2: Total Research and Development Expenditures as Reported to NSF



Core Theme Indicator 3.2. Research expenditures, as quantified by the commonly used measure “Total Research and Development Expenditures,” has nearly tripled in the 8 years between FY2009 and FY2017 (Figure 5.18). That growth is both a “cause,” in that the growth requires considerable planning action on our part, and an “effect” of the considerable effort Boise State invests in support for funded research and creative activity. In their analysis for the Basic Classification, the Carnegie process splits research expenditures into two categories: those classified as science and engineering and those that are not science/engineering. That split makes their analysis more sensitive to the diversity of research and creative activity that occurs at an institution. Therefore, it is reasonable to apply the same analysis to research expenditures, as shown in Figure 5.19. As illustrated in that Figure, science and engineering expenditures grew 282 percent in 10 years, which is more than ten-fold the growth rate in non-science and engineering expenditures.

Figure 5.19. CTI 3.2: Research and Development Expenditures (in \$thousands) as Reported to NSF, differentiating Science and Engineering from non-Science and Engineering



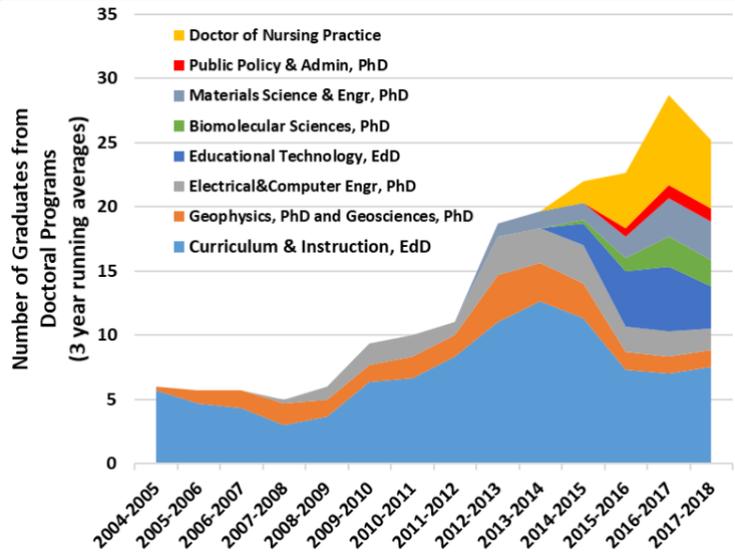
Performance for this CTI is, in the broad sense, remarkably successful. However, it appears that the growth is limited to science and engineering.

Core Theme Indicator 3.3. A growing number of doctoral graduates stems from several factors: (i) the successful launch of new doctoral programs, (ii) successful mentoring, advising, retention, and completion by students in those programs, and (iii) participation by a broader range of faculty members in the level of scholarly activity necessary to support a doctoral program.

Between, 2007-08 and 2017-18, the three-year running average of doctoral graduates quadrupled (Figure 5.20). That number will continue to grow as recently added PhD programs begin to produce graduates (PhD in Computing and PhD in Ecology, Evolution, and Behavior) and additional programs are developed.

The “criterion of acceptability” for this CTI is a 3-year running average of 30 graduates. Boise State’s numbers are nearly to that point and will exceed that number in the coming years.

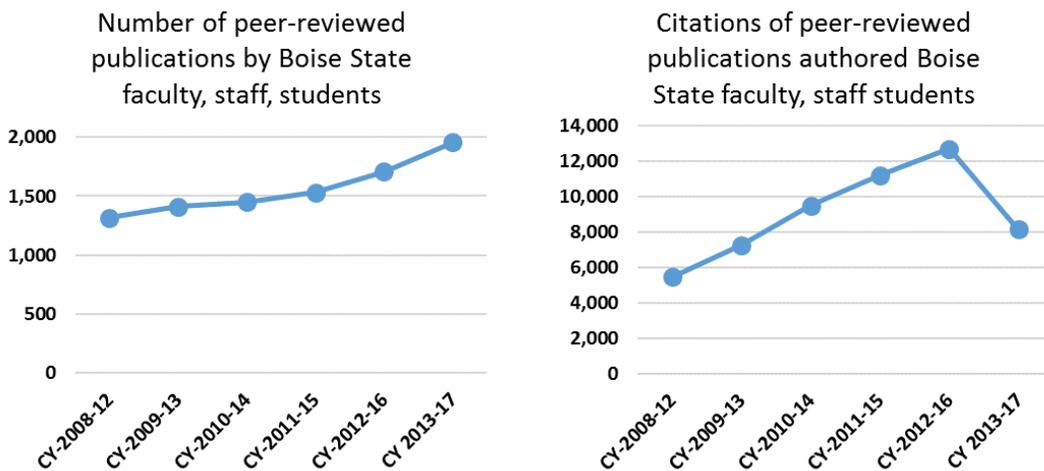
Figure 5.20. CTI 3.3: Number of Doctoral Graduates (3-year running average)



Core Theme Indicator 3.4 is based on the number of publications by authors and citations of those publications. Although imperfect, these metrics give an indication of the overall productivity of faculty members and students and of the impact of that work on other authors. Figure 5.21 shows the trend over the last 5 years. In general, publications and citations have been increasing except for a sudden decrease in the most recent count of citations. The cause for that drop is unclear at this time. For now, the downturn will be regarded as an anomaly.

Setting aside the anomaly in the number of citations, Boise State is performing well in terms of this CTI.

Figure 5.21. CTI 3.4: Peer-reviewed publications and their impact: numbers of publications and citations per five-year period. Numbers are extracted from Web of Science.



Evaluation of Fulfillment of Core Theme Four: Community Connection

Table 5.9 presents a summative evaluation of the extent to which performance meets the “criteria of acceptability” described in Standard 1.B. Performance is evaluated using the information on Core Theme Indicators presented on the pages that follow.

Core Theme Indicator 4.1 is the only Core Theme Indicator that provides a broad and integrated evaluation of the University in terms of its community connection. As noted in Section 3B/4A/4B, the community-focused work of the University is very decentralized, and evaluation at the University-level for the Community Engagement application was only possible because of a substantial amount of work in creating an integrated evaluation of the array of projects and initiatives across the university.

Table 5.9. Evaluation of Fulfillment of Core Theme Four: Community Connection

Core Theme Indicator	Criteria of Acceptability	Acceptability Criteria met?
CTI 4.1: Carnegie Community Engagement Designation.	Maintain designation	> Yes , in 2006 inaugural group; renewed in 2015.
CTI 4.2: Service-learning numbers	Increase over time in % graduates who participated and number of faculty members participating	> Yes , substantial increase over time in the percent of graduates who have participated > Yes , substantial increase in number of faculty participating
CTI 4.3: % of Program Learning Outcomes (PLOs) with Community Focus	Demonstrated feasibility of using this indicator	> Yes , 44% of undergraduate programs have PLOs that connect the discipline to the community
CTI 4.4: \$ of awards of sponsored project funding with public service purpose and from industry/business	Revenues in both categories continue to increase	> Yes , continued increase sponsored projects funding for public service purpose and from industry/business sources, although not as rapidly as overall sponsored projects funding
CTI 4.5: Participation by faculty members in community activities	Continued increase over time	> Yes . Increase over last five years.

