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## **Introduction**

On the eve of the Idaho State University's Centennial Celebration, we are proud of our institutional accomplishments. In the past century we have grown from a technical academy to become a Carnegie-Classification Research-Intensive University. Importantly, we have accomplished this growth without abandoning our roots and traditions. As ISU plans for its next 100 years, we are committed to students and to providing high quality educational experiences. ISU remains home to the largest applied technology program in the state and serves an essential community college function for southeastern Idaho. Its outreach programs benefit students across the state and constitute a critical component in fulfilling its state-mandated role as the lead institution in the health related professions.

Our dramatic growth in scope and sophistication has come with a price. Resources have not grown proportionately with demands. However, through careful planning and administrative efficiency, we have made remarkable progress. Increasingly, we have come to recognize that this cannot continue indefinitely. The time has come for the institution, as a whole, to review the challenges and opportunities facing us as we take the next steps in strengthening the institution. The Title III planning process affords us that opportunity.

## **Institutional Narrative**

### **Idaho State University in Brief**

Idaho State University (ISU) was founded in 1901 as the Academy of Idaho, providing the first postsecondary educational opportunities for citizens of Eastern Idaho. The Academy became Idaho Technical Institute in 1915, continuing its mission to serve as what was effectively a community/technical 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 renamed 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 university, providing a vast array of educational opportunities to citizens of the state and the intermountain region. ISU provides a wide range of educational services, including certificate, associate, baccalaureate, masters, and doctoral programs. ISU's mission statement reflects both our special state-mandated lead in health professions and our commitment to providing a broad array of educational opportunities.

### **Idaho State University Mission Statement**

As a regional public doctoral university, Idaho State University (ISU) meets the needs of a diverse population with certificate, associate, baccalaureate, masters and doctoral degree offerings as well as family practice, dental and pharmacy residency programs. Through programs in Pharmacy and health-related professions, ISU is the state's lead institution for education in the health professions and related biological and physical sciences. This responsibility carries a statewide outreach component. 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 the basis of other academic disciplines and as independent, multifaceted fields of inquiry. The School of Applied Technology provides high-quality education and training in response to the needs of students and private industry. The University offers 66 graduate programs and is a center for the Doctor of Arts degree, designed specifically to prepare college teachers.

The University employs approximately 550 full-time faculty members and a large number of part-time faculty. Recent enrollment at ISU has topped 13,000. In cooperation with other institutions, Idaho State University 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.

### **Idaho State University Environmental Context**

With fewer than 1.3 million citizens distributed across more than 83,000 square miles, Idaho is a large state with low population density. The federal government owns 64% of the state's land. Idaho contains the largest roadless region in the lower forty-eight states, and the

center of the state is characterized by wilderness, rugged terrain, and national forests. Idaho is one of the fastest growing states in the union, both in terms of population and economic activity. During the last decade, the Idaho economy (measured by private sector employment and gross payroll) grew by roughly 50%. This growth has been accompanied by the beginnings of a transition from a resource-intensive to a high-tech economy. Average wages in Idaho fall short of national norms in nearly all economic activities; the average Idaho private sector worker receives roughly 30% less pay than the typical American worker.

Figure 1, The State of Idaho



ISU is located in Pocatello, a city of about 50,000, approximately 150 miles north of Salt Lake City. Pocatello is neighbor to the Shoshone-Bannock Fort Hall Indian reservation and is roughly 50 miles south of the Department of Energy's Idaho National Engineering and Environmental Laboratory (INEEL). The INEEL is the largest single employer in Idaho and contributes substantially to the region's economy. ISU's service area has traditionally been eastern Idaho, with roughly 67% of ISU's students coming from the immediate area. Approximately 27% come from the rest of the state with the remainder from out of state. As the largest employer in Bannock county, ISU's closest ties have been to the Pocatello area. Recent 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. Other outreach programs serve Boise (western Id.), Twin Falls (south central Id.), Lewiston, and Coeur d'Alene (northern Id.).

Eastern Idaho is predominately rural with a low, and slowly growing, population density. In contrast, the population of the western region of the state is surging. In the past decade, the Boise area saw about five times the population growth that ISU's primary service area experienced. As the population center of the state moves westward, so does political power-posing a serious problem for the institution. In recent years, Idaho has seen steady growth in the number of high school graduates and slight growth in the rate at which they pursue postsecondary education. The growth of Idaho's college age population and strategic recruitment efforts helped ISU's enrollment grow by 43%, from 9,139 to 13,040, in the past ten years. Projections for the next decade show a slower growth rate of high school graduates, with much of that growth predicted for the western part of the state. 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, seeking a more diverse student body, and improving retention rates.

Idaho’s 48% matriculation rate is woefully below the national average of 65%. It is critical for Idaho and Idaho State University that this rate rise. Attracting more high school graduates, ethnic minorities, and adult learners is essential. Preventing the out-of-state “brain drain “ of Idaho’s most talented students is also vital.

**Student characteristics**

Students at Idaho State University are enrolled in a wide array of program offerings, from the certificate to the Doctoral level. Figure 2 displays recent enrollments by level and year.

	Undergraduate Enrollment	Graduate Enrollment	Applied Technology Enrollment	TOTAL Enrollment
Fall 1990	6418	1661	1060	9139
Fall 1995	8709	2101	1231	12041
Fall 2000	9237	2337	1466	13040

**Figure 2, Enrollment trends**

ISU’s student body is approximately 56% female and 44% male. Reflecting the state’s demographics, ISU student body is predominately Caucasian (89%), with approximately 3% Hispanic and 2% American Indian students. Because ISU has as a major community college function, many students are nontraditional, carrying work and family responsibilities in addition to their academic pursuits. Over 50 % of our undergraduates receive Pell grants. This rate puts ISU in the 90<sup>th</sup> percentile of university Pell participation rates (US Dept of Education 1997), Approximately 85% of our students work (average of 20 hours per week) and 75% of our students are on financial aid. Overall average student loan indebtedness exceeds \$20,000. The majority of our students are self supporting (80%) and receive little or no financial support from their parents.

	Average Age	Full-time/Part-time attendance	Average Debt Upon Graduation
Undergraduate	24.4-full-time 30.1-part-time	68% full-time 32% part-time	\$20,000
Graduate	31.7-full-time 41.0-part-time	37% full-time 63% part-time	\$27,000

**Figure 3, Student age, attendance, debt**

To provide mission-related services throughout Idaho, ISU, in cooperation with other state public institutions, has extensive outreach offerings across the state. At present, 20% of ISU’s student body benefit from these outreach offerings. In the past, ISU depended heavily on transporting students and/or faculty. Today, we have many more faculty offsite and have an extensive array of two-way audio and video, video tape, and web-based offerings.

**Faculty characteristics**

There are approximately 550 full-time and 109 part-time faculty at Idaho State University. The institution is also served by nearly 1000 affiliate faculty. Of the full-time academic faculty, 309 are tenured (new applied technology faculty are generally not currently eligible for tenure) Despite noncompetitive salaries, the retention of quality faculty at Idaho State University is extremely high: 5% have been here more than 30 years; 14% have been here 21-30 years; 28% have been here 10-20 years.

Idaho State University is proud of its tradition of providing quality teaching and learning. The institution is committed to maintaining a strong faculty – indeed our most recent accreditation report commended ISU on the high quality of faculty and students. ISU’s faculty/student ratio is approximately 1:17. The faculty is committed to student learning and students see them as a valuable resource. In a recent Noel-Levitz Student satisfaction survey,

students particularly recognized the faculty’s expertise and availability as top institutional strengths. Recent teaching and learning initiatives include a clustered learning program, an expansion of First Year Seminar, development of an Instructional Technology Resource Center, and the rebirth of ISU’s Center for Teaching and Learning.

Research is an increasingly important activity at ISU. Recently, the Office of Research worked with the Research Coordinating Council, Faculty Senate, and the Strategic Planning Group to develop a strategy and plan for growth in research. As a result, ISU has established a goal of committing 2.5% of the state appropriated funds to support research. ISU is home to a number of research centers, including the Accelerator Center and the Center for Ecological Research and Education. ISU has averaged \$12 – 14 million in external research funding in recent years.

Faculty also provide a bridge to the community through applied research and development activities, providing professional and personal development opportunities and delivering cultural enrichment programs.

