

Idaho State University

Strategic Plan 2002-2005

June 29, 2004

Executive Summary 2004

The Idaho State Board of Education's 2000-2005 Statewide Strategic Plan provides direction for postsecondary programs throughout the state. The SBOE plan consists of four goals, forty-six objectives, and eleven performance measures. Building on this, the Idaho State University (ISU) 2000-2005 Strategic Plan added six complementary, institution-specific goals and associated strategies and measures. While retaining the basic structure of the 2000-2005 plan, the 2004 revision of ISU's plan updates report figures and institutional vision, reflecting the new context of the budget reductions. We note the increased use of new, sometimes ad hoc administrative structures by the institution to handle additional duties and work flow. Those entities often include participation by other external agencies or institutions (Institute for Nuclear Science and Engineering, Institute for Emergency Management Training, Idaho Center for Disability Evaluation and Research, etc.) and are signs of institutional responsiveness to state and national needs. ISU's six complementary goals remain:

ACCESS. Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission.

LEARNING. Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds.

RESEARCH. Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs.

SERVICE. Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events.

FACULTY. Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.

SUPPORT. Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment.

Statewide and institution-specific goals are accompanied by a suite of objectives and measures that serve to direct the institution and document its progress toward achieving those goals.

Strategic planning at Idaho State University is ongoing, focused, and practical. It is done both as a tool of internal management and in response to external requests. Past ISU Strategic Plans have reflected new challenges, evolving demographics, a growing vision, and cutting edge solutions. Because planning is ongoing and dynamic, ISU's Strategic Plan represents the institution's goals and objectives at one point in time.

Historic and Current Perspectives of Idaho State University

Idaho State University was founded in 1901 as the Academy of Idaho. The presence of the Academy provided the first postsecondary educational opportunities for citizens of Eastern Idaho, especially in technical and mechanical education. The Academy became Idaho Technical Institute in 1915, continuing its mission as what was effectively a community college. The introduction of Pharmacy in 1920 led to baccalaureate degree granting curricula and set institutional direction in the health professions. In 1927, the Institute became the University of Idaho Southern Branch. The institution was established as Idaho State College in 1947 with three divisions: Liberal Arts, Pharmacy, and the School of Industrial Training. In 1963, the college became Idaho State University. Today, Idaho State University is a broad-based regional public doctoral university, providing a wide range of educational services to citizens of the state and the intermountain region.

Idaho State University has experienced tremendous growth in scope, sophistication and size. The University employs approximately 600 full-time faculty members and a large number of part-time faculty. Growth over the last five years has been steady, with an increase in enrollment from 11,000 to 13,000 (13,352 in 2002-2003). Degree offerings range from certificate to doctoral. In cooperation with other institutions, ISU has founded and expanded outreach sites in Idaho Falls, Twin Falls, Coeur d'Alene, and Boise to meet the growing needs of Idaho's citizens. The University also delivers comprehensive and creative programs using distance learning technology. Sustained and significant research is an essential component of the institution's academic and public service programs. With the continual increase in research activity and graduate enrollment, Idaho State University strives to achieve the Carnegie Classification Doctoral/Research--Extensive. The ISU campus is also being transformed with new construction, additions, and renovations. Recently completed facilities include on-campus housing to accommodate students with families, the medical and dental residents' facility, the renovation of the physical science building, and the Bennion Student Union in Idaho Falls. Current university initiatives include partnering on new facilities in Twin Falls and Boise and a new multipurpose Rendezvous Building in Pocatello (under construction). The University has recently completed year four of a five-year capital campaign--its first ever. To date, the goal of \$102 million for academic enhancement, scholarship endowment, and a magnificent performing arts center has been surpassed with \$128.5 million raised in gifts and pledges. Construction on the L.E. and Thelma Stephens Performing Arts Center began in July 2002 with construction to be completed October 2004.

Mission

As a regional public Doctoral/Research--Intensive University, ISU meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as family practice, dental, and pharmacy residency programs. Through programs in pharmacy and health-related professions, Idaho State University is the state's lead institution for education in the health professions and related biological and physical sciences.

The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs and is a Center for the Doctor of Arts degree, designed specifically to prepare college teachers. As a part of its community college function, ISU provides students high quality professional education and technical training in response to the needs of private industry.