The other four Core Theme indicators are much narrower in scope, each providing information on a particular aspect of one of the three categories used to organize the Key Initiatives of Core Theme Four:

- Prepare our students for the world by ensuring that they become responsible, ethical, valuable, well-prepared, and civically-minded graduates.
 - The aspect evaluated by Core Theme Indicator 4.2 is the Service-Learning Program and by Core Theme Indicator 4.3 is the percent of programs with an expected learning outcome focused on community engagement.
- Leverage our scholarly expertise by working with partners in the community to produce economic, social, and cultural value.
 - The aspect evaluated by Core Theme Indicator 4.4 is sponsored projects funding related to community engagement.
- Enrich the community by acting as a catalyst, a leader, and a venue that results in a rich cultural and intellectual climate.
 - The aspect evaluated by Core Theme Indicator 4.5 is the participation by faculty members in the community as board members, facilitators, etc.

Importantly, none of those three CTIs provide a comprehensive evaluation of their respective categories of Community Connection. Doing so would require a broad and unwieldy array of indicators. A better way to evaluate Core Theme Four is to gauge the strength of the Key Initiatives that are described in Standard 3B/4A/4B.

On the positive side:

- The Community Engagement designation from the Carnegie Foundation is the result of a comprehensive evaluation of Boise State's community connection, and therefore validates that Boise State is well-connected to the community.
- Boise State's performance, as measured by CTT's 4.2, 4.3, 4.5, and 4.4, is further indication of connection to the community.
- The descriptions of Key Initiatives for Core Theme Four in Standard 3B/4A/4B provide a rich sampling of the array of ways in which Boise State makes progress in the realm of Core Theme Four.

However, a challenge remains:

- It is difficult to evaluate progress in the realm of Core Theme Four using indicators other than the Carnegie designation because: (i) Boise State's model of planning and implementing in the area of community engagement is decentralized; (ii) it is difficult if not impossible to quantify in a meaningful way the diverse array partnerships and other activities that occur. Fortunately, comprehensive college-level analyses of community connection are possible: the Colleges of Business and Economics and Health Sciences have implemented the Responsible Business Initiative and the School of Public Service has undertaken a comprehensive evaluation of its community connection.

Core Theme Indicator 4.1, the Carnegie Foundation designation recognizing Community Engagement provides the best overall integration of all of the factors that affect community engagement. The Carnegie Foundation's definition as it pertains to their Community Engagement designation:

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/ state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.



In 2006, Boise State was an inaugural member of the group of universities receiving that designation and in 2015 maintained that classification.

Performance in terms of the Core Theme Indicator is wholly acceptable.

Core Theme Indicator 4.2 is indicative of the contribution that Service-Learning makes in the category “Prepare Our Students.” As illustrated in Figure 5.22, 45 percent of baccalaureate graduates have enrolled in a course with a Service Learning component, and the number of baccalaureate graduates with a Service-Learning experience has reached 1,600 per year.

Although the number of participating faculty members has also increased over time (Figure 5.23), that increase has not been at the same rate as the percent of students with Service-Learning experience.

Performance in terms of the Core Theme Indicator is wholly acceptable.

Core Theme Indicator 4.3 is the proportion of degree programs that have one or more expected program learning outcomes (PLOs) that connect the discipline to the greater community. Currently, 44 percent of Boise State’s undergraduate degree programs have PLOs demonstrating such a connection. Broadly speaking, these PLOs fall into 3 categories.

The first category is made up of PLOs that have the student intellectualize or relate their discipline specific knowledge and learning to community, societal, and global issues. The second category of PLOs direct students to actively use their acquired skills from the discipline to work in the community to build, create, and participate in meaningful ways. The third set of PLOs prompt students to advocate and advance policies, practices, and dialogue that address such issues as equity, social justice, and cultural awareness.

Because of the inherent difficulty in measuring success in Core Theme Four, the most important aspect of this CTI is that it can, in fact, be evaluated and can therefore form the basis for future actions. Therefore, because it has been demonstrated that evaluation of this CTI is feasible, performance in this CTI is acceptable. In addition, the actual result (44 percent) for this CTI provides baseline data and informs future planning and action.

Core Theme Indicator 4.4 is the amount of sponsored project funding that has a connection to community engagement: for public service is one metric and from local and industry sources is another. These metrics give an indication of only one aspect of “Leverage Our Scholarly Expertise,” which is accomplished via a remarkable diversity of partnerships and other activities, primarily through the work of faculty members. As illustrated in Figures 5.24 and 5.25, both metrics are increasing, although not at the same rate as overall sponsored projects funding.

Performance in terms of Core Theme Indicator 4.4 is wholly acceptable.

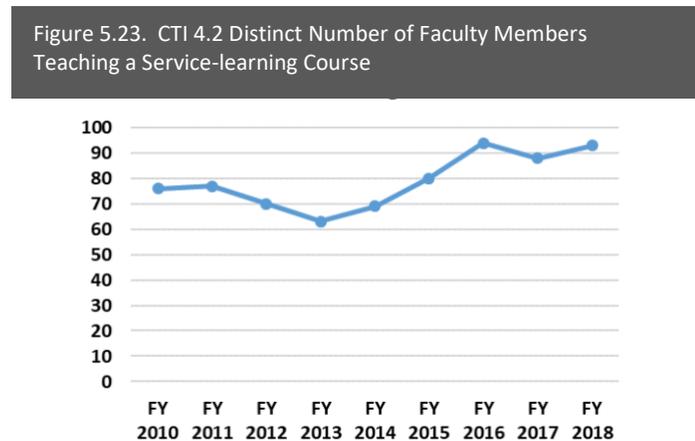
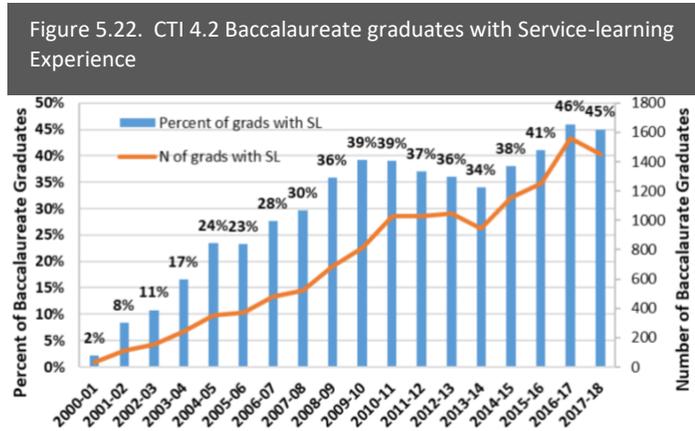