**Finances**

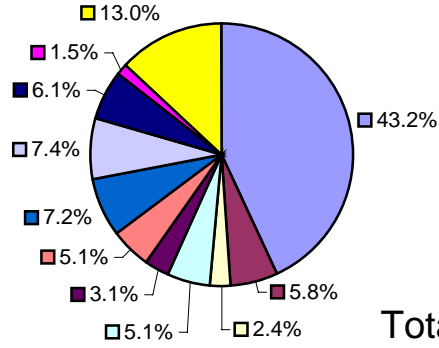
Idaho State University is a state supported university; state appropriations constitute approximately 40% of revenues (see Figure 5). ISU’s endowment has been quite small and is a major focus of the 2001 centennial and capital campaigns. The cost of attendance remains reasonable, but because of low incomes and outside obligations, many students have difficulty affording attendance. Recent years have seen a much more rapid increase in student fees than in state support.

year	resident undergrad	resident grad	non-resident undergrad	non-resident grad
1990	\$ 543	\$ 710	\$1,493	\$1,660
1995	\$ 910	\$1,134	\$3,160	\$3,384
2000	\$ 1,199	\$1,802	\$4,319	\$4,922

**Figure 4, Student fees**

# FY 2000 FINANCES

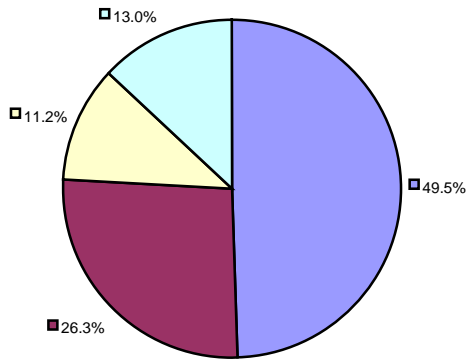
## Expenditures and Mandatory Transfers



Total \$ 134,004,001

- Instruction
- Research
- Public Service
- Academic Support
- Libraries
- Student Services
- Institutional Support
- Operations and Maintenance of Plant
- Scholarships and Fellowships
- Mandatory Transfers
- Auxiliary Expenditures

## Revenues



Total \$ 137,580,064

- Appropriated Funds, Grants and Endowments
- Student Fees
- Generated Revenues
- Grants, Contracts & Gifts

Figure 5, Finances

ISU has an exceptionally lean and flat administrative structure and strives to minimize “administrative support” expenses. Instruction is overwhelmingly the largest budget expenditure category. Figure 5 provides revenue and expenditure details for FY 2000.

## **Governance**

ISU reports to the Idaho State Board of Education (SBOE). Appointed by the Governor, the SBOE is vested with the general supervision of the Idaho public education system. This includes all public primary/secondary schools, the School for the Deaf and the Blind, state universities and colleges, the Division of Professional-Technical Education, Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Idaho State Library, the Idaho State Historical Society, and the Museum of Natural History.

SBOE strives for a “seamless” educational system without barriers within or between the various organizational components of the system. This is accomplished through a set of common goals and objectives for the education system, which the Board intends to be incorporated into the strategic plan of each agency and institution. Within this framework, the Board also promotes cooperation and teamwork for goal accomplishment while still allowing flexibility for each unique organization in the system to be innovative in carrying out its educational mission. Cooperation and flexibility are critically important in view of the fact that complex and interrelated forces will continue to drive change in our education system. SBOE’s 2000-2005 Strategic Goals, along with ISU’s institution-specific goals, appear in the Strategic Plan Summary in the appendix.

Given the SBOE’s broad charge and its desire for a seamless system, it is natural that ISU offers a correspondingly wide spectrum of services. As a state university, our institution offers the traditional array of baccalaureate, professional, and graduate degrees. Idaho State also serves

a critical community college function for thousands of Idahoans and is home to the state's largest applied technology program.

### **A History of Planning at ISU**

In the past decade and a half, Idaho State University has grown and matured dramatically. This expansion was achieved in the face of daunting obstacles. Idaho's economy did not fully participate in the growth of the Reagan years. The mid-eighties saw a weak economy, stagnant enrollment, minimal endowment, weakened public support for higher education, and a poorly developed constituency. During this period, ISU actually had funds **removed** (for political reasons) from its base and transferred to a sister institution. To survive and grow in this environment required effective planning, a well-developed strategy, and collaborative programming efforts with sister institutions. ISU was fortunate that Dr. Richard Bowen, then incoming president, brought the vision and leadership skills so desperately needed. Under his direction, ISU:

- 1) Recommitted itself to its state-mandated role and mission in the health professions by continuing efforts to strengthen the sciences, completing an inventory of existing health related educational programs and their capacities and participating in a statewide health professions workforce analysis. New health related programs have been added in ISU's outreach centers across the state.
  
- 2) Broadened its constituency through changes in campus culture, the development of outreach centers, distance education, and articulation agreements with community colleges both in and out

of Idaho. This includes a commitment to technology and a reduced dependence on transporting faculty and students.

3) Developed a strategic enrollment management initiative that linked administrative units, activities, and technologies that have an impact on student enrollment. An organization was built on the notion of closer communication and cooperation among individuals and offices that serve students, such as admissions, financial aid, scholarship, marketing, advising and orientation. Utilizing research and a systematic approach to guide enrollment activities, student enrollment increased by nearly 80% over the past decade.

4) Laid plans for, and embarked on, a Capital Campaign and Centennial Celebration. During the past year, the University has moved to the public phase of its \$102 million Capital Campaign where nearly \$96 million has been committed. Planned are an array of Centennial celebration activities commemorating 100 years of change, growth, and educational service and include events for students, alumni, faculty, staff, the business community and the general public.

Planning groups responsible for developing and implementing these initiatives include:

- The Strategic Planning Group (SPG) — Composed of vice-presidents, deans, and representatives of faculty and students, this group creates and updates the university strategic plan, reviews the institution's mission, and responds with planning information to external agencies. Its membership is represented in the other campus-wide planning groups. SPG reports to the president.

- The Budget Group — Composed of the president, senior officers of the institution, and the chair of Faculty Senate, this body meets regularly to provide oversight to the university’s budget plan. It allows for mid-course corrections in response to special needs or new developments. It also reviews annual budget submissions developed for the president by SPG.
- Technology Oversight Council (TOC) — TOC is responsible for campus-wide planning for the use of technology in instruction, communication, administrative applications, and research. Its membership is broad based, including deans, various technology department heads, Faculty Senate representation and the senior officers. TOC advises the president on university direction, prioritizes major expenditures and serves as the campus forum for technology issues.
- Enrollment Planning — The Enrollment Planning and Academic Services Division is responsible for a comprehensive process designed to attract and retain qualified students. Enrollment Planning strives to help achieve fiscal stability while maintaining quality. The division assesses the external and internal environments, institutional strengths, weaknesses, capacities and capabilities, and the strategies and tactics needed to achieve optimum enrollments. Recruitment and retention are closely linked, one informing the other and guiding the plan for improvement and refinement.

These planning activities are coordinated through inclusive regular staff meetings, retreats of the president’s executive staff and Deans’ Council and an annual alignment of the goals of Faculty Senate, Academic Affairs, and Deans’ Council. In addition to these administrative efforts, students, state and local governments, and the community provide critical input and support for direction. Also, ISU students have been effective and responsible partners in our growth. Student representatives sit on many of the planning groups and participate in fee decisions; their support has been critical in developing new initiatives. Recent examples include

the creation of an on-campus child daycare center, the building of the Bennion Student Union at our Idaho Falls campus, and the birth of KISU - our student run radio station. Such thoughtful and responsible student participation will be a key factor in the success of our Title III planning effort.

As a part of a statewide system, ISU's planning efforts must remain in concert with those at the SBOE. ISU's Strategic Plan mirrors that of the State Board and is consistent in an interactive process in which board staff and the SBOE respond to our planning document. ISU's Title III planning will engage the SBOE and its staff through a similar process. Through the President's Council (which meets monthly with the state governor) and the SBOE's academic, finance and other committees which are staffed by ISU's Senior officers elements of the Title III plan will be shared and discussed widely.

ISU enjoys a close relationship with its external stakeholders as well. At last count, the institution was supported by and participated in some 87 advisory boards, councils, and committees. Through these, hundreds of students, community members, professionals, and other volunteers provide direction and foster ISU's growth. These bodies will provide an invaluable resource during the Title III planning process.

Through careful and coordinated planning and implementation, ISU redefined itself. We enter the new millennium a stronger and more dynamic institution. Challenges remain. Growth, particularly in an environment of inadequate resources, is painful. Nevertheless, without growth no new resources would have come to campus. Thus, ISU was forced to recruit ever larger student bodies and to develop new programs even as ongoing activities were under-funded. As real state support dwindled, student fees had to be raised. The explosion of information

technology demands heightened expectations and drained budgets — straining users and providers alike.