Vision

Fundamental to Idaho State University's Strategic Plan is the commitment to meet the evolving needs of the state by providing accessible, high quality education to the diverse citizenry of its region. The University's broad vision used in constructing the current Strategic Plan consists of the following:

- Enrollment and Quality-- Within the constraints of the current flat and austere budget, the University will continue a course of modest growth (where capacity exists) while increasing the quality of its student body. Rather than close programs, the University has chosen to offer fewer class sections.
- Growing Sophistication-- Across its program array, the University has been increasing the sophistication of its offerings. By increasing the competitive research dollars received, and enrollment in doctoral programming, the institution will achieve Carnegie classification Doctoral/Research Universities-Extensive. Research and scholarly activity will grow significantly concomitant with its graduate programs, meet state and national needs, and achieve regional and national stature in selected areas. As entry-level and first professional degree expectations escalate across the health professions, ISU will see more of those programs at the master's and doctoral level. Its College of Technology is the first in Idaho to build offerings at the baccalaureate and graduate levels. ISU will continue innovative links between its Colleges of Technology and Engineering to create new programming. With the change in mission of the Idaho National Lab to nuclear science, ISU will expand its programming in this area and continue its leadership.
- Continuing Efficiency-- As the institution continues its quest for additional resources, it will operate at the high level of efficiency that has marked the past decade.
- New Revenues-- ISU will strive to develop new sources of revenue. This includes the capital campaign, increased efforts in annual fund raising, new initiatives in federal line item appropriations, and the revitalization of summer school and continuing education.
- Mission and Outreach-- Guided by its mission, the University will continue to deliver its health profession programs throughout the state of Idaho. Examples of such efforts include a major initiative in the Boise area, developments in ISU's Institute for Rural Health and Telehealth project, efforts to produce mental health workers, and a review of our current and potential medical education programs.
- Institutional Recognition—In the new millennium, the University is building on its Centennial Celebration to ensure that it is recognized locally, statewide, and nationally for the high quality of its educational programs and value of its services and research. A recent initiative in integrative marketing will assist this effort.

ISU's Environment

Demographics

ISU's immediate service area is eastern Idaho. Traditionally, seventy percent of ISU students come from Bingham, Bannock, and Bonneville counties. Roughly twenty-seven percent come from across the state and the remainder from forty-seven states and forty-one foreign countries. As the largest employer in Bannock County, ISU's closest ties have been to Pocatello and the surrounding community. Increasingly, however, outreach efforts have created a statewide presence for ISU. The largest of these is the program in Idaho Falls, currently serving approximately 2,600 students (as the result of cutbacks, 2,365 in 2002-2003). Other outreach programs serve Boise, Twin Falls, Lewiston, and Coeur d'Alene.

Eastern Idaho is largely rural with a low population density. The population of the region is growing slowly. These factors, combined with higher population densities and growth rates in Ada and Canyon counties, imply that the population center of the state is moving westward. The following table illustrates the population distributions:

POPULATION TRENDS IN IDAHO

	1990	2000	% change 1990-2000	numeric increase
Idaho	1,006,734	1,293,953	28.5	287,204
Ada County	205,775	300,904	46.2	95,129
Bannock County	66,026	75,565	14.4	9,539
Bingham County	37,583	41,735	11.0	4,152
Bonneville County	72,207	82,522	14.3	10,315
Canyon County	90,076	131,441	45.9	41,365

In the past decade, Idaho has seen steady growth in the number of high school graduates and slight growth in the rate at which they pursue postsecondary education. Both the growth of the college age population and strategic recruitment efforts helped ISU grow from 9,139 to 12,666 in the same period (13,352 in 2002-2003). Projections for the next decade show a slower growth rate of high school graduates, with much of that growth predicted for Ada and Canyon counties. The pool of recent high school graduates in ISU's traditional service area will be essentially flat. Opportunities for continued growth include increasing matriculation rates, expanding services and service area, and improving retention rates.

While rising, Idaho's matriculation rate is well below that of the nation (average matriculation rate of 48% in Idaho versus a national average of 65%). It is important for Idaho and Idaho State University that the matriculation rate rise. Attracting more high school graduates, Hispanic and Native American students, and adult learners are essential. Strategies for educating more of Idaho's college bound population in Idaho should be considered as well.

Human Resources

In addition to the approximately 600 full-time faculty, ISU is served by over 100 part-time faculty and nearly 1,000 affiliate faculty. Of the full-time academic faculty, 309 are tenured (new applied technology faculty hired after 1993 are generally not currently eligible for tenure). Despite noncompetitive salaries, the retention of quality faculty at Idaho State University has been extremely high: 5% have been here more than 30 years; 14% have been here 21-30 years; 28% have been here 10-20 years. Salary equity funds provided in the initial 2001-2002 budget began to address long standing salary issues at ISU. Unfortunately, the subsequent budget holdbacks resulted in a FTE reduction of 27.5 faculty and 34.1 staff positions. This reality,

followed by a second year of no salary increases, results in significant challenges in recruiting and retaining high quality faculty and staff.