Fig 5.24. CTI 4.4 Sponsored Project Expenditures for a Public Service Purpose (in \$millions)

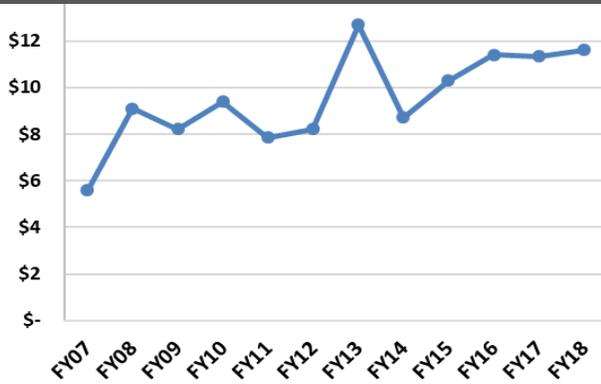
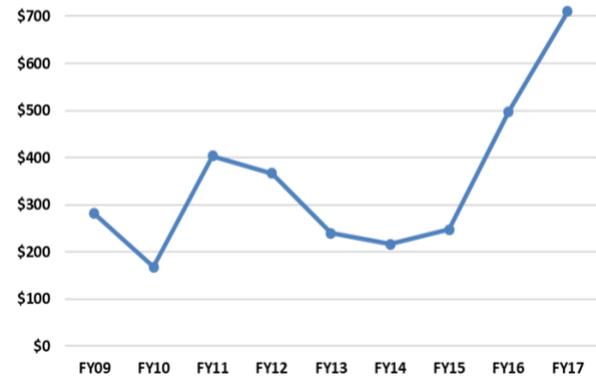


Fig 5.25. CTI 4.4 Sponsored Project Expenditures from Industry/Business Sources (in thousands of dollars)



Core Theme Indicator 4.5 measures the participation of our faculty members in community organizations and events as facilitators, officers, etc. It is, therefore, a measure of one aspect of a substantial array of activities and partnerships that constitute “Enrich Our Community.” Data is available for the last five years only, and its use in this Core Theme Indicator represents the first time it has been compiled. The total number of participations has increased over that five-year period, as illustrated in Table 5.10.

Table 5.10. CTI 4.5. Participation by faculty members in various capacities with organizations and activities in the community. Data from Faculty 180.

	2013-14	2014-15	2015-16	2016-17	2017-18
<i>Officer (e.g., president, board member)</i>	62	70	77	83	77
<i>Performer/artist/conductor/clinician</i>	8	22	16	14	15
<i>Facilitator/organizer/mentor/clinical</i>	60	61	76	100	80
<i>Researcher/judge</i>	3	3	12	19	10
<i>Presenter</i>	49	46	89	116	83
<i>Consult/advise</i>	17	14	20	30	21
<i>Other volunteer</i>	79	78	131	174	133
<i>Total</i>	278	294	421	536	419

Performance in terms of Core Theme Indicator 4.5 is acceptable.

5.B. Adaptability and Sustainability

Adequate and Sustainable Fiscal Resources

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

This section of the self-study will focus on the question of whether the university has adequate and sustainable fiscal resources.

The financial sustainability of the university depends on an appropriate balance between revenue and expenditures. This section first considers the history and likely future of two components of the general operating budget of the university: tuition revenue and state general appropriation. This section will then consider a set of standard financial ratios that are monitored by Boise State and the Idaho State Board of Education, which are designed to provide an overall measure of the University’s financial health.

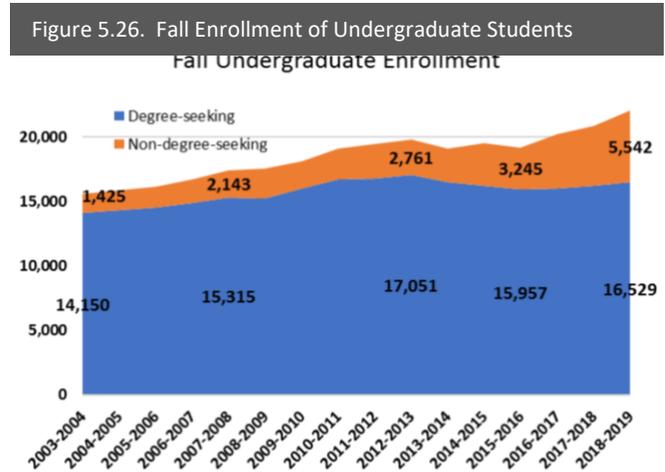
Enrollment trends.

Tuition revenue from enrolled students comprises more than half of the University’s academic operating budget. Although neither headcount nor student credit hour production can provide a direct prediction of tuition revenue, both provide information on general trends important to revenue generation.

Besides enrollments and student credit hour generation, revenue is also affected by the composition of the student body in two key ways: (i) Out-of-state and international students pay a higher tuition rate than resident students, although that differential is reduced by the issuance of waivers. (ii) Dual enrollment students pay only \$65 per credit, which is essentially the cost to the University of administering the program, which is taught by high school faculty members.

Enrollment trends are carefully monitored by the Executive Enrollment Committee, which receives regular updates on enrollment numbers and trends in admissions numbers.

Figure 5.26 depicts undergraduate enrollment at the university. Enrollment of non-degree seeking students is primarily via dual enrollment in the high school and does not contribute to the generation of tuition revenue. Degree-seeking enrollment is flat after a long period of growth. Three important nuances are: (i) Non-resident enrollment has increased while resident enrollments have decreased. The increase in non-residents more than compensates for revenue loss from the decrease in resident enrollment, although it could be argued that these trends have negative implications for fulfilling our mission to educate Idahoans (see Figure 5.27). (ii) Numbers of international students increased substantially during this decade, with a highpoint in fall 2015. Those numbers declined substantially in recent years, but efforts to recruit international students have since increased (see Figure 5.27). (iii) Much of the growth can be ascribed to growth in online enrollments.



It is very likely that Boise State will be able to maintain strong enrollments at the undergraduate level because of (i) rapid growth in the Boise metropolitan area, (ii) continued interest among out-of-state students, (iii) increased emphasis on recruiting, especially in Idaho and internationally, (iv) continued expansion of online offerings, (v) increased attention to enrollment numbers by colleges and departments because of the implications to revenue associated with BroncoBudget 2.0., and (vi) continued emphasis by the University on increasing retention (CTI 1.2).

Graduate enrollments continue to grow at a healthy rate, as shown in Figure 5.28, with numbers of doctoral students growing most quickly. Numbers are likely to continue to grow for several reasons: (i) Boise State has a long way to go before becoming mature in the realm of graduate education; (ii) the eCampus unit continues to work with academic departments to create new high-quality online graduate programs that focus on viable markets; and (iii) there is increased attention to enrollment numbers by colleges and departments because of the implications to revenue associated with BroncoBudget 2.0.