These material difficulties are compounded by institutional culture. Similar to many universities, ISU tends to be compartmentalized; faculty and staff are too often occupied by local issues. While planning at ISU is intended to be broad based and participatory, a significant portion of the academic community remains disengaged from the process. This Title III planning grant will help instill the sense of vision and ownership that will enable ISU to take the next steps in its development.

### **Title III Planning at ISU**

Four factors combine to make 2001-2002 a propitious time for Title III planning. First, ISU recently invested great efforts in revising its strategic plan. To be of value the plan must be regularly reviewed, referenced, and discussed. To ensure that the plan *does* direct policy, a Strategic Plan Summary (see appendix) has been produced and widely distributed. We will be guided by it throughout the planning process.

A second critical factor is the conjunction of the Capital Campaign and the 2001-2002 Centennial Celebration. During this year, we will look to the past and plan the future. With a successful fund raising campaign and major building construction underway, it will be evident to all that ISU is transforming itself and participation in that process is worthwhile.

Third, strengthening the ties between “academic” and “applied technology” programs at ISU is essential. Recent developments in this arena include the addition of academic general education requirements in applied technology associate degrees, the development of the first baccalaureate applied technology programming, and the movement of Human Relations Training and Development from the College of Education to the School of Applied Technology. A major

initiative is currently underway to integrate our technology and engineering programs into a “technology institute.”

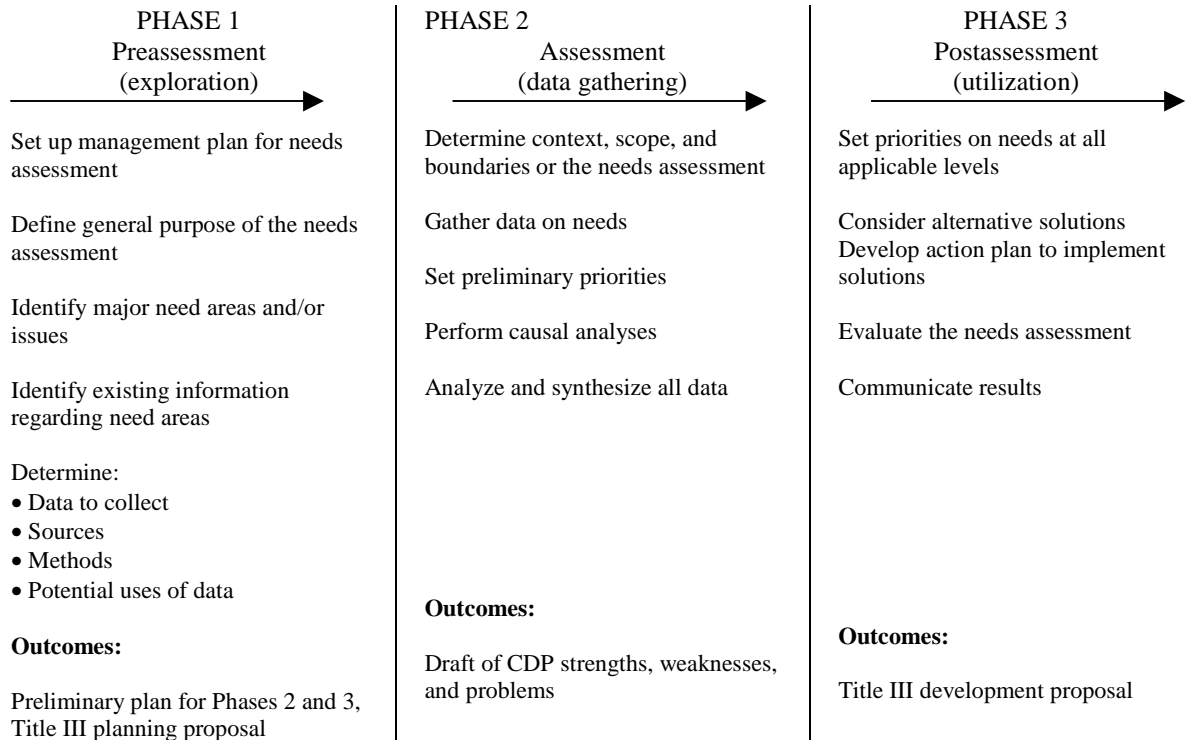
Finally, there is the institution’s commitment to expanding faculty professional development opportunities. The rebirth of the Center for Teaching and Learning, formalized support of faculty in developing technology mediated instruction, and the commitment in our revised post-tenure review policy to faculty development constitute the first steps in providing faculty with a much richer support environment.

Title III planning began in 1999. The Offices of Research and Academic Affairs jointly reviewed Title III opportunities and formally recommended to Dr. Richard Bowen, president of ISU, that we pursue a Title III grant. After discussion in a number of fora, Dr. Bowen committed the institution to preparing a Title III planning proposal. In November of 2000, representatives of Academic Affairs traveled to Washington, DC to meet with Idaho’s Title III program officer and to attend a workshop on proposal development. This planning proposal is the result of those efforts and will allow core staff to officially commit to the time needed to complete a Comprehensive Development Plan and a Title III development proposal.

The Title III planning implementation is designed according to the principles in *Planning and Conducting Needs Assessments* (Witkin & Altschuld, 1995) and *Strategic Change in Colleges and Universities* (Rowley, Lujan, & Dolence, 1997). As such, it is a three phase process culminating in the submission of a Title III development grant. Dr. Alan Egger, assistant vice-president for Academic Affairs, will serve as project director. Assisting him will be the Title III core group. The core group also includes Ms. Jennifer Fisher, Dr. John Jones, and Ms. Liz Shanahan. We discuss these individuals in detail later.

The three phases of the project are illustrated in Figure 6. Phase 1 (exploration, or pre-assessment) sets the agenda and background for the actual assessment of issues (strengths, weaknesses, opportunities, threats, problems and needs). Our recent interim accreditation preparation, revision of our strategic plan, and ongoing coordination of institutional planning efforts effectively puts us at the conclusion of Phase 1. We have reviewed our role and mission, revisited our goals, collected *recognized* issues and begun to formulate *latent* issues. We have identified five issues through the Phase 1 (discussed in detail in Issues, recognized and latent): data driven support system, integration of applied technology and academics, retention, enrollment management, faculty development resources. These, discussed in detail later, set the stage for Phase 2.

Phase 2 (data gathering) is now beginning and involves constituents in three categories or levels: Level 1— *service receivers* — primarily students but also faculty and community members; Level 2 — *service providers and policymakers*— faculty and staff, administration; Level 3 — *resources and solutions* — facilities, equipment, salaries, benefits, infrastructure. Members of Level 1 are those for whom the system ultimately exists. Those in Level 2 provide services and support (directly or indirectly) to Level 1 members through the resources and solutions at Level 3. Level 3 provides the physical and financial context of the system. Each level of constituency will figure in the upcoming planning study. The principal outcome of Phase 2 will be the institutional profile for the ensuing Title III development proposal - including a detailed analysis of institutional strengths, weaknesses, and problems.



**Figure 6, Planning phases**

In Phase 3 (post-assessment or utilization), we will set goals and measurable objectives for each of those goals. We will develop supporting activities and identify activities to be supported through Title III development funds. At the end of Phase 3, we will have completed the Comprehensive Development Plan and prepared a Title III development grant for submission in FY 2002. The majority of the work to be done with funding from the Title III planning grant will take place in Phases 2 and 3, after October 2001.

### **Project timeline/sequencing narrative**

As mentioned in the section “A History of Planning at ISU,” pre-assessment activities began in 1999. After President Bowen’s commitment to the project, the core group was appointed in October 2000. This group, under the direction of the president and academic vice-president, prepared this planning proposal and facilitated the collection of recognized issues and latent issues. (We do recognize that it is possible that additional latent issues will arise. If this occurs the planning process will accommodate them.) For each of these issues, the core group has identified a venue for facilitating discussion and analysis of the issue (see Issues, recognized and latent).

At the same time, the core group is currently being expanded to form the full study group. Connections to other groups and resources are being forged. This larger group will include members from all university constituent groups (faculty, staff, students and community members). The resulting management structure (see Figure 7) will ensure that the process moves smoothly through the remainder of the phases. The results will be shared with the institution and its stakeholders.

