

## ***Part I – Agency Profile***

### **Agency Overview**

Boise State University is a public, metropolitan research university that fosters student success in and after their college years, lifelong learning, community engagement, innovation, and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state, and the nation. Boise State is a Carnegie doctoral university with high research activity. We lead the way on Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate and produce 56 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs over 3,600 full- and part-time employees (3,185 full-time equivalent employees), including over 2,000 full-time professional and classified staff and over 800 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive in Boise, Idaho. Classes are also offered at Twin Falls' CSI campus and downtown Boise (BoDo). Boise State University provides an impressive array of online courses and programs that are available across the state and nation.

Boise State University offers studies in more than 200 fields of interest in 102 bachelor's degree programs, 71 master's programs, 2 education specialist programs, and 15 doctoral programs. These are delivered through our College of Arts and Sciences, College of Business and Economics, College of Education, College of Engineering, College of Health Sciences, College of Innovation and Design, and School of Public Service.

In 2021, Boise State University implemented a new strategic plan, *Blueprint for Success*, which is centered on the following five goals:

- Improve Educational Access and Success
- Innovation for Institutional Impact
- Advance Research and Creative Activity
- Foster Thriving Community
- Trailblaze Programs and Partnerships

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Jeremiah Shinn is the Interim President of Boise State University.

### **Boise State University (BSU) Core Functions/Idaho Code**

Boise State University was created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of “an institution of higher education” and “for the purposes of giving instruction in college courses...” In addition, it provides the “standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states,” and that the “courses offered and degrees granted at said university shall be determined by the board of trustees.”

## Small Business Development Center (SBDC) Core Functions/Idaho Code

### Idaho SBDC Core Functions and Legal Foundation

The Idaho Small Business Development Center (SBDC), operating under the authority of **15 U.S.C. § 648** and the **Idaho State Board of Education**, plays a vital role in strengthening Idaho's small business ecosystem. Its mission centers around two core functions: consulting and training.

#### Business Consulting

The Idaho SBDC delivers **confidential, no-cost, one-on-one business consulting** to help small business owners and entrepreneurs enhance their capabilities in launching, managing, and growing their businesses. Consulting is led by a highly qualified team—many holding advanced degrees and bringing over five years of direct business ownership or executive experience.

Consulting services are tailored to provide **deep, practical support** in key areas such as:

- Business planning and management
- Marketing and sales strategy
- Financial analysis and funding readiness
- Government contracting
- Innovation and production systems

SBDC consultants are further supported by **faculty and student teams** from partnering academic institutions. These collaborations allow business owners to benefit from applied research and hands-on project assistance, while giving students meaningful, real-world experience under professional supervision. This unique model not only enriches academic learning but also ensures faculty remain attuned to the evolving needs of Idaho's business community.

#### Business Skills Training

In addition to one-on-one consulting, the Idaho SBDC offers **affordable, non-credit training workshops** to equip business owners with the knowledge and tools they need to succeed. Sessions typically range from 2 to 4 hours and accommodate 10 to 25 participants. Topics include:

- Marketing and branding
- Financial management
- Accounting basics
- Social media strategy
- Leadership and operations

Training is delivered by a mix of SBDC professionals, faculty, and private-sector experts to ensure **high-quality, up-to-date content**. A standardized delivery model ensures consistency, accessibility, and cost-efficiency across all regions of the state.

## TechHelp Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho small and medium-sized manufacturers and engineering firms with projects at their companies, primarily through one-on-one training and technical assistance services. This customer interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller, value-added projects, which bring a specific improvement to some aspect of company operations. TechHelp and its partners also host public workshops and seminars statewide focusing on topics that positively impact manufacturing in Idaho.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

### Studio\Blu, student arm of TechHelp

- New Product Development
- Design: Product Design, Prototyping & Testing
- Create: Process Design and Scale, Design for Manufacturability
- Launch: Market Research, Product Commercialization, New Market Development, Export Excellence

### Operational Excellence

- Lean Manufacturing and Six Sigma
- Lean Six Sigma Green Belt
- Lean Manufacturing for the Food Industry
- Lean Office, Lean Enterprise
- Lean Leadership
- Quality Systems, ISO, Six Sigma
- Business & Engineering student work experience

### Food & Dairy Processing

- Food Safety Programs and Assistance
- Training and technical assistance
- Food Safety Prerequisite Programs
- HACCP Systems and Training Product & Process Development
- Commissioning equipment and processing lines
- Scale-up assistance, benchtop – pilot plant – factory
- Shelf life, setting and extending
- Ingredient sourcing
- Market research, sensory and consumer science
- New product development
- Setting specifications
- Quality Improvements