Figure 5.27. Enrollment of Undergraduate Degree-seeking Students

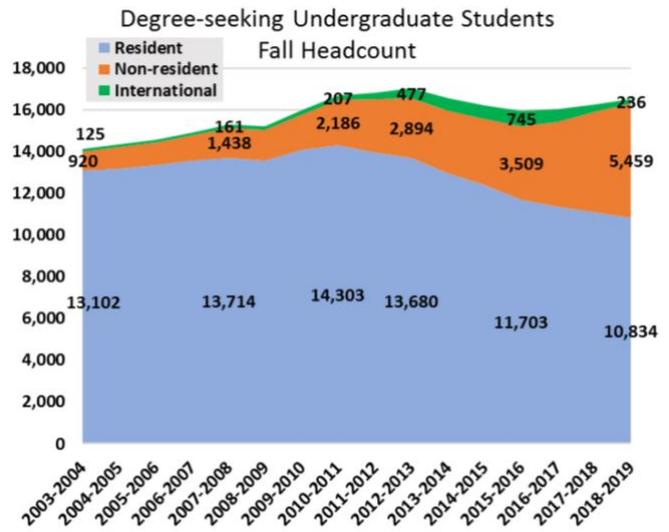
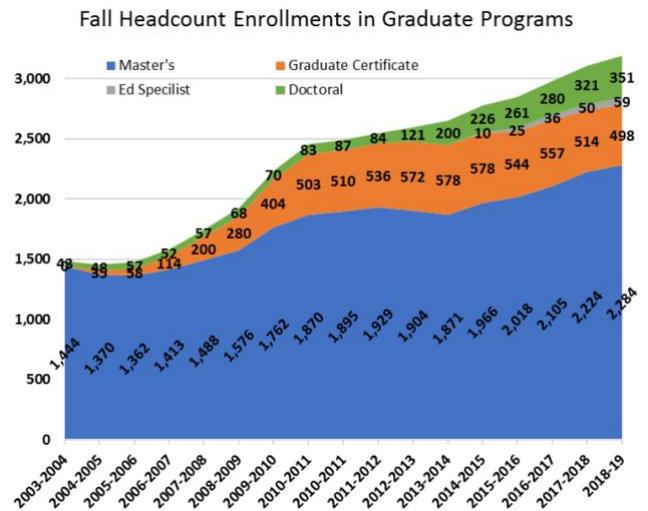


Figure 5.28. Fall Enrollments in Graduate Programs



Revenue from Tuition and State Appropriations

Figure 5.29 depicts, in constant 2003 dollars, two components of the General Operating Budget: state general appropriation and student tuition. Over the past two decades the state appropriation has remained relatively constant, but in the seven-year period since FY12, the state general appropriation has increased 31 percent in constant dollars. That increase has resulted from a combination of funding for salary increases, enrollment increases (known as “Enrollment Workload Adjustment”), and approved specific requests (known as “Line Item Requests”).

During the same seven-year period since FY2012, tuition revenue increased by 50 percent in constant dollars (Figure 5.29) as a result of increased enrollments and increased tuition charged to students (Figure 5.30).

The section that follows regarding financial ratios indicates that Boise State is on solid financial ground. Therefore, although it is not possible to predict future trends in funding, it is reasonable to conclude the following:

- Were there to be no further increases in either tuition funding or state appropriation, Boise State would likely be able to maintain its present operations. However, it would be a challenge to undertake new initiatives or invest in strengthening existing infrastructure.
- Continued increases in tuition will present a growing challenge to students of low socioeconomic status and may exacerbate gaps in retention and graduation rates associated with socioeconomic status. Therefore, increased investment in need-based financial aid should accompany future increases in tuition.
- Much of Boise State’s ability to pursue new initiatives and invest in strengthening existing infrastructure will depend on success in securing additional funding through Line Item Requests and Enrollment Workload Adjustments (or if approved by the Legislature, the replacement for Enrollment Workload Adjustments known as “Outcomes Based Funding”) and increases in enrollment.

Figure 5.29. General Operating Budget for Boise State University (in constant 2003 dollars)

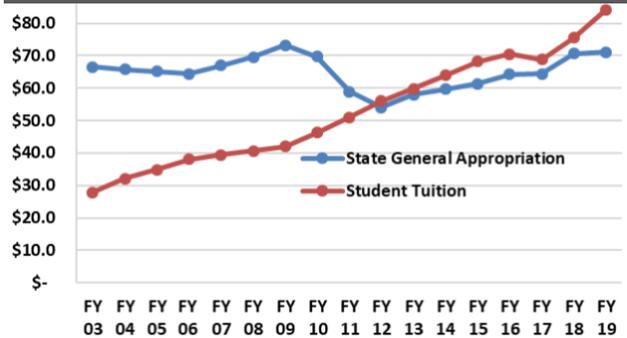
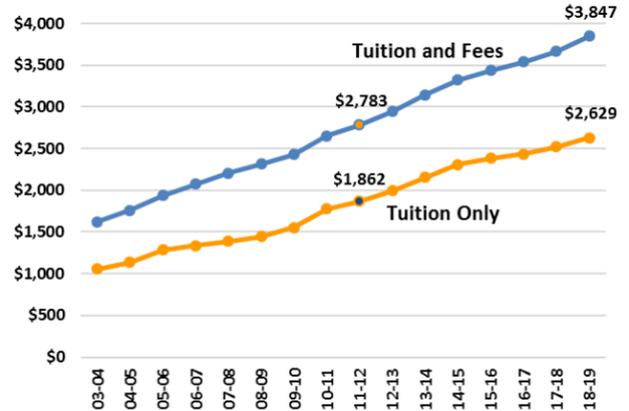


Figure 5.30. Tuition and Fee Cost per Semester to a Full-time Idaho Resident Student