Based on feedback, and in cooperation with the other planning groups, the Title III group will suggest needs priorities. The results will be widely shared and the Title III group will work with Academic Affairs and the Office of the President to formally adopt these priorities and to implement solutions. The outcome of this planning process will be one or more activities for the Title III development grant.

Data collection and analysis naturally runs in parallel with the production and writing of a development grant. Doing so allows the process to proceed rapidly without risk of overlooking issues. By the end of Phase 2 (data gathering), we will have assembled most of the institutional

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS  
Title III, Higher Education Act, as amended.**

**IMPLEMENTATION STRATEGY AND TIMETABLE FORM**

<b>1. NAME OF APPLICANT INSTITUTION: Idaho State University</b>			<b>2. ACTIVITY TITLE: Planning Grant</b>		
<b>3. SPECIFIC TASKS TO BE COMPLETED</b>	<b>4. PRIMARY PARTICIPANTS</b>	<b>5. METHODS INVOLVED</b>	<b>6. TANGIBLE RESULTS</b>	<b>7. TIMEFRAME</b>	
				<b>FROM</b>	<b>TO</b>
Assemble core group for Title III Planning	President, Academic Vice President, core group members	Group selected to match skills to planning needs and ensure access to president	A highly committed core planning group qualified for project	10/2000	10/2000
Review of Title III Program Visit Washington DC	Assistant Vice-Presidents	Literature search, visit to Department of Education attend workshop	Enhanced understanding of program requirements	11/2000	11/2000
Announce Title III commitment. Call for volunteers and nominations for full planning group	President, Academic Vice-President, core group, stakeholders	Staff meeting announcement, Publish in <i>News and Notes</i> , on bulletin boards, and announce in faculty senate	Inform campus of Title III planning, solicit participants	3/26/2001	4/6/2001
Identify full Title III planning group	President, Academic Vice-President, stakeholders	Group selected from volunteers and nominees to ensure appropriate skill and interest mix – include all areas of the University	A participatory and functioning group involved in the Title III planning process	3/26/2001	4/9/2001
First Consultant, Vincent Tinto visits campus	Vincent Tinto, Faculty Student Services, Administration, Students	Presentations, workshops, discussion, consultation	Increased awareness of Retention and Teaching learning issues. Review of existing programs and suggestions for improvement	3/29/2001	3/30/2001
Assemble Title III planning group, provide vision, direction and inspiration, establish detailed timetable, initiate Phase II	Title III planning group	Review Title III requirements review strategic plan	Group informed on Title III planning, our goals, their responsibilities	4/13/2001	4/27/2001
SAS data warehouse consultants visit	Planning group, data users and generators	Expert advice on timeline and budget for data warehouse	Timeline, budget, specifics for warehouse, increased awareness of needs	6/1/2001	7/2/2001
Dr. Don Hossler enrollment management consultant visits ISU	Planning group, faculty, staff, Dr. Hossler	Expert advice and consultation	Increased knowledge and awareness of strategic enrollment challenges and opportunities, review of existing programs	10/1/2001	10/15/2001
Collect, analyze, and synthesize data, set preliminary priorities, complete Phase II, distribute results, publish assessment on the web	Title III planning group	Data collection	Preliminary profile and strengths / weaknesses / issues report	4/27/2001	10/29/2001
Solicit feedback on completed assessment	Title III planning group, stake holders, President	Meetings, feedback over web-based discussion, focus groups	Information to refine earlier drafts, identify priorities and activities	10/29/2001	12/3/2001
Draft and revise CDP, Title III Development Grant	Core group	Data from other activities (This happens in parallel with other tasks)	CDP, strengths, and weaknesses	10/29/2001	3/22/2002
Identify Title III Activities – incorporate into final writing of Title III Development Proposal	Title III Planning Group, President and other stake holders	Review, discuss, synthesize, analyze feedback from step 9 to finalize Title III Development Grant	Final Proposal	12/3/2001	3/22/2002

Figure 8, Implementation Strategies

profile and begun to assemble goals. The process will be a dynamic one and as such modifications will be anticipated. Details of the timeline appear in Figure 8.

### **Title III Management Structure**

#### **Key personnel**

The Title III planning structure appears in Figure 7. The core group will consists of Dr. Alan Egger, Ms. Jennifer Fisher, Dr. John Jones, and Ms. Liz Shanahan. **Dr. Alan Egger** has over twenty years experience in Higher Education and will serve as project director. A full professor of mathematics, he has taught mathematics courses at essentially every level, served on numerous councils and committees (including Faculty Senate) and has administrative experience at the department, collegiate, and university levels. He has organized conferences, self study groups, grant proposal creation projects, and report compilations. Recent projects include coordinating ISU's 1999 Interim Accreditation Report, overseeing the development of ISU's 2000-2005 Strategic Plan, and facilitating the reconstitution of Idaho State University's Center for Teaching and Learning. In his current position as assistant vice-president for Academic Affairs, Dr. Egger has direct access to the president and his staff. As director of the Title III planning project, he will be responsible for scheduling, monitoring the budget, reporting to the president and his staff. Because of his faculty and administrative experiences, he will be able to bring both perspectives to the process. Dr. Egger will devote 30% of his time to Title III planning.

**Ms. Jennifer Fisher**, assistant vice-president for Academic Affairs and executive assistant to the president has over twenty years experience at ISU. Having served as director of both the Alumni Association and Enrollment Management, she is currently charged with (among many other responsibilities) supporting ISU's outreach activities. Her presence in the

planning process is critical, and like the director, she has direct access to the president. Ms. Fisher will devote 10% of her time to this project.

**Dr. John D. Jones** is director of Institutional Research. He received his Ph.D. in sociology from the University of North Texas in 1992 and has served as director of Institutional Research at universities in Texas. He has significant experience in the area of organizational effectiveness and has conducted national workshops on the topic for the American Evaluation Association. In addition, he is responsible for conducting a variety of research projects on student retention, student and alumni satisfaction, and other related topics. For the past year his primary focus at ISU has been improving data validity, reliability, and access within the university. Dr. Jones is currently working to identify the data elements that will reside in the university's data warehouse and developing a model using the SAS System (see Issues recognized and latent). Dr. Jones will be responsible for collecting, reporting and analyzing data and will provide expertise on data driven support systems (see Issues recognized and latent) Dr. Jones will devote 20% of his time to this project.

**Ms. Liz Shanahan** has served in administrative positions on both the applied technology and the academic sides of campus. She has worked successfully within these structures at the state and institutional levels and understands the differing funding streams and curricular procedures of each. Ms. Shanahan will be serving on the Engineering and Technology Taskforce to merge engineering and applied technology programs and so will be uniquely qualified to facilitate interactions involving these constituencies. Ms. Shanahan has a history of success with grant writing and assisted in the recent revision of ISU's Strategic Plan. She will coordinate the writing of the Title III development proposal. Ms. Shanahan will devote 30% of her time to Title III planning.

## **Planning Management**

Dr. Alan Egger, project director, will be responsible for managing the project. This includes maintaining the timeline, controlling the budget, and ensuring that constituencies remain engaged and informed. He will report regularly to the president (both individually and at staff meetings). Dr. Egger will be in active contact with other institutional planning groups and resources (see Figure 7). The Title III planning process will have a Web presence. The Web will be used to display resources and reports and will provide an efficient means of collecting and distributing comments.

## **Title III Funds & Institutional Resources**

Idaho State University has already committed significant resources to this project and will continue to do so throughout the process. In preparing this proposal, ISU has

- Sent both assistant vice-presidents to Washington, DC to attend a Title III workshop and meet with Idaho's Title III program officer.
- Provided release time and clerical support for the preparation of this proposal.

Prior to the proposed beginning of funding, we will also

- Bring Dr. Vincent Tinto to campus (see Issues, recognized and latent — retention and faculty development).
- Bring SAS Warehouse team to campus (see Issues, recognized and latent — data driven support systems).
- Initiate Phase 2 of the planning process.

These activities are all to occur before the proposed funding would begin and do not appear in the budget. ISU will continue to provide support throughout the planning process. Title III funds would be used to (partially) support the key personnel. ISU proposes to provide remaining salaries, clerical support, and fund the visit of Dr. Hossler (enrollment management) to consult

on enrollment management issues (see Issues, recognized and latent). In all, ISU's commitment exceeds the funds requested in this proposal. Despite this commitment, federal support remains critical. Federal funds are needed to complete the planning process and the receipt of a planning grant would endorse the process and reduce skepticism about its value (see Planning assumptions and limitations).