IDAHO STATE UNIVERSITY
 FULL-TIME EMPLOYEE TURNOVER RATES
 OCTOBER 1, 2000 TO SEPTEMBER 30, 2001

Employee Type	Number On October, 2000 Payroll	Total Number Terminated	Number Retired	Percent Terminated
Faculty	543	35	6	6.45%
Exempt	311	33	6	10.61%
Classified	556	44	3	7.91%
All I.S.U.	1,410	112	15	7.94%

NOTE: The number retired is included in the number terminated.

IDAHO STATE UNIVERSITY
 FULL-TIME EMPLOYEE TERMINATIONS
 REASONS FOR TERMINATION
 OCTOBER 1, 2000 TO SEPTEMBER 30, 2001

Employee Type	Number Deceased	Number Dismissed	Number of Expired Contracts	Number Laid Off*	Number Resigned	Number Retired	Total Number Terminated
Faculty	0	1	0	0	28	6	35
Exempt	0	1	1	0	25	6	33
Classified	1	1	0	0	39	3	44
ALL I.S.U.	1	3	1	0	92	15	112

NOTE: Includes full-time, permanent employees who have been employed at ISU for at least one year.

The following employees are excluded: GTAs, Family Medicine and Pharmacy Residents, and Post-Doctoral Fellows.

*Does NOT reflect FY 2001-2002 layoffs due to institutional budget reduction.

Economy

The economy is a key factor in attracting and retaining both recent high school graduates and adult learners. Although tourism and call centers are growing as an economic element, ISU's current service area is heavily involved in "traditional" enterprises such as agriculture, phosphate mining and processing, food processing, and rail transportation. In many cases, postsecondary education is not essential at the entry-level in these fields. When the economy is strong, these businesses and industries offer attractive beginning opportunities. However, these industries alone likely cannot fully support the future development of the region. While Pocatello is home to electronics and medical manufacturing plants and, by extension, high tech opportunities through the INEEL, these enterprises have not yet achieved the "critical mass" evident in the Boise area. In 2001-2002, an economic downturn resulted in a factory closure and substantial layoffs at ISU, other state agencies, and 2 major employers in the area.

Competition

Expanding services and service area in an increasingly competitive postsecondary education environment will be a challenge. Competitive forces are evident on at least three fronts. First, there are other state public institutions. They, too, seek to develop, and they face issues similar to those of this institution. ISU competes with them for students and diminishing state resources. The situation is complicated by the fact that, in many cases, ISU is also a partner with them. The alliances in Idaho Falls, North Idaho, and South Idaho illustrate this. The transformation of Ricks College into BYU-Idaho has created yet another competitor-partner.

For-profit educational institutions are second potential source of competition. For example, the University of Phoenix is without a campus and full-time faculty. Such competitors focus on high demand, low overhead/high-profit programs. To the extent they capture that market, state institutions will be left with the more expensive array of offerings. Accessibility and convenience are key features of for-profit offerings. Another prospect is that our students will come to demand the convenience without being willing to pay the high fees that accompany that convenience. Educational divisions associated with businesses may call into question the value of traditional degrees. Certification by manufacturers (e.g., Microsoft, Novell, Ford) may become more attractive than some traditional academic programs.

A final source of competition is technology-mediated learning. A growing array of courses and programs are available through the Web and other digital media. Growth in this area will challenge ISU, and it is not yet clear how this challenge will be posed. Possibilities include virtual universities, consortia, or electronically delivered programs from a traditional university or college. It is evident that students will have an increasing array of options and that ISU must work smart to compete in this environment.

State Needs

From its inception, Idaho State University has been fortunate to have a mission and program array which have helped meet specific needs of the state of Idaho. Regionally, it serves the role of a community college, providing entry-level undergraduate education at the associate degree level in both applied technology and academic fields. Through its College of Technology, it is a major player in the entry-level area of workforce development. The College of Education offers diverse educator preparation programs to equip school personnel to meet the state mandates for K-12 student learning. While the demands in pharmacy, laboratory clinical science, dietetics, public health, deaf education, speech pathology have increased, areas such as nursing, radiologic technology, mental health, and telehealth have escalated even more radically. As its strength in graduate education and research have increased, ISU has become a crucial partner in the management of the Idaho National Engineering and Environmental Lab (INEEL) of the U.S. Department of Energy, designated as the lead laboratory in the nation for nuclear energy research and design. Through its research park, ISU has helped to attract and retain such major local economic forces as American Micro Systems Semiconductor, Inc. (AMIS), Ballard Medical, and ISU's accelerator center.