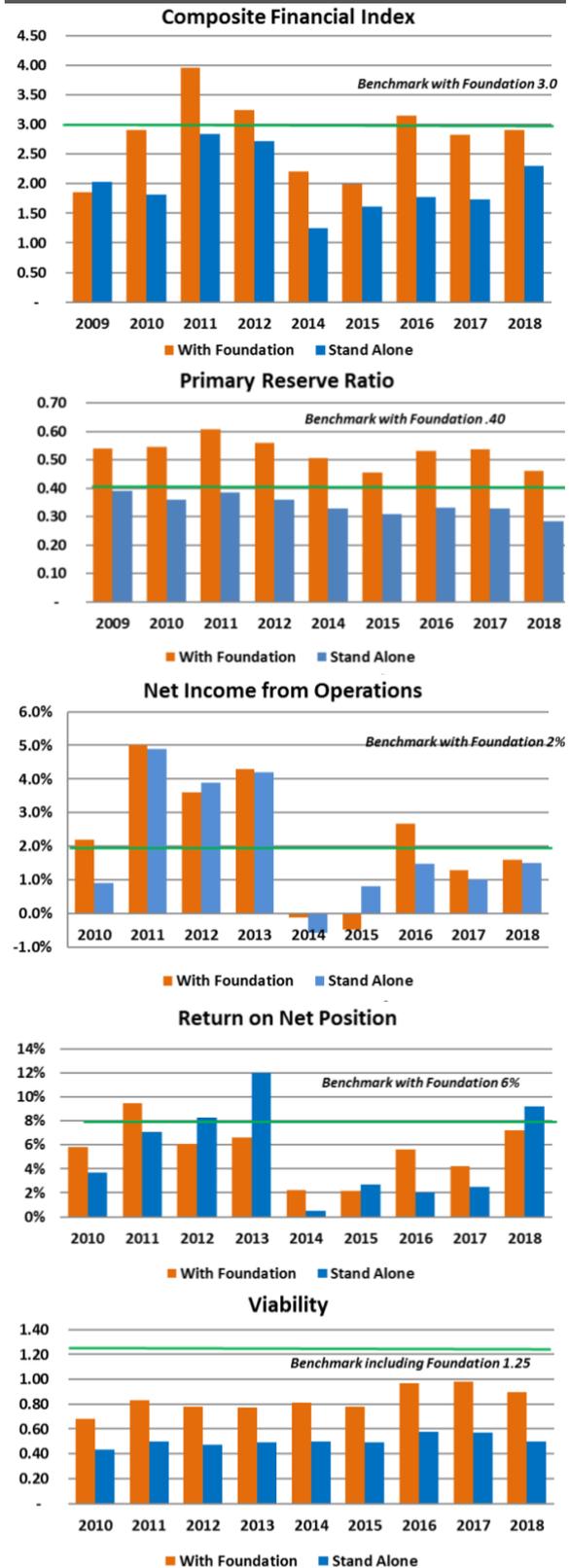
University Financial Ratios as reported to the Idaho State Board of Education

On a quarterly basis, Boise State calculates a standardized set of financial ratios as recommended by the National Association of College and University Business Officers (NACUBO), which also provides national benchmarks to indicate financial health of an institution. Those ratios (depicted in Figure 5.31) are defined as follows:

- Composite Financial Index: Indicates overall financial health; a composite of the following four ratios.
- Primary Reserve Ratio: A snapshot of financial strength and flexibility indicating how long the institution could function using its expendable reserves without relying on additional net position generated by operations. Represents protection against adversity.
- Net Income from Operations: Measures availability of resources to reinvest in the institution. A pattern of deficits indicates a need to focus on restructuring the institution’s income and expense streams.
- Return on Net Position: Measures total economic return. Lower numbers are acceptable if reflecting a strategy for setting up higher future returns.
- Viability: Measures the availability of expendable net assets to cover debt should the institution need to settle its obligations as of a balance sheet date. Note that the nationally-set benchmark is not achievable by institutions in Idaho because, unlike many other states, debt burden is borne solely by the institution with no help from the state.

These ratios provide broad guidance to the University as to its management of financial resources. They are also reported [audit reports in evidence] to and scrutinized by the Audit Committee of the Idaho State Board of Education. In cases where ratios indicate challenges to the financial health of the institution, the Audit Committee will make recommendations for action, the strength of which depend on the depth of the challenge.

Figure 5.31. Financial Ratios



Net Income from Operations ratio and Return on Net Position ratio decreased substantially between FY2013 and FY2014. That decrease was anticipated, and is the result of substantial investments made by the University in programs and staff.

Two additional ratios reported to the State Board are important to bond-rating agencies (e.g., Moody’s) and affect the interest paid on debts (see Figure 5.32). It is important, therefore, that Boise State pay attention to those ratios so as to reduce interest payments.

Those ratios are:

- Debt Burden Ratio reflects reliance on borrowed funds as a source of funds. Lower is better.
- Debt coverage ratio reflects the ability of excess income over adjusted expenses to cover annual debt service payments. Higher is better.

A final metric reported to the State Board is “Life of Capital Assets.” A higher ratio indicates a higher need for future deferred reinvestment in physical plant facilities. This ratio is less valuable than the others because of the long timescale involved. Instead, Boise State relies on the annual Alterations and Repair process described in Standard 2.G in which the Division of Campus Operations identifies needed repairs and prioritizes them for a funding request to the state.

Bond Rating Agencies

Bonds issued by the University have been rated by both Moody’s and Standard and Poors. The ratings were updated with the most recent bond issue in March 2017. Current ratings for Boise State’s bonds are:

Moody’s: Rating of **A1**. Judged to be of high quality and subject to very low credit risk.

SandP: Rating of **A+**. Strong capacity to meet financial commitments but is somewhat more susceptible to adverse effects of changes in circumstances and economic conditions than obligors in higher-rated categories.

Figure 5.32. Debt Burden Ratio and Debt Coverage Ratio with national benchmarks

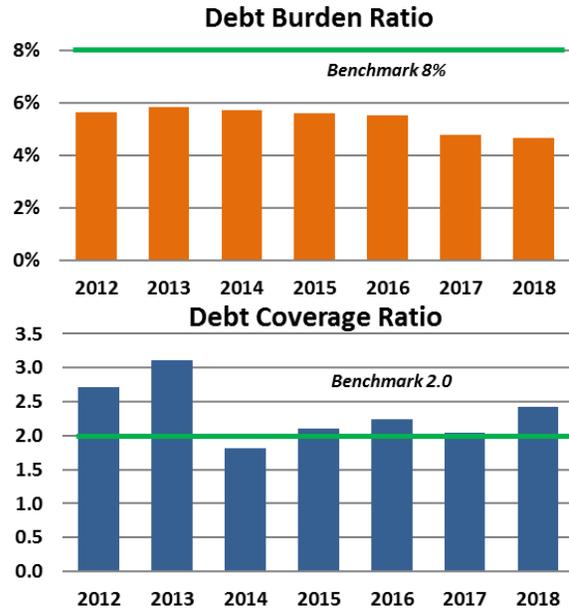
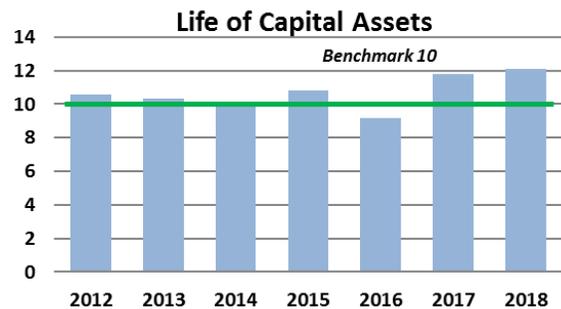


Figure 5.33. Life of Capital Assets metric with national benchmark.



5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Transform our operations to serve the contemporary mission of the university

Goal Five of *Focus on Effectiveness* reads: “Transform our operations to serve the contemporary mission of the university.”