Department of Education funds will be used to support key personnel from 10/1/2001 to 3/22/2002. The second date was selected because it represents our best estimate of the closing of the next round of Title III development grants. All other expenses will be borne by ISU.

### **Consultants**

We do not anticipate the use of Title III consultants in preparing the development proposal itself. We will, however, bring in issue-specific experts to advise and facilitate discussions as needed (these are described in Issues, recognized and latent)

# Idaho State University Title III Management Structure

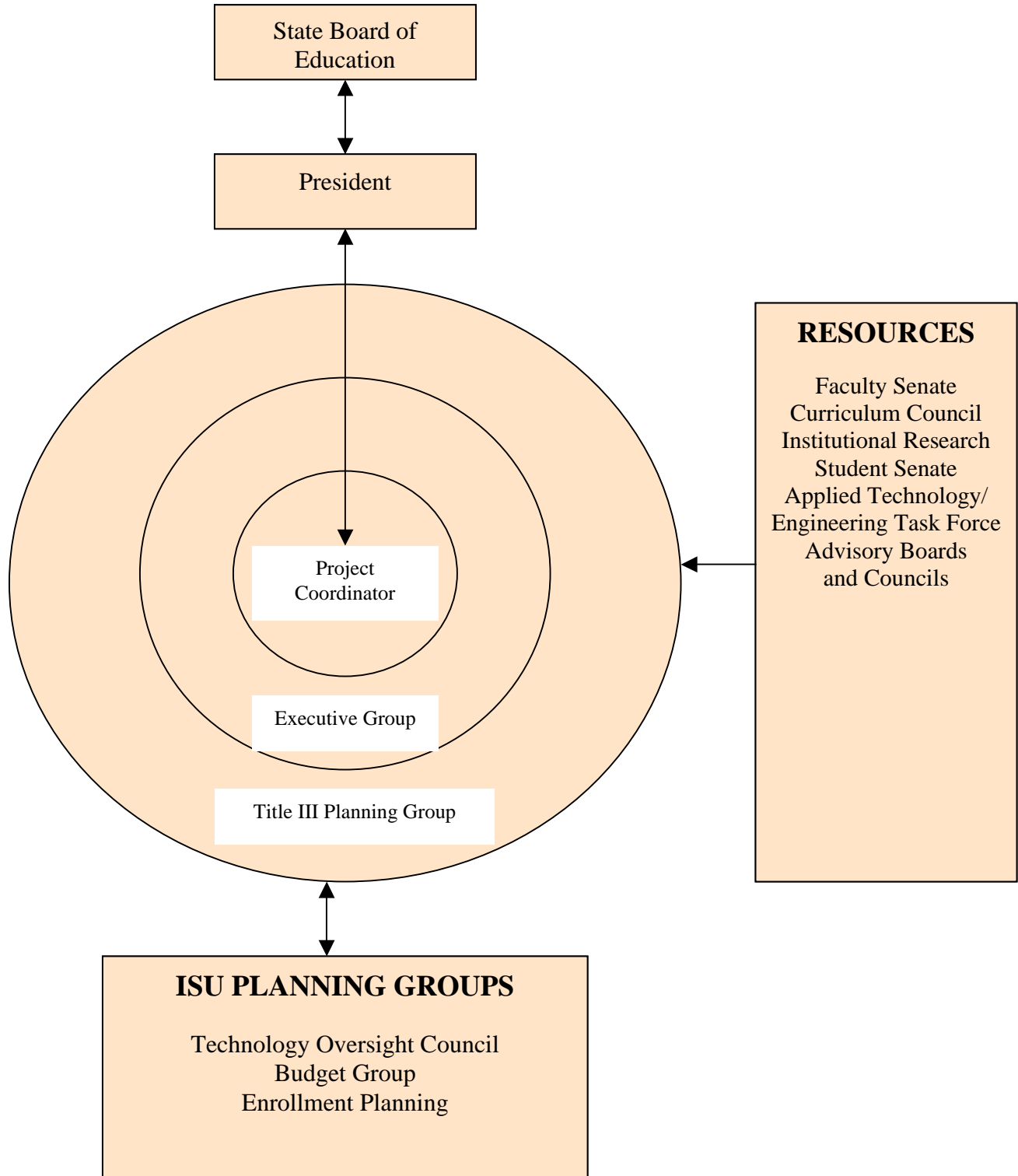


Figure 7, Management structure

## **Planning assumptions and limitations**

Planning assumptions and limitations set the largest scale context for this project. These include:

- There will be a commitment of resources and attention at the highest levels of the institution.
- Demographic and economic factors will likely result in a flat pool of potential students in our traditional service area, increasing competition, and in state contributions failing to match increases in costs.
- Health professions and outreach are likely to become even more important to Idaho State University.
- There will be skepticism about the value of planning and resistance to change.

## **Issues, recognized and latent**

Following Witkin & Altschul (1995), the planning process will address both *recognized* and *latent* issues (strengths, weaknesses, opportunities, threats, problems). ISU's ongoing planning process, effectively having accomplished the pre-assessment phase, has already produced such issues. The *recognized* issues are just that, widely and broadly apparent. By their very nature, the *latent* issues are not so well and widely understood. Formulating, explicating and disseminating these issues will be a major outcome of the planning process. These will inevitably loom large in the results of the Title III planning process and so we discuss these critical issues below.

### **1. Data driven decision support system**

Institutional records constitute one of our most valuable resources. We are not currently making adequate use of this resource. Administrators, faculty, and staff at ISU generally have

only two means of accessing data. They may view a series of preprogrammed query screens or submit a programming request to the Computer Center. This makes it impossible to do rapid analysis, conduct simulations, and engage in scenario planning. A question as simple as “compare the success rates of students placed by computer placement exam to success rates of students who take prerequisite courses” can take months to answer. Similarly, we are unable to identify courses, or clusters of courses, that are associated with student non-retention. Problems span the full range of activities at ISU, including student tracking, monitoring facility utilization, evaluating academic programming costs, and profiling faculty and other university personnel. In short, ISU’s future is threatened by the lack of a data-driven strategic decision making tool.

The need for more effective use of institutional data is well *recognized*. In 2000, consultants engaged to review academic computing reported that ***“ISU needs a more effective to approach to the storing and sharing of student data...”*** and that ***“ISU should be anticipating those competitive pressures to use administrative information systems in support of the academic mission”***. Speaking of program assessment, they found that ***“The limitations of the current administrative computing hardware and software appear to be a major barrier “***

Also in 2000, the ISU Faculty Senate produced a study of the effect of growth on the institution. The first finding of that study was that

***“Current record-keeping regarding our faculty and their work is insufficient to answer important questions about academics”***.

A part of Title III planning will involve addressing this critical need. Representatives of the SAS Data Warehouse Assessment Service will visit the campus during the planning processes. They will prepare a detailed budget and timeline for implementing a modern “data warehouse.”

## **2. Integrating applied technology and academics**

Technical education is a major part of ISU's past, present, and future. Historically, "academic" and "applied technology" students mingled very little. Separate registration, advising, financial aid, policies and traditions have developed over time. As articulation agreements have translated into a sharing of students, courses, and faculty, this division has become artificial, inefficient, student unfriendly, and a reporting nightmare. It is essential that we move to a unified system. Progress has been made. The School of Applied Technology (SAT) is now home to 6 academic programs, with more on the way. The SAT student now takes 16 credits of academic course work to earn an AAS. Still, much remains to be done. This issue has become especially critical with the decision to merge ISU's College of Engineering with some programming in parts of the School of Applied Technology. As yet, this issue is poorly understood by many of our constituents and should be considered a *latent* issue. A high level, broad-based, taskforce has been formed to achieve this and serve as resource for the Title III planning process.

## **3. Retention**

Idaho State University's retention rate for first-time, full-time, degree-seeking Freshman has been consistently lower than other peer institutions. For the 1998 cohort, ISU's retention rate for this group was 58%, compared to 73% reported as the national average for all moderately selective universities with enrollment between 5,000 and 18,000. Somewhat surprisingly, this seems not to be an issue of under-prepared students. Indeed, vigorous support at ISU has increased retention of such students by 6% in the last 5 years. At the same time, however, our retention rate for well-prepared students (ACT score of at least 21 and High School GPAs of at least 3.0) has declined.

This has very serious implications for the institution and the state. These are widely, but inadequately, *recognized*. At the institutional level, it forces us to invest heavily in recruitment of students we later lose. It skews our course offerings toward developmental and introductory courses and ultimately starves our graduate programs. ISU's state support is based on a weighted credit hour computation. Funding levels for the courses that dominate our offerings are low. Low retention rates have serious state-wide implications as well. Because of our low high school to postsecondary matriculation rate, Idaho is an *importer* of workers with postsecondary education. Retention problems compound this. Given the competition for well-trained and educated workers, the state's economic development is at risk.