Politics

While Idaho State University has enjoyed strong political support in its region and across the state, reapportionment of the state legislature (see demographics) has shifted the balance of representation to the western part of the state. It is more crucial than ever for southeastern Idaho and eastern Idaho to remain united in support of the major public institution in the region. It is

vitaly important that the institution continue to pursue strategies which link -through its service and presence- the communities of Twin Falls, Pocatello, Idaho Falls, and surrounding communities in the region.

ISU's Strengths and Challenges

Strengths

Idaho State University is an institution which has many strengths.

- Mission-- Both its mission and its diverse program array have been traditional strengths of the institution in meeting state and regional needs.
- Accreditation-- Idaho State University strives to hold the available specialized and regional accreditations in all fields. In particular, the College of Technology continues to increase the number of programs holding specialized accreditation. As quality indicators, accreditations underscore the institution's academic vigor and fulfills a SBOE goal.
- Teaching and Learning-Centered Institution-- Idaho State University is a learning-centered university in which the faculty's major enterprise is teaching.
- Distance Learning-- Idaho State University is a leading institution in the state in both quantity and quality of educational services delivered at a distance.
- Research-- Idaho State University's research prowess, as highlighted by its recent alliances with the INEEL, speak to a growing sophistication of research and graduate programs.
- Faculty-- ISU's faculty is highly qualified, highly accomplished and highly regarded throughout the state, region, and nation.
- Capital Campaign—On March 31, 2004 Idaho State University completed its “Creating Legacies” Capital Campaign that raised \$152 million in gifts and pledges, far surpassing the initial goal of \$102 million.
- Building Projects—Two new magnificent building projects on campus totaling approximately \$75 million will provide a much needed economic boost to the state and afford wonderful academic and cultural offerings at the university. The L.E. and Thelma E. Stephens Performing Arts Center is 18 months into construction and will be completed by the fall of 2004. This cultural hub, boasting a 1,200 seat Grand Concert Hall, and 450-seat Thrust Theater, and a 200-seat Black Box Theater, will be as fine as any center of its kind in the west. The Stephens Center will also house the Theater Department. Ground was broken in July for the Rendezvous Center, a 255,000 square foot complex comprised of 50 classrooms, 72 apartments with 301 beds, the campus's main dining hall, a large computer center, and retail spaced. This living, learning and recreating center is unique in the country for university campuses.
- Sensitivity to Employer Needs-- To keep in step with employer needs, Idaho State University utilizes over sixty employer-filled advisory boards.
- Efficiency-- Lean in its staffing and admired for its capacity for work, ISU has been long regarded as a highly efficient institution, as it continues to produce its unit of work - the credit hour - at the lowest cost in the state.
- Federal Funding-- Although it is a relative newcomer in the quest for line item federal appropriations, Idaho State University is well positioned to improve its share of revenues flowing from the Federal Government to campuses. In the past two years, the University has garnered **\$6.5 and \$10 million** respectively in direct federal appropriations. This move into the federal initiatives process is making a substantial difference in the research and academic offerings of the university and is expected to continue.
- Grants and contracts – ISU has increased the level of non-general fund dollars received through

grants and contracts by more than 8 percent from **about \$31,000,000** in June 30, 2002 to **nearly \$37,000,000** in June 30, 2003. The institution has improved its competitiveness for funding at NSF, NASA, the Office of Science in the Department of Energy, USDA, EPA, and the Department of Health and Human Services. In the last five years, ISU has returned 6-8 dollars per year in external funds for every dollar invested with matching infrastructure funds from NSF. An investment of **\$3 million led to \$20 million** in new grants awarded during this period.

- Partnerships-- Long a practitioner of mutually beneficial partnerships, Idaho State University is partnering effectively with other state institutions, local business and industry, health care providers, the national lab, and public school districts.
- Integrated Marketing—In an effort to better evaluate and take advantage of market opportunities and raise the University's visibility, ISU has embarked on a comprehensive integrated marketing effort. The three-stage process has included a thorough audit of enrollment trends including recruitment and retention strategies; marketing research focusing on the image of ISU with important constituencies; and assembling a broad-based integrated marketing group charged with developing and implementing the marketing plan.
- Graduate Education-- ISU is a mature graduate institution, offering 3 post-doctoral residencies, 12 doctoral degrees, 51 master's degrees, and 8 post-baccalaureate certificates.

Challenges

As Idaho State University faces many of the challenges common throughout higher education, it competes for a dwindling share of state resources.