Whereas the first four Strategic Goals of *Focus on Effectiveness* describe the ways in which Boise State has operationalized the Core Themes as a way of becoming a Metropolitan Research University of Distinction, Goal Five serves the purpose of facilitating the University’s success in the other four Strategic Goals. A discussion of Goal Five is the way the self-study will address Standard 5.B.2.

The original strategies under the goals of *Focus on Effectiveness* were condensed into a smaller number of “objectives” in response to a directive from the Idaho State Board of Education. The original strategies are used here for categorization because they give a richer understanding of the intent of Goal Five.

The following examples each represent the implementation of a strategy of Goal Five.

Strategy 1: Reinvent our academic and business practices to improve service and efficiency.

Reinvent planning processes

- The revision of Program Review to become a process of Integrated Review of Academic Programs is discussed in detail in Standard 3.A. In this case, the “reinvention of planning” involves abandoning the backward-looking, summative self-study and external review process in favor of a forward-looking and formative strategic planning process. As is discussed in Standard 3.A., the process is undergoing further revision.
- Although the focused assessment of Program Learning Outcomes (PLOs) is not explicitly on planning, Boise State’s reinvention of the process by which PLOs are assessed is very much grounded in planning. A truly effective PLO assessment process is highly formative and results in information that is used as a basis for the planning of improvements to curriculum. A detailed description is in Standard 4A3/4B2.
- The reinvention of planning for information technology (IT) is described in Standards 3A1, 2G7, and 2G8. One focus of planning is the Information Technology Planning Committee, which uses a set of working groups to focus on various aspects of IT planning, such as Decision Support, Data Governance, and Enterprise Systems. Another focus is the Research Cyberinfrastructure Advisory Council, which provides input in planning for high performance computing used for research.
- Online program development is the purpose of the eCampus Initiative and is discussed in detail in Standard 3A. A detailed market analysis is the first step. For programs that receive the go-ahead, eCampus works extensively with academic departments on overall program design, course design, budget planning, and marketing/recruiting.
- Emergency planning was greatly enhanced seven years ago with the creation of a new full-time Emergency Management position. That position facilitated the creation of an Emergency Management Strategic Plan and has been working to build a culture of preparedness and resiliency at the University. Further detail is in Standard 4.A.6.

Reinvent academic and business practices

- The [Office of Continuous Improvement](#) works with groups on campus to improve financial business processes and resolve issues with system performance, especially as they relate to Oracle Financial Cloud.
- Human Resources is strengthening infrastructure by putting in place a viable compensation strategy with corollary job standards; redesigning the recruitment approach, processes, and supporting technology; and creating a comprehensive employee policy handbook to create clarity and transparency for employees regarding their terms and conditions of employment.

Strategy 2: Simplify or eliminate policies and regulations that waste effort and resources.

- In 2012, a new Policy Manager position was created and charged with updating and maintaining policies. As a policy is updated, its utility and reasonableness are considered, sometimes resulting in its simplification or elimination.
- The University Advising Network consists of the directors/coordinators of advising in the university's academic divisions and athletics, and it is charged with developing new policies and initiatives related to advising. They have made recent policy recommendations on four-year graduation programming, advising documentation, registration holds, major change process, permission numbers (restricted course access), and electronic resources/tools.

Strategy 3: Invest in faculty and staff to develop key competencies and motivate top performance.

- Successful organizations focus on increasing employee engagement. Engaged employees are critical to creating a better product, service, or in Boise State's case, educational experience. In fall, 2019, the University will roll out a campus-wide approach to leadership development called Leadership Pathways. It is being beta-tested during 2018-19 with department chairs and their administrative support staff.
 - Rather than focus solely on how to perform tasks, e.g., establishing budgets or doing performance evaluations, Leadership Pathways helps participants understand what motivates them and how to apply that knowledge to improve themselves and better lead.
 - As a specific example, the program will teach employees the skills to resolve their own conflicts or conflict within their work groups; these skills range from understanding the need for healthy conflict, to strategies that identify the reasons behind conflict and responding with a positive approach.
 - To further breakdown silos and create a “university of colleagues,” Leadership Pathways will include participants from all classifications and pay grades: administrators, faculty, classified staff, and professional staff.
 - The next step will be to create a campus-wide performance management system, which instead of focusing on annual performance appraisal, creates an environment that support growth in employee performance.

Strategy 4: Break down silos that inhibit communication, collaboration and creativity.

- A result of Boise State's focus on transdisciplinary doctoral programs is that, in general, it is only when faculty members from multiple departments work together that a new doctoral program is formed. Further detail is in Standard 3B/4A/4B Graduate Education.
- In many cases, the “silo” that inhibits communication and collaboration is grounded in a fundamental conflict that arises from colloquialism within the organization. The Center for Dispute Resolution provides mediation and facilitation services to departments and

programs across the university that are experiencing conflict. The primary goal with each effort is to improve communication and build capacity for greater collaboration. The Center is also partnering with Human Resources and the Provost's Office to provide conflict resolution and strategic planning services to leaders across the University. Finally, the Center is also building interdisciplinary connections by growing shared experiential opportunities for students to serve the community. For example, students in the program facilitated Idaho Department of Education meetings designed to improve collaboration and facilitation within and across Idaho school districts.

Strategy 5: Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.

- Much effort has gone into developing a variety of data reports for decision makers, as described in Standard 4.A.6. For example, the Department Analytics Report supplies department chairs and deans with trends over time in enrollments, graduates, credit hours, research expenditures, and student progression metrics. A variety of data warehouse reports enable in-depth exploration of a variety of questions having to do with course registration, grade distributions, graduates, enrollments in majors, retention rate, wait lists, etc.
- Assessment of Program Learning Outcomes produces data that is used as a basis for improvement of academic programs. Boise State's reinvention of assessment processes is discussed in Standard 4A3/4B2.

Strategy 6: Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.

- The University has invested substantially in support of expanding sponsored projects funding by enhancing research infrastructure (i.e., management of research grants, physical infrastructure, and cyberinfrastructure), as was described in Standard 3B/4A/4B Core Theme Three: Research and Creative Activity.
- University Advancement is tasked with raising funds from donors for scholarships, buildings, endowed faculty positions, etc. The division has implemented a number of strategies to increase philanthropic support. Examples of those and future strategies are:
 - In 2014-2015, the Extraordinary Times, Extraordinary Opportunities scholarship campaign was launched, and included: (i) matching funds from the University for donors establishing high-level endowed scholarships, and (ii) financial support for faculty and staff to create an endowed scholarship with a five-year pledge, where funds from the University are used to activate the endowment for payout to students without waiting for the completion of the pledge. The campaign raised more than \$50 million, twice the original target.
 - PonyUp Crowdfunding program raises small gifts from large numbers of people for specific projects, with targets for projects ranging from \$2,000 to over \$30,000. The program engages students to help with writing, web development, and fundraising. The program has resulted in \$584,853 for 65 projects from 5,127 gifts and 3,082 donors, 2,244 of whom were new donors to the University.
 - Bronco Giving Day, a 36-hour campaign, was the first university-wide day of engagement. Boise State University colleges, departments, programs, alumni, friends, employees and students all showed their support and raised an impressive \$426,872, with 2,205 total gifts from 1,214 donors.