The institution, particularly Enrollment Planning and the Academic Skills Center, has invested considerable effort in studying the retention issue and in formulating programs (First Year Seminar and Learning Communities Program) to improve retention. Less progress has been made in developing a campus wide awareness of the consequences and causes of low retention rates. It is essential that we develop that awareness. As a part of the Title III planning process, Dr. Vincent Tinto, author of *Leaving College* and recognized expert on retention and learning issues, will visit ISU March 28-29 of this year. Dr. Tinto will work to raise issues and provide advice on strengthening our retention efforts.

#### **4. Enrollment management**

Retention, a recognized issue, is actually a component of a larger *latent* issue- that of Enrollment Management. Successes in Enrollment Management in the last 15 years (as described earlier) have been critical in the institution's development. Specifically, careful planning and innovative programming have led to a steady stream of increasingly qualified students. In fact, these programs have been so successful that underlying issues have been

masked. Changing demographics, an increasingly competitive environment, and a growing need to support our students financially, will require us to implement new strategies to manage enrollment. We must move from an annual enrollment plan to a holistic “inquiry to graduation” approach. It is critical that we not merely recruit students, but rather that we recruit students who are likely to succeed and who match the institution’s role and mission.

Historically, not all of campus has been engaged in these issues. It is essential that this change. The Title III planning activity provides an opportunity to engage a very broad constituency and make this issue better understood. Just as retention is a component of the enrollment management issue, the data driven support system issue is also key. It is difficult, if not impossible, to gauge the effectiveness of programs, predict student success, or identify enrollment related system problems without accurate and timely data.

To advance future enrollment planning, Dr. Don Hossler, vice chancellor of Enrollment Services and professor of educational leadership and policy studies at Indiana University, Bloomington will visit as an enrollment management consultant in October 2001. A recognized expert in this area, he will aid the campus community in thinking strategically about future enrollment objectives. He will meet with faculty and staff about a variety of issues from recruiting students for academic success, to providing them with learning environments and support through transition until graduation.

## **5. Faculty development resources**

Professional development resources for faculty at ISU are woefully inadequate. This has been widely *recognized* and efforts have been made to address portions of the problem. Much of this has focused on the Center for Teaching and Learning. After a period of inactivity, both faculty and administration have called for its revitalization and expansion. For example, the

Faculty Senate endorsed the following recommendation from its Council for Teaching and Learning:

***“A Center staffed by a permanent Director would provide a continuity that the rotating members of the Council can not provide and should initiate a sustained faculty development effort on this campus. We recommend that the new revitalized Center not just re-establish what we once had on campus, but function in additional capacities that emphasize the growing importance of teaching within academic institutions.”***

Since then an interim director for the center was hired and the center has reassumed a more prominent role on campus. It is time to take the next step to redefine and expand the center's charter. This spring we will be searching for a permanent Center director. We will also be restructuring the Center. To assist in this part of the Title III planning, Dr. Vincent Tinto will devote a considerable portion of his time at ISU to this subject. We expect him to energize and facilitate the campus-wide discussion of learning and to provide consultation on the organization of our First Year Seminar, Learning Communities program, and Center for Teaching and Learning.

We recognize that additional latent issues may arise during the planning process. It is also quite likely that reviewing all of these issues at once will enable us to see further connections between issues and that we will come to recognize them as aspects of still larger challenges and opportunities facing the institution. Without presupposing the final form of ISU's CDP, we are confident that the planning process itself will be of great value to the institution and will assist it in its continued development as ISU moves into its next century.

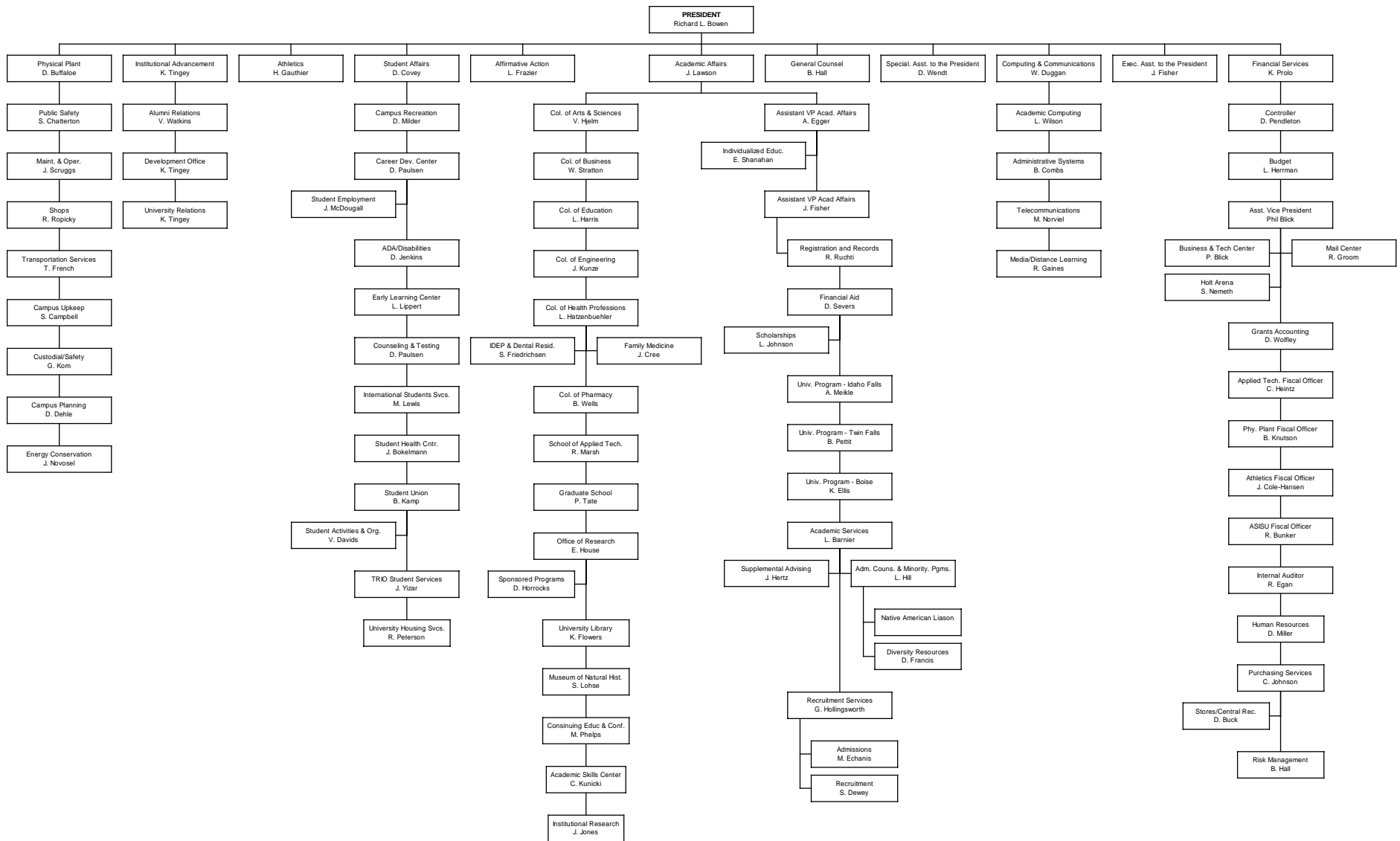
Appendix

organizational chart  
summary strategic plan  
budget

BUDGET A

BUDGET B

# Idaho State University Title III



**Figure 9, ISU Organizational chart**

## Idaho State University -Strategic Plan summary

### *MISSION*

As a regional public doctoral university, Idaho State 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, ISU 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 the basis of other academic disciplines and as independent, multifaceted fields of inquiry. The School of Applied Technology provides high-quality education and training in response to the needs of students and private industry. The University offers sixty-six graduate programs and is a center for the Doctor of Arts degree, designed specifically to prepare college teachers.

### *STATE BOARD OF EDUCATION STRATEGIC PLANNING 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.

### *IDAHO STATE UNIVERSITY VISION*

Idaho State University used a broad vision for the future to construct the current Strategic Plan, consisting of the following objectives:

- Sustaining Growth and Increasing Quality

As it has through the recent past, Idaho State University will continue a course of modest growth while increasing the quality of its student body.