- Limited and Diminishing Resources-- The most significant of the institution's challenges is in the area of resources for personnel, salaries, programs, and facilities. Although the total dollars of allocated funds had been increasing until the holdbacks, the proportion of state general fund appropriated for colleges and universities has decreased from 14.7% in fiscal year 1991 to 11.9% in fiscal year 2001. Furthermore, Idaho State University is funded less per FTE than other state institutions performing similar functions. The holdback has accelerated these financial disparities, creating significant challenges for the University.
- Capacity Issues-- While Idaho State University was able to grow throughout the last decade, it required taking advantage of space available in selected facilities and programs, and reached maximum capacity. Currently, faculty, staff, labs, classrooms, and learning resources in many programs are in short supply. The recently renovated physical sciences building assisted in addressing this issue, and the Rendezvous multi-purpose building will greatly alleviate the capacity deficit on the Pocatello campus once constructed. However, additional classroom and laboratory space is needed in Idaho Falls, Twin Falls, and Boise if growth is to continue.
- Competition-- As described previously, the advent of four year programming at BYU-Idaho, the growing presence of for-profit institutions, and the limits of the traditional age college bound student population in the region present some distinct enrollment challenges.
- Diversifying the Student Population-- Idaho's minority populations have traditionally participated in higher education at a rate lower than that of other students. This is especially true of Hispanics and Native Americans. In seeking to further diversify its student body, Idaho State University will face challenges.
- Outreach-- Both a challenge and a strength, Idaho State University's outreach programming continues to stretch its ability to provide instruction and facilities to meet the demand.

Idaho State Board of Education's Strategic Plan

The Idaho State Board of Education's 2000-2005 Statewide Strategic Plan consists of four goals, forty-six objectives, and eleven postsecondary performance measures.

SBOE Goals

- I. Direct efforts to continuously improve the **quality** of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.
- II. Provide individuals of all ages and abilities **access** to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.
- III. Ensure education, training, rehabilitation and information/research services are **relevant** to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.
- IV. Ensure maximum benefit from education resources through **efficient** operation and management of the education system and investments in student learning centered software.

SBOE Performance Measures

1. Head count of first year student applications, admissions, and enrollment (academic and vocational-technical).
2. Number of credit hours taken by first year academic and applied technology students (resident and non-resident) within one year of high school graduation and returning adults in remedial and/or developmental coursework (mathematics and English) and enrollment in and completion of next college level courses.
3. Retention of new first-time, full-time degree seeking students to the second year or to program completion if the vocational-technical program is less than one year.
4. Graduation rates in 100%, 125% and 150% of catalog program length, as defined through credit hours, of first-time, full-time, first-year students and total credits earned by bachelor's degree-seeking graduates.
5. Undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence).
6. Pass rates on selected licensing or certification exams as compared to national or state norms where available.
7. One page summary of employer satisfaction surveys for recent graduates and those completing vocational-technical programs.
8. Number of students transferring from Idaho educational institutions by institution.
9. One page summary of outreach and public service programs and executive assessment of outcomes. Include the number of K-12 partnerships and average number of teachers/students per partnership.
10. Annual dollar amount expended on externally funded research and other external grants and contracts.

11. Degrees and certificates awarded.

Idaho State University's Strategic Plan 2002-2005

Idaho State University's Strategic Plan complements the State Board plan with six institution-specific goals. Accompanying each of these goals are objectives, strategies, and measures. While the **2004** revision of the institution's Strategic Plan reflects the impact of the increasing budget constraints and decreasing state support for higher education, ISU maintains the attainment of each goal as critical.

Goal 1 **ACCESS. Strive to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission.**

Objective 1.1 Maintain and enhance the responsive processes that attract qualified undergraduate and graduate students and that help them meet their educational goals and/or persist to graduation.

Strategies

- Refocus strategies to recruit and maintain a steady flow of well-qualified students from an expanded service area;
- Coordinate new student programs (e.g., assessment, orientation, advising, career counseling, co-curricular transcript, and course registration) and ensure that students receive consistent and complete information at all ISU locations;
- Provide informational materials and orientation programs that give prospective students realistic expectations for themselves and of the institution;
- Assist regional business and industry by encouraging employees to enroll in existing courses and by developing tailored programs and courses to meet employers' needs;
- Work with area public schools to design professional development and school improvement programs for K-12 teachers;
- Provide opportunities for high school students to enter postsecondary education through dual enrollments;
- Inform residents of the region about undergraduate, graduate, and professional development programs;
- Expand mission-related programming in Boise;
- Expand articulation and partnership agreements with other state institutions;
- Increase undergraduate and graduate offerings at nontraditional times convenient for working adults;
- Maintain and strengthen Gender Equity Plan and Minorities Opportunity Plan for athletes;
- Strengthen outreach, continuing education conferences, and summer school;
- Hire an executive enrollment management director.

Objective 1.2 Maintain and enhance access to academic programs through distance technology.

Strategies

- Increase the number of Web-based courses;
- Continue offering two-way interactive compressed video courses at times convenient for students.

Objective 1.3 Maintain and enhance student support and academic services.