The University is poised, with the hiring of a new President, to engage in a transformative, comprehensive campaign. Where past fundraising efforts have generated funding for a multitude of capital improvements, there remains a need for additional faculty and student support. Therefore, this campaign will likely focus on increasing endowments to support endowed faculty positions and scholarships.

Strategy 7: Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.

- The implementation of BroncoBudget 2.0 is well-aligned with this strategy. As described in Standard 3.A., BroncoBudget 2.0 replaces the typical incremental budget model for academic colleges. BroncoBudget 2.0 better aligns resources with university priorities, enables the movement of resources to departments where they are needed, and incentivizes behaviors that lead to greater overall productivity and quality of academic programs. Under the new model, colleges receive an allocation of tuition revenue that is based on the number of student credit hours instructed, the number of majors the college is serving, and the number of graduates from the college's programs (i) creating alignment of revenue with instructional costs and the costs of student services, such as advising; and (ii) creating incentives to facilitate the graduation of students.

Conclusion: Defining Boise State University’s Future Direction

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Boise State is at a point where the campus can look back on a history of remarkable accomplishment: fifteen years of success in pursuing, via two strategic plans, a vision of becoming a Metropolitan Research University of Distinction. Key indicators of that success are:

- Boise State is the only state university to consistently exceed the targets put forth by the Idaho State Board of Education for the number of baccalaureate graduates necessary to meet Complete College Idaho’s “60% goal.”
- In 2006 the University was one of 76 in the nation given the Community Engagement Classification from the Carnegie Foundation for Advancement of Teaching — a distinction reaffirmed in 2015.
- In 2013, Boise State was one of just 16 institutions in the country recognized as a top Innovation and Economic Prosperity University by the Association of Public and Land-grant Universities.
- In 2016, Boise State was, for the first time, classified as a doctoral research institution by the Carnegie Foundation in the R3 category. In 2018, Boise State advanced once again to be categorized as R2, that is, a Doctoral University — High Research Activity.
- Boise State was one of five universities recognized by the APLU as finalists for the 2017 Project Degree Completion Award, which recognizes institutions that successfully employ innovative approaches to improve retention and degree completion.
- In 2018, university leaders across the country surveyed by U.S. News and World Report named Boise State one of the most innovative national universities in the country.

Boise State University has a remarkable opportunity in defining the path forward.

- A new presidency is scheduled to commence in 2019. As stated on the presidential search website, *“For its next President, the campus community seeks a bold, innovative, and inspiring leader to give shape to the promise of the future while harnessing the powerful momentum of the recent past.”*
- With a new president will likely come the development of a new strategic plan. The previous plan, *Focus on Effectiveness*, has served the University well, but is now seven years old.
- This Seven Year Review self-study provides a comprehensive analysis of all aspects of the University’s performance and its operations.
- The next step in the Seven Year Accreditation cycle with the NWCCU is to rethink and revise, as necessary, the University’s Mission, Core Themes, Core Objectives, and Indicators of mission fulfillment.
- The campus community is comprised of innovative, dedicated, creative, industrious people who are proud of past accomplishments and fully aware that there remains much to be done.

In defining the path forward for the University, it is important that the characteristics of the external environment that set Boise State on the path to become a Metropolitan Research University of Distinction remain:

- Boise State is embedded in the rapidly growing Boise Metropolitan Area, which is in the heart of the region’s government, industry, cultural, and creative sectors.
- Boise State is the only public comprehensive research university for hundreds of miles and therefore shoulders the regional responsibility for providing (i) the bulk of undergraduate and graduate education, (ii) research and creative activity that provides economic, societal, and cultural benefit, (iii) expertise and partnerships in a wide range of areas, including public service, social sciences, health sciences, education, and business.
- Boise State embraces its role as being integral to the economic, social and cultural fabric of the community.

Also important in defining the path forward is an understanding of the variety of external and internal challenges faced by the university, community, and state:

- Since 2010, Idaho’s post-secondary completion rate has increased only modestly from 37 percent to 42 percent, well short of the goal of 60 percent set by the Idaho State Board of Education for the year 2020. As a result, there remains a substantial pool of underdeveloped and unrealized talent and, consequently, a less-qualified workforce.
- The college attainment rate is lower for some populations than others. In Idaho, those populations include low-socioeconomic status, first generation, Hispanic/Native American, and rural. Children in those demographics have a much lower likelihood of entering college, persisting in college, and graduating. Not only are individuals in these populations often economically disadvantaged, they are often educationally disadvantaged.
- Boise State has been successful in the broad sense in terms of increasing numbers of graduates to contribute to the “60% goal” and increasing overall retention and graduation rates. However, significant gaps exist in the recruitment, retention, and graduation of students from underrepresented groups.
- As in much of the nation, state funding has been relatively flat, leaving students and their families a higher share of the burden through tuition and fees. In addition, Idaho lags behind 40 other states in per-capita scholarship expenditures, and Boise State lags significantly behind peers.
- Although Boise State continues to make progress in strengthening infrastructure (see Standard 5.B.2 above), a number of challenges remain in areas that include business processes, technology systems, physical infrastructure, staffing, and employee compensation.
- As true on many university campuses, Boise State faces challenges in diversity, equity, and inclusion. For example, the University lags significantly in its recruitment and retention of individuals of diverse background, into both its student body and the ranks of faculty and staff. Results from surveys and comments in public forums have made it clear that Boise State has much work to do in creating a campus environment that is welcoming and inclusive to individuals of all backgrounds.

Based on the above, Boise State University's path forward should include the following:

Address Issues of Diversity, Equity, and Inclusion

In numerous forums across campus, concern raised repeatedly is that Boise State has made little progress on improving diversity, inclusion, and equity. Those concerns echoed issues that have been explored by the Commission on Diversity and Inclusion, which was been launched by President Bob Kustra in early 2017. An early action of the Commission was to develop a [Statement of Inclusivity and Diversity](#) that clarifies the University's philosophical position.

In July, 2017, the [Commission issued its report](#), which argues strongly for the University to address issues in diversity, equity, and inclusion without further delay. The report called on the campus to “begin the process of building a comprehensive institution-wide strategic plan for diversity and inclusion, specifically addressing the challenges and opportunities presented in this report.” The report's six thematic areas each contain an analysis of challenges and opportunities. Together the themes provide a framework for strategic planning and a focus for future actions.