- Growing Sophistication

Across its program array, the University has been increasing the sophistication of its offerings. As graduate enrollments increase and doctoral programming grows, ISU will achieve the Carnegie classification of Doctoral/Research– Extensive. Research and scholarly activity will grow significantly concomitant with its graduate programs.

- 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

The institution will seek new revenue streams through the first-ever capital campaign, increased efforts in annual fund raising, and new initiatives in federal line item appropriations.

- Mission & Outreach

Guided by its mission, the University will continue to deliver its health profession programs throughout the state of Idaho, seeking new delivery points and expanding the array of programs.

- Institutional Recognition– The University will build 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.

### *IDAHO STATE UNIVERSITY STRATEGIC PLANNING GOALS*

Building on the Idaho State Board of Education’s 2000-2005 Statewide Strategic Plan, Idaho State University adds six complementary, institution-specific goals.

1. Increase **access** to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs.
2. Provide an effective and efficient **learning** environment.
3. Conduct **research** consistent with the state and regional public service missions and the University’s undergraduate and graduate programs.
4. Provide quality educational **services** to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events.
5. Hire and retain a **faculty** which sustains a high quality learning environment through effective teaching, productive scholarship and useful public service.
6. Manage University **resources** to provide appropriate support while maintaining quality learning

## ISU Degrees and Certificates

### Degrees

#### ***ASSOCIATE OF APPLIED SCIENCE (A.A.S.)***

Aircraft Maintenance Technology, Apprenticeship Program (Electrical and Plumbing), Automotive Collision Repair and Refinishing, Automotive Technology, Building Construction Technology, Child Development, Civil Engineering Technology, Computer Software Engineering Technology, Culinary Arts Technology, Dental Laboratory, Technology, Design Drafting Technology, Diesel Electric Technology, Electromechanical Drafting Technology, Electromechanical Technology, Electronic Radio Frequency/Telecommunications Technology, Electronic Systems Technology, Fire Service Technology, Graphic Arts/Printing Technology, Health Information Technology, Instrumentation Technology, Laser/Electro-Optics Technology, Machining Technology, Marketing and Management Occupations, Medical Assisting, Office Technology, Physical Therapist Assistant, Welding

#### ***ASSOCIATE OF ARTS (A.A.)***

Art, Criminal Justice, English, French, General Studies, German, History, Latin, Russian, Shoshoni, Spanish, Speech Communication

#### ***ASSOCIATE OF SCIENCE (A.S.)***

Biology, Business, Chemistry, Geology, Mathematics, Physics, Political Science, Radiographic Science, Sign Language Studies

#### ***BACHELOR OF APPLIED TECHNOLOGY (B.A.T.)***

#### ***BACHELOR OF ARTS (B.A.)***

American Studies, Anthropology, Art, Botany, Chemistry, Early Childhood Education, Economics, Elementary Education, English, Family and Consumer Sciences, French, General Studies, Geology, German, Health Education, History, Human Exceptionality, International Studies, Mass Communication, Music-General, Philosophy, Physical Education, Physics, Political Science, Psychology, Secondary Education, Social Work, Sociology, Spanish, Speech Communication, Theatre, Zoology

#### ***BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.)***

Accounting, Computer Information Systems, Finance, Management, Marketing

#### ***BACHELOR OF FINE ARTS (B.F.A.)***

Art, Theatre

#### ***BACHELOR OF MUSIC (B.M.)***

Music-Performance

#### ***BACHELOR OF MUSIC EDUCATION (B.M.E.)***

#### ***BACHELOR OF SCIENCE (B.S.)***

Biochemistry, Biology, Botany, Chemistry, Computer Science, Corporate Training, Dental Hygiene, Dietetics, Ecology, Economics, Educational Interpreting, Elementary Education, Engineering, Engineering Management, Family and Consumer Sciences, Geology, Health Care Administration, Health Education, Human Exceptionality, Mathematics, Medical Technology, Microbiology, Music-General, Nursing, Physical Education, Physician Assistant, Physics, Political Science, Psychology, Radiographic Science, Secondary Education, Speech Communication, Speech Pathology and Audiology, Surveying Technology, Theatre, Vocational Teacher Education, Zoology

#### ***BACHELOR OF UNIVERSITY STUDIES (B.U.S.)***

#### ***DOCTOR OF PHARMACY (PHARM.D.)***

#### ***MASTER OF ARTS (M.A.)***

Anthropology, English, General Interdisciplinary, Political Science, Sociology, Speech Communication, Theatre

#### ***MASTER OF BUSINESS ADMINISTRATION (M.B.A.)***

#### ***MASTER OF COUNSELING (M.COUN.)***

#### ***MASTER OF EDUCATION (M.ED.)***

Education, General, General Interdisciplinary, Human Exceptionality, Human Resource Training and Development, Instructional Technology

#### ***MASTER OF FINE ARTS (M.F.A.)***

#### ***MASTER OF HEALTH EDUCATION (M.H.E.)***

**MASTER OF NATURAL SCIENCE (M.N.S.)**

Biology, Chemistry, General Interdisciplinary, Geology, Mathematics, Physics

**MASTER OF OCCUPATIONAL THERAPY (M.O.T.)**

**MASTER OF PHYSICAL EDUCATION (M.P.E.)**

**MASTER OF PHYSICAL THERAPY (M.P.T.)**

**MASTER OF PUBLIC ADMINISTRATION (M.P.A.)**

**MASTER OF PUBLIC HEALTH (M.P.H.)**

**MASTER OF SCIENCE (M.S.)**

Anthropology, Audiology, Biology, Chemistry, Computer Information Systems, Deaf Education, Engineering Structures and Mechanics, Environmental Engineering, General Interdisciplinary, Geology, Geophysics/Hydrology (ISU/BSU/UOI), Mathematics, Measurement and Control Engineering, Microbiology, Nuclear Science and Engineering, Nursing, Pharmaceutical, Sciences, Pharmacy Administration, Physics, Psychology, Speech-Language, Pathology, Waste Management and Environmental Science

**DOCTOR OF ARTS (D.A.)**

Biology, English, Mathematics, Political Science

**DOCTOR OF EDUCATION (Ed.D.)**

Educational Leadership

**DOCTOR OF PHILOSOPHY (Ph.D.)**

Biology, Clinical Psychology, Counselor Education and Counseling, Engineering and Applied Science (Joint Program Between Engineering and Physics), Nuclear Science and Engineering, Pharmaceutical Sciences, Pharmacy Administration

**Certificates**

**APPLIED TECHNOLOGY CERTIFICATES**

Aircraft Maintenance Technology, Automotive Collision Repair and Refinishing, Automotive Technology, Building Construction Technology, Child Development, Computer/Business Equipment Technician, Computer Software Engineering Technology, Cosmetology, Culinary Arts Technology, Design Drafting Technology, Diesel Electric Technology, Electrical Technician, Electromechanical Drafting Technology, Electronic Systems Technology, Farm Business Management, Health Information Technology, Law Enforcement, Machining Technology, Marketing and Management Occupations (Business Technology), Office Technology, Practical Nursing, Welding

**POST-BACCALAUREATE CERTIFICATES**

Applied Nuclear Energy (Under NS&E), Computer Information Systems Certificate, Dietetics (Dietetic Internship Certificate), Education, General (5th Year Certificate), Family Centered Practice Certificate, Geotechnology

**POST-MASTER'S CERTIFICATES AND DEGREES**

Counseling (Ed.S. Degree), Educational Administration (Ed.S. 6th Year Certificate), Family Practice Medicine (Residency Certificate), Nursing (Certificate), School Psychology (Ed.S. Degree), Special Education (Ed.S. Degree)

**POST-DOCTORATE CERTIFICATE**

Idaho Advanced General Dentistry Program (Residency Certificate)

**Vita, Alan Egger**  
 Assistant Vice-President for Academic Affairs  
 Idaho State University  
 208-282-2501     [eggealan@isu.edu](mailto:eggealan@isu.edu)

### **Current Major Responsibilities:**

Supervising the Office of Individualized Education, coordinating the integration of Applied Technology and Academic programs, revitalizing the Center for Teaching and Learning, supporting the Academic Skills Center, pursuing grant opportunities, and representing the Vice-President for Academic Affairs.