Strategies

- Extend appropriate services to students in distance learning locations, workplace sites, and other remote areas;
- Continue to improve services such as University-sponsored health care, child care, bus services, and housing;
- Participate in state initiatives to increase access to local and global learning resources such as libraries and databases;
- Maintain and improve liaisons between departments and units (e.g., the link between Athletic Services and Enrollment Planning offices) in an effort to provide a contiguous experience.

MEASURES

Goal 1:

Access

- Profile broad-based programs, services, and initiatives designed to increase access and support.
- Profile programs, services, and initiatives designed to increase access and support students in outreach and distance learning settings.
- Profile programs, services, and initiatives designed to increase access and support underprepared students.
- Profile programs, services, and initiatives designed to increase access and support students from underrepresented and special needs groups.

Goal 2 **LEARNING. Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds.**

Objective 2.1 Set performance-based standards for student learning and communicate these standards to students.

Strategies

- Regularly review standards for student learning and update assessment systems that monitor student learning relative to program standards;
- Maintain or improve program-based counseling, advising, placement, and retention procedures; facilitate transfer between programs; and encourage progress towards completion of degree or program;
- Review programs to ensure productivity and effectiveness. Conduct annual quantitative program evaluation based upon measures of student learning, job placement, employer and alumni satisfaction, productivity, types of learners served, student progress toward degree or program completion, duplication

and need. Undertake in-depth evaluation if quantitative measures indicate possible problem areas;

- Continue to work with the institution's community advisory boards to ensure relevance and appropriateness of programs;
- Maintain and expand regional and national certifications, including Northwest Association of Schools and Colleges, NCAA, and other program-specific national associations in all colleges;
- Strengthen educational offerings in the areas of engineering and technology through combining the two colleges to establish joint program offerings, enhanced articulation, and better utilization of faculty and resources.

Objective 2.2 Develop learning environments that allow students of varied ages, abilities, needs, and backgrounds to succeed.

Strategies

- As part of the University's community college mission, provide expanded opportunities for students who want to improve basic skills or pursue certificate and associate degree programs;
- Recruit and retain high quality faculty (see Goal 5, Objective 1 of this plan);
- Improve retention of new students by providing programs such as first year seminars, learning communities, supplemental instruction, and registration in small classes;
- Increase active learning by encouraging diverse teaching styles and promoting opportunities for undergraduates to participate in research activities;
- Continue to expand student learning and faculty development activities and opportunities provided by the Center for Teaching and Learning
- Develop and utilize effective instructional technology to increase learning (e.g., advanced training for health professionals);
- Promote discipline-based and co-curricular activities that extend the learning environment beyond the classroom and foster development of social, interpersonal, and leadership skills;
- Continue to enhance the quality of graduate instruction by sustaining the Center for the Doctor of Arts, supporting graduate student presentation of papers at professional meetings, pursuing industry internships and other cooperative programs, and acquiring funds to support graduate student research.

Objective 2.3 Continue collaborative work and partnerships.

Strategy

- Continue collaborative work with other educational entities, business, industry, and public agencies in the state and region such as clinical placements, internships, and dual enrollments. Complete the establishment of oversight structures to the Treasure Valley and Magic Valley.

MEASURES

Goal 2:

Learning	<ul style="list-style-type: none"> ●Report status and results of program reviews and assessment. ●Report patterns of enrollment, student success and satisfaction across programs and student type.
	<ul style="list-style-type: none"> ●Report programs, services, faculty incentives, and initiatives designed to enhance, build, or extend learning environments. ●Report collaborative work and partnerships developed or expanded.
Goal 3	RESEARCH. Conduct research consistent with the state, regional, and national public service responsibilities, the University’s undergraduate and graduate programs, and its mission in the health professions and related biological sciences, and continuing emphasis areas.
Objective 3.1	Continue to implement the University’s comprehensive research policy, which enhances research quality and instruction and encourages innovation and the use of new technologies.
Strategies	<ul style="list-style-type: none"> ●Continue to develop faculty and student research and expertise capabilities through special initiatives supported by federal and state funds; ●Continue to allocate research funds to build on existing strengths and develop new ones consistent with the role and mission; ●Contribute to economic development in the region through applied research and partnerships with industry and governmental agencies; ●Continue to build and enhance the high-speed transmission capabilities of the institution consistent with a statewide infrastructure development; ●Continue to develop research program partnerships with industry (e.g., AMIS), state and federal agencies (e.g., higher education partnerships like BRIN), and national laboratories (e.g., growth in Accelerator Center with INEEL). ●Continue federal initiative process seeking support for appropriate institutional objectives;
Objective 3.2	Continue to seek research grants and contracts, particularly in the mission emphasis areas of the health professions and basic sciences/engineering.
Strategy	<ul style="list-style-type: none"> ●Encourage research productivity in each area of funding (e.g., intramural, federal agencies, state agencies, local agencies, business/industry, foundations, and other sources); ●Expanding National Institute of Health (NIH) external funding is a particular priority; ●In Boise, increase the health professions research presence.
Objective 3.3	Increase shared use of research resources.