Additions to the foundation for future planning and action have been provided through offices and initiatives already in place. Three examples follow:

- Multiple departments across campus, including Student Diversity and Inclusion, Center for Multicultural Educational Opportunities, Institute for STEM and Diversity Initiatives, and the Gender Equity Center, collectively work to offer a robust slate of programs, services, events and initiatives for students in marginalized populations and for the campus community at large.
- Boise State has implemented a program focused on preparing campus leaders to promote and support efforts in inclusion and diversity. The Boise State Uniting for Inclusion and Leadership in Diversity ([BUILD certificate program](#)) “supports campus educators to gain knowledge and skills to contribute to a welcoming and inclusive environment on campus, and demonstrate your commitment to our continuous efforts towards an inclusive Boise State University.” To earn a BUILD certificate, participants create a foundation by completing a core workshop, and add to that foundation through a number of learning experiences.
- To strengthen the Affirmative Action/Equal Opportunity aspects of the faculty and staff hiring processes, all search committee members are now required to go through training designed to counteract bias in the hiring process. In addition, (i) the process of certifying candidate pools has become substantially more stringent, especially for faculty hires, which has resulted in the re-opening of searches to cast a broader net; and (ii) placement of advertisements has become more strategic.

Increase Availability of Resources and Efficiency of their Use

Boise State will continue to advocate for additional resources from the state that are equitable with other state institutions. The University will also, under the guidance of a new President, continue to engage in a vigorous campaign of fundraising. Boise State has been quite successful in raising funds for buildings, as most recently evidenced by a \$25 million contribution to build the Micron Center for Materials Research (the largest philanthropic gift in the University's history). A likely focus for the future will be building the University's endowments for additional scholarships, faculty positions, and graduate fellowships.

It is also important for the University to make the best possible use of resources available; a key way to do that is through increased organizational effectiveness. Judicious use of resources is the foundation for Strategic Goal Five (“*Transform our operations to serve the contemporary mission of the*

university”); for the SBOE’s continued push for state institutions to embed the principles of Program Prioritization in their processes; and for the implementation of BroncoBudget 2.0. The above response to Standard 5.B.2 gives details on many of the efforts already in place to increase organizational effectiveness. Key endeavors for the future will include fully embracing a model of integrated planning that (i) aligns the resources, timeline, and efforts of the University in a way that best enables growth in an informed way; and (ii) fully utilizes the innovation, creativity, and initiative that are so much a part of the character of Boise State.

Another key endeavor will involve a broadening of the scope of Strategy 3 from Goal Five of *Focus on Effectiveness* (“Invest in faculty and staff to develop key competencies and motivate top performance”) to include employee engagement. Successful organizations focus on increasing employee engagement because engaged employees are critical to creating a better product, service, or in Boise State’s case, educational experience. Examples of how Boise State will increase employee engagement are: (i) expand leadership opportunities and build leadership skills, which will result in increased engagement of those who become leaders and in those being led (as described in Standard 5.B.1) and (ii) take action to increase diversity, equity, and inclusion (as described above), which will result in a more supportive and welcoming environment for employees.

Focus on College Attainment for Underrepresented Groups

As a public institution of higher education, a key aspect of the mission of Boise State is its work to increase the achievement of a college education by the citizenry the University serves. The importance of this aspect of the mission cannot be overstated.

- Education is the foundation of a democratic society and the key to creating a civically-engaged citizenry.
- Education is key to providing Idahoans the opportunity to develop the talents and skills necessary for employment.
- Education is key to increasing the size and competence of the state’s workforce.

In Idaho, some groups have substantially lower likelihood of completing college, especially those of low socioeconomic status, first generation, Hispanic/Native American, and rural. The same pattern applies to students at Boise State: there are gaps in retention and graduation rates and in numbers of graduates. College education can have a transformational impact on students (and their families) of underrepresented groups in terms of employment opportunities and upward economic mobility.

It is important, therefore, that Boise State focus substantial effort on recruiting, retaining, and graduating students from underrepresented groups. Although Boise State has programs in place to support students in underrepresented groups, those programs do not have the capacity to support all who need help. And while, the University has recently initiated the need-based [TrueBlue scholarship](#), we lag in terms of providing need-based financial aid.

A collateral benefit of focusing on underrepresented groups is a greater contribution by Boise State to Idaho’s college attainment rate. The Idaho State Board of Education’s, recognizing the importance of education to the workforce and individual, recently renewed its commitment to the goal of reaching a college attainment rate of 60 percent in Idaho. Attaining that goal will require an increase in production of baccalaureate graduates from all four 4-year institutions, especially from Boise State, which produces more than 40 percent of all baccalaureate graduates from public institutions in Idaho. Boise State’s contribution to Idaho’s rate of college attainment can be increased by focusing on groups with the highest potential to increase in the rate of college attainment.

Continue on the Trajectory to Become a “Research University of Distinction”

The impact of any institution depends, to a certain extent, on its reputation, so long as that reputation is grounded in reality. Boise State’s growing reputation as an innovative and impactful doctoral research university is well-grounded in expanding research and creative activity, in growing high-impact graduate programs, in increasing the quality and impact of its undergraduate programs, and in strengthening partnerships with the community. Examples include: (i) the Honors program posted an impressive number of recent national scholarship wins including a Rhodes and Marshall Scholar, 13 Fulbrights, and two Goldwaters; (ii) a top fifty College of Education and a top 100 College of Engineering; (iv) the creation of the largest online social work program in the United States; (v) Boise State student-athletes hold one of the highest cumulative GPA averages and graduation rates for Division I athletics while enjoying regular conference championship performances; (vi) a rapidly expanding research enterprise, as indicated by a tripling in research and development expenditures in the last 8 years and a growing number of CAREER awards from NSF; and (vii) an increasing number of doctoral graduates, many from new transdisciplinary doctoral programs.

Maintaining this trajectory in becoming a research university will require continued investment in infrastructure, both physical and technological. It will also require continued investment in faculty and staff, as well as graduate and undergraduate programs.

Make the Most of the Inextricably Intertwined Futures of Boise State and its Community

Boise State is in a unique position to lead, shape, and support the economic, cultural and creative future of one of the fastest-growing cities in the country. Unlike either a traditional “college town” or an already-established metropolitan area, Boise — which is the most isolated metropolitan area in the lower 48 states — is fast becoming a new American city. Boise State has been integral in this growth — from launching the engineers, entrepreneurs, business leaders and computer scientists who are leading Boise’s emerging tech industry; to developing programs and research centers designed specifically to take on the challenges of the state’s governmental and non-profit sectors; to hosting, fostering and supporting the city’s growing arts and creative communities.

As the university approaches its second century (Boise State was launched as a two-year Episcopal college in 1932), the city’s and region’s evolving demands will require a continuation of the aggressive change and progressive attitude that has carried the campus from a two year private college to a public junior college, to a four-year university and now a doctoral university with “high research activity.”

The university has nurtured public and private partnerships at all levels, striving from its mission statement through its daily operations to build a nimble, responsive, and adaptable institution that can work with students, the community, and industry to identify and tackle new opportunities — and to build the programs and develop the leadership required to take the next steps.