### **Positions Held:**

Assistant, Associate, Full Professor	Idaho State University	1984-present
Assistant Professor	South Dakota School of Mines	1982-84
Assistant Vice-President, Academic Affairs	Idaho State University	July 1999-present
Interim Graduate Dean	Idaho State University	Oct 1996-June 1997
Interim Assistant Graduate Dean	Idaho State University	June 1996- Oct 1996
Assistant Chair, Mathematics	Idaho State University	1991-1994

### **Education:**

PhD	Colorado State University	1981
MS	Ohio State University	1977
BS	Colorado State University	1976

### **Experience:**

Nearly 25 years of teaching experience- from remedial to doctoral courses. Served on councils and committees at all levels. Former Faculty Senator. Coordinated ISU's 1999 Interim Accreditation Report and visit. Compiled the 2000-2005 ISU Strategic Plan. Developed, or assisted in the development of, 5 grant proposals during 1999-2000. Implemented a program to aid faculty in incorporating technology into their courses. Assisted the ISU School of Applied Technology in developing their first baccalaureate programming. Serving on the Community College and Retention committees. Chaired the ISU Technology Oversight Council from 1997-2000. Author or Co-author of 14 refereed publications in Approximation Theory.

**Vita, Jennifer Fisher**

Assistant Vice President for Academic Affairs/  
Executive Assistant to the President  
6464 South Bannock Highway  
Pocatello, ID 83204 [fishjenn@isu.edu](mailto:fishjenn@isu.edu)

**Summary of Qualifications:**

Designing and implementing successful enrollment programs that have resulted in significant increases in student headcount for more than a decade. Providing leadership for highly successful recruitment and retention initiatives that facilitate the adjustment, achievement, and persistence of students in their first and ensuring years of study.

Representing the University and communicating effectively in a variety of campus-wide and community settings with students and parents, with faculty alumni, with counselors and colleagues from other institutions, and with members of the state Board of Education and other state leaders. Managing and analyzing substantial multi-departmental budgets; improving scholarship and financial aid packaging; and assisting in the development of the institution's Direct Lending Program, a thirty million dollar student loan program. Serving as a senior higher education administrator with a record of increased responsibility, demonstrating a high degree of managerial competence and the ability to motivate staff in the achievement of the University's mission.

**Education:**

Master of Counseling, Student Personnel Work in Higher Education. Idaho State University, May 1991, Bachelor of Science, Biology. Idaho State University, 1974. Secondary Teaching Certification in Biology, Idaho State University, 1975.

**Professional Experience:**

1996-present **Assistant Academic Vice President**, Idaho State University Pocatello, Idaho. Administrative duties: Providing leadership and supervisory support to administrative units in the Division of Enrollment Planning and Academic Services and to the Academic and Student Support Programs at the Center for Higher Education in Idaho Falls and at the Twin Falls Resident Center.

1988-1996 **Executive Director Enrollment Planning and Academic Services**, Idaho State University. Administrative duties: Directing, integrating, and creating student enrollment programs that attract and retain qualified matriculates. Management responsibility for the Offices of Student Marketing and Recruitment, Financial Aid and Scholarship, Admissions, Registration and Records, Supplemental Student Advising, Minority Student Services, New Student Programs, ISU Twin Falls Resident Center and Institutional Research and Student Outcomes Assessment.

1977-1988 **Executive Director, Alumni Affairs**, Idaho State University, Pocatello, Idaho. Administrative duties: Planning, organizing, and implementing cultural, promotional, social and educational programs for alumni that encouraged and enabled them to support and continue their affiliation with their alma mater.

1975-1977 **Educator** - School District 55, Blackfoot, Idaho. Duties: Teaching Biology and Mathematics.

**Vita, JOHN D. JONES**  
1222 Freeman Lane, #114  
Pocatello, ID 83201  
(208) 282-4431

**WORK EXPERIENCE**

**Director of Institutional Research, Idaho State University** **10/98-Present**

- ◆ Coordinate institutional effectiveness activities.
- ◆ Serve as System Analyst for Office of Institutional Research developing administrative decision support systems.
- ◆ Develop and conduct program evaluations and program reviews for academic and student service.

**Director, Institutional Research, University of North Texas** **10/97-10/98**  
**9/96-3/97**

- ◆ Serve as research and planning resource for upper level administrators.
- ◆ Assist academic departments with the development and completion of program reviews.
- ◆ Design and implement survey instruments and conduct focus group interviews in support of the University's ongoing institutional effectiveness program
- ◆ Monitor progress of various departments toward attainment of goals and objectives established for the University's strategic master plan.

**Director, University Planning and Assessment, Texas A&M University-Texarkana** **4/97-9/97**

- ◆ Design and implement survey instruments and develop outcome measurement systems and indicators to evaluate success in meeting university goals and objectives.
- ◆ Coordinate institutional effectiveness activities.
- ◆ Provide technical support and conduct needs assessments in the development of proposals for new program initiatives.

**Director, Institutional Research and Planning, Midwestern State University** **8/91-7/95**

- ◆ Coordinate internal and state strategic planning initiatives and monitor progress toward attainment of strategic plan goals and objectives.
- ◆ Design and implement survey instruments and develop outcome measurement systems and indicators to evaluate success in meeting university goals and objectives.
- ◆ Develop and maintain enrollment management and institutional effectiveness studies.

**Regional Planner, East Texas Council of Governments** **11/80-7/81**

- ◆ Develop needs assessments for the East Texas Area Agency on Aging which allowed the agency to eliminate duplication of programs and trim excess spending while improving service delivery to program participants.
- ◆ Develop and conduct program evaluations for programs funded through the East Texas Area Agency on Aging.
- ◆ Supervise contract compliance of service providers in a 14 county area of East Texas.

**Vita, Elizabeth Shanahan**

1035 West Fremont Street  
Pocatello, ID 83204

**EDUCATION**

**Master of Counseling**

Idaho State University (ISU), Pocatello, ID, May 1994; major in Community Counseling.

**Bachelor of Arts**

Dartmouth College, Hanover, NH, June 1986; Cum Laude; honors in Comparative Literature.

**CURRENT RESPONSIBILITIES**

**Idaho State University**

*Director, Individualized Education Programs*

July 1999-present

A department under the auspices of Academic Affairs. Responsible for

- the administration of two individualized baccalaureate degrees- Bachelor of University Studies and Bachelor of Applied Technology. This includes chairing two faculty committees which approve individualized degree plans and recommend policy changes; advising students and assisting them in building degree plans or portfolios; developing and maintaining strong relationships with the academic and technical departments on campus for committee work and student advising.
- the administration of the Experiential Learning Assessment program, an opportunity for students to earn academic credits for prior work experience.
- designing and maintaining a programmatic assessment plan.
- supervising staff.
- monitoring departmental budget.

*Coordinator, Clustered Learning for Academic Student Success*

September 2000-present

Under the direction of the Center for Teaching and Learning, a clustered learning program for academically prepared first-time freshmen. Responsible for

- rekindling interest amongst the faculty for the C.L.A.S.S. Program.
- recruiting students into the program.
- designing the cluster schedule, recruiting faculty to teach, and working with the registrar's office to coordinate registration aspects.

Other responsibilities, as assigned by the Academic Vice President, include participation in

- the Commission to oversee the merger of the School of Applied Technology and the College of Engineering.
- University-wide retention efforts.
- teaching First Year Seminar, a 1-credit course to assist freshmen with adjusting to the University culture and learning critical thinking skills.
- representing the Vice President on the Workforce Investment Board.
- an oversight council of the community college function of ISU.
- writing and editing of the academic standards portion of NCAA accreditation.
- compiling and editing of the institutional strategic plan.
- submitting application for federal grants (FIPSE, Title III).
- supervising Educational Leadership doctoral practicum students.

**PREVIOUS ADMINISTRATIVE EXPERIENCE**

**Idaho State University**

*Director, ISU School of Applied Technology Center for New Directions* January 1997 – July 1999

A counseling agency in the School of Applied Technology (SAT) providing career and mental health counseling for single parents, displaced homemakers, teen parents and current and prospective applied technology students.

- supervision- five professional staff and three Master-level interns.
- grant writing- secured grant money (Perkins and Gender Equity Funding) and provided final reports to the State Division of Vocational Education; created community partnerships with the Department of Health and Welfare, the Department of Corrections, and the Department of Labor to coordinate and add needed services for the target population.
- faculty- worked closely with the SAT instructors to recruit and retain technical students.
- representation- presented to the Idaho Legislature, Chambers, Workforce Investment Board, and Bannock Department on program services, success, and community college function goal for ISU.
- counseling- conducted individual counseling and educational groups and taught skills-building classes.
- budgets- monitored budgets and earned state appropriations for the Director's position program development- developed and expanded the program in services provided, numbers served, and service delivery area.