- Strategies**
- Continue to provide information on major equipment available to all researchers;
 - Continue to facilitate purchase of equipment which can be shared by a number of researchers;
 - Enhance interdisciplinary interactions among units.

Objective 3.4 Help faculty increase research productivity.

- Strategies**
- Provide information about faculty research expertise for the use of individuals, organizations, and public officials;
 - Encourage faculty to collaborate, especially senior faculty with junior faculty;
 - Help faculty write successful grant and contract applications.

MEASURES

Goal 3:

Research

- Report proposals submitted and funded. Report dollar amounts, disciplines involved.
- Report level of research activity across the institution. Research funding per faculty FTE, numbers of faculty and students involved, numbers served by the Office of Research.
- Report partnerships, collaborations, alliances, and resource sharing within and outside the institution.

Goal 4 **SERVICE. Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events.**

Objective 4.1 Support economic growth within the region through applied research and development activities.

- Strategies**
- Offer faculty expertise to economic development organizations (e.g., the Business and Technology Center, the Eastern Idaho Development Corporation, and the Bannock Development Corporation) and to private industry;
 - Provide public access to University resources such as libraries, research institutes, distance learning facilities, and teleconferences;
 - Customize partnership training programs for new and existing business and industry;
 - Enhance ISU's role in Nuclear Engineering in Idaho Falls through the addition of on-site faculty;
 - Use student internships and course project teams to assist business and industry.

Objective 4.2 Provide professional and personal developmental opportunities for individuals outside typical educational programs.

Strategies

- Revitalize ISU's summer school and continuing education offerings;
- Increase continuing education programming through central coordination;
- Deliver continuing education programs that address the needs of local, statewide and regional constituencies;
- Develop new continuing education programs such as graduate certificates, executive training, precollege activities, and conference services;
- Expand continuing education and summer school programs via nontraditional delivery modes (at night, on weekends, on-site, and online);
- Offer necessary support services (career development, financial aid, registration, advising) at times convenient to the continuing education and summer school population;
- Maintain and increase programs for adult learners such as preparation for the General Education Development (GED) examination and career counseling;
- Continue to provide high quality professional development opportunities for K-12 including on-going staff development and coursework;
- Continue to sponsor programs, such as community health fairs, wellness clinics, and information access training;
- Continue to assist students through the Skill Oriented Learning is a Valued Education (SOLVE) training program, developed and administered by the ISU College of Technology Center for New Directions, Idaho Department of Labor, and Idaho Department of Health and Welfare;
- Continue to provide outreach services by offering the College of Technology Practical Nursing Program through regional hospitals in the southeastern Idaho.

Objective 4.3

Continue institutional goal of responsiveness by providing citizens of the region and state access to university programs providing direct services as part of the educational process.

Strategies

- Continue to offer health and wellness clinics that provide health care access to the under-served as well as service learning for students;
- Continue to promote community access to services provided through College of Technology educational programs;
- Continue to support K-12 education improvement through school effectiveness programs, policy studies, and research provided by the Intermountain Center for Education Effectiveness;
- Continue to expand university centers and institutes to meet the needs of business and industry, state agencies and other entities operating within the state (e.g., Institute for Nuclear Science and Engineering, Institute for Emergency Management Training, Center for Disability Evaluation and Research);

- Continue Eastern Idaho health professions outreach through the development of the ADN program and collaboration with EITC in the new health professions building in Idaho Falls.

Objective 4.4 Provide community access to cultural enrichment through programs sponsored by the University and the use of University facilities.

Strategies

- Maintain public access to activities that benefit the region (e.g., intercollegiate athletics, Simplot Games, Dodge National Rodeo, Special Olympics art exhibits, concerts, and speakers);
- Continue the mission of the Idaho Museum of Natural History to display regional research and education relating to the natural history of Idaho and the Northern Intermountain West for citizens of Idaho, national and international visitors, students, and scholars.

Objective 4.5 Support regional organizations and institutions, particularly those involved in education.

Strategies

- Encourage faculty, staff, and students to participate in professional societies, non-profit organizations, government agencies, health organizations, advisory boards in the community, and public schools;
- Create a campus climate that encourages community service.

MEASURES

Goal 4:

Service

- Report research and development needs of the community. Report activities offered to support those needs.
- Report development opportunities and other service activities provided to the community.
- Report cultural enrichment programs sponsored by the university or using university facilities.

Goal 5 **FACULTY. Hire and retain a diverse faculty which sustains a high quality-learning environment through effective teaching, productive scholarship, and useful public service.**

Objective 5.1 Continue to recruit a high quality faculty.

Strategies

- Support advertising, networking practices, and recruiting procedures which attract qualified applicants;
- Continue efforts to improve faculty compensation to be competitive on a regional and national level.

Objective 5.2 Continue to improve retention of high quality faculty by supporting personal and professional growth.

Strategies

- Strengthen professional and personal growth of faculty so that they remain up-to-date in their disciplines and in the use of innovative pedagogies; ensure resource and infrastructure support to encourage faculty efforts at effective teaching, student advising and scholarship; and enable faculty to improve their skills through peer evaluation and mentoring;
- Continue to increase the amount and utilization of faculty development activities and opportunities available through the Center for Teaching and Learning (e.g., general faculty and discipline-specific workshops, one-on-one consulting, week-long summer programs on pedagogy);
- Continue to offer workshops and one-on-one training resources for faculty and staff focusing on integrating technology as a teaching and learning tool through the Instructional Technology Resource Center (ITRC).

MEASURES

Goal 5:

Faculty

- Report faculty profile, including credentials, awards and compensation.
- Report faculty development programs and initiatives. Report utilization rates and satisfaction levels.

Goal 6

SUPPORT. Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment.

Objective 6.1

Develop and maintain effective leaders.

Strategies

- Offer professional development activities for deans, department chairs, coaches, program directors, and administrators;
- Promote responsive and responsible decision-making at all levels by maintaining a flat administrative structure and encouraging local solutions to local problems.

Objective 6.2

Develop and encourage the use of information and communication resources.

Strategies

- Increase the use of the Eli Oboler Library and the Idaho Health Sciences Library by faculty, staff, administrators, students, and the community;
- Continue to improve electronic communication resources;
- Coordinate the purchase and location of new hardware and software to maximize access to current technology by faculty, staff, and students;
- Use the Instructional Technology Resource Center to continue to help faculty and staff learn applications to new technology.

Objective 6.3

Ensure that the University effectively and efficiently manages its resources in pursuit of its mission while maintaining program quality.

Strategies

- Continue to allocate the largest feasible proportion of resources to instruction and other services provided directly to students, and keep administrative costs low;
- Review strategies for increasing learning, and assess their productivity, effectiveness, and cost;
- Continue the use of additional technology instead of staff to respond to increased workloads when the relative costs and efficiencies warrant it;
- Maintain budget flexibility to be able to respond to emerging opportunities;
- Explore new opportunities for the organization of information technology systems and services on campus; evaluate each relative to support for planning and accountability, weighing efficiencies against costs, and implement if appropriate and cost-effective;
- Maintain information systems needed to support effective planning and accountability;
- Maintain close working relationship between athletic financial oversight committee and University financial services;
- Report the outcomes of initiatives and budget allocations to the University community.

Objective 6.4 Work to increase the resources available.

Strategies

- Seek additional funding for expansion of high-demand programs, particularly in the health professions;
- Continue working with state and federal governments to identify unique funding opportunities for the University;
- Bring the Centennial Campaign to successful conclusion in 2005 (e.g., \$128.5 million for academic enhancement, scholarship endowment and the L.E. and Thelma E. Stephens Performing Arts Center);
- Continue to work with the ISU Foundation to strengthen annual giving campaigns, as well as major giving and deferred programs;
- Continue to pursue expanded role and additional facilities for the Idaho Museum of Natural History;
- Identify and maximize other revenue streams for the continuing growth of the institution, its facilities and programs;
- Continue working with the Idaho Division of Water Resources to implement performance contracting options for energy conservation;
- Continue to work and create new strategies to fund athletic programs through the Bengal Foundation, ticket sales, and sponsorships.

Objective 6.5 Plan, develop, manage, and maintain the physical resources of the University.

Strategies

- Continue efforts to refurbish and enhance buildings and grounds;
 - Develop plans for the optimum use of the Rendezvous Building and the Performing Arts Center;
- Proceed to update the campus development plan;

- Maintain the newly updated campus facilities inventory;
- Develop a water conservation program for the campus;
- Complete the installation of energy monitory equipment in major buildings;
- Develop a maintenance and repair program for classroom teaching technology equipment;
- Post the campus development plan update on the Internet.

MEASURES

Goal 6:

Support

- Report administrative profile. Report administrative and other support costs, staffing levels, results of external reviews.
- Report programs and initiatives designed to maintain or increase efficiency or effectiveness.
- Report success of various fund raising efforts.
- Report progress of building enhancements.
- Report energy savings.