## Boise State University (BSU) Revenue and Expenditures

<b>Operating Revenue</b>	<b>FY 2022- restated</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
Student tuition and fees (Gross)	211,455,181	220,107,450	233,692,067	244,119,678
Scholarship discounts and allowances	(29,712,200)	(30,797,000)	(37,093,800)	(46,937,800)
Federal grants and contracts	54,643,758	57,759,417	61,089,368	62,796,789
State and local grants and contracts	5,961,987	5,501,446	6,071,454	6,452,029
Private grants and contracts	3,137,642	3,830,862	4,622,534	4,217,895
Sales and services of educational activities	10,461,149	11,937,903	10,927,147	13,326,506
Sales and services of auxiliary enterprises	67,208,064	83,206,741	91,328,618	111,562,151
Other	1,269,087	1,157,017	1,936,827	1,912,271
<b>Total operating revenues</b>	<b>324,424,668</b>	<b>352,703,836</b>	<b>372,574,215</b>	<b>397,449,519</b>
<b>Operating Expenses</b>	<b>FY 2022- restated</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
Instruction	135,773,903	156,004,110	162,541,444	164,923,245
Research	44,349,101	44,895,465	50,960,531	49,123,065
Public Service	30,334,370	29,906,090	31,829,583	32,422,701
Libraries	5,900,964	6,208,248	6,609,882	6,406,890
Student Services	20,111,400	23,780,152	25,227,042	25,140,853
Operation & Maintenance of plant	27,939,128	35,004,584	38,452,381	38,501,784
Institutional Support	38,760,035	44,632,771	48,812,522	54,226,693
Academic Support	36,817,900	42,067,928	47,687,252	52,036,945
Auxiliary Enterprises	79,720,395	110,233,324	116,613,843	128,349,814
Scholarships and Fellowships	29,247,013	11,568,132	8,885,782	15,141,522
Depreciation	29,575,394	29,156,434	30,452,963	34,558,879
<b>Total operating expenses</b>	<b>478,529,603</b>	<b>533,457,238</b>	<b>568,073,225</b>	<b>600,832,391</b>
<b>Operating income/(loss)</b>	<b>(154,104,935)</b>	<b>(180,753,402)</b>	<b>(195,499,010)</b>	<b>(203,382,872)</b>
<b>Non-operating revenues/(expenses)</b>	<b>FY 2022- restated</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
State appropriation - general	112,693,460	123,832,491	131,631,655	130,891,370
State appropriation - maintenance	1,358,136	2,890,497	3,610,496	3,429,129
Pell grants	19,957,194	20,640,125	22,780,165	32,172,658
Gifts	32,882,833	36,887,332	41,287,938	44,646,173
Net investment income	1,008,292	6,058,086	12,773,832	13,357,515
Change in fair value of investments	(4,228,383)	31,268	1,435,909	1,725,522
Interest	(7,552,000)	(7,353,546)	(8,683,316)	(9,830,917)
Gain/loss on retirement of assets	(82,232)	(473,223)	7,276,928	(207,790)
Federal Aid Grant Revenue	35,129,537	1,000,000	-	-
Loss on Perkins federal capital contribution	-	-	-	-
Other non-operating revenue/(expense)	105,499	100,244	(90,837)	4,171,772
<b>Net non-operating revenues/(expenses)</b>	<b>191,272,336</b>	<b>183,613,275</b>	<b>212,022,770</b>	<b>220,355,432</b>
<b>Other revenue and expenses</b>	<b>FY 2022- restated</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
Capital appropriations	13,433,980	-	1,506,752	3,438,057
Capital gifts and grants	2,215,118	2,701,043	6,684,383	14,115,560
<b>Total other revenues and expenses</b>	<b>15,649,098</b>	<b>2,701,043</b>	<b>8,191,135</b>	<b>17,553,617</b>

	<b>FY 2022- restated</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
Increase/decrease in net position	52,816,499	5,560,916	24,714,895	34,526,177
Net position - beginning of year	524,426,409	577,242,908	582,803,824	607,518,719
Net position - end of year	577,242,908	582,803,824	607,518,719	642,044,896

**Small Business Development Center (SBDC) Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
Revenue	\$698,000	\$770,300	\$832,000	\$882,700
<b>Total</b>	<b>\$698,000</b>	<b>\$770,300</b>	<b>\$832,000</b>	<b>\$882,700</b>
<b>Expenditures</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
Personnel Costs*	\$687,878	\$719,503	\$822,454	\$873,420
Operating Expenditures	\$10,122	\$50,797	\$9,546	\$9,280
Capital Outlay	\$0	\$0	\$0	\$0
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$698,000</b>	<b>\$770,300</b>	<b>\$832,000</b>	<b>\$882,700</b>

**TechHelp Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
General Fund	\$371,501	\$387,900	\$420,709	\$443,700
<b>Total</b>	<b>\$371,501</b>	<b>\$387,900</b>	<b>\$420,709</b>	<b>\$443,700</b>
<b>Expenditures</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
Personnel Costs	\$292,520	\$293,864	\$309,247	\$334,594
Operating Expenditures	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0
Trustee/Benefit Payments	\$78,981	\$94,036	\$111,462	\$109,107
<b>Total</b>	<b>371,501</b>	<b>\$387,900</b>	<b>\$420,709</b>	<b>\$443,700</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
<b>1. Enrollments:</b>				
Fall Enrollment, Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	25,829	26,162	26,727	27,250
Undergraduate	22,432	22,962	23,543	24,030
Graduate	3,397	3,200	3,184	3,220
Degree Seeking Student Enrollment, Fall Census Day (Oct. 15)				
Total	20,145	19,818	19,898	20,487
Undergraduate	17,077	16,982	17,085	17,683
Graduate	3,068	2,836	2,813	2,804
Enrollment in Online Programs, Fall Census Day (Oct. 15) <sup>1</sup>				
Total	3,793	3,748	3,856	4,273
Undergraduate	2,282	2,271	2,441	2,831

Cases Managed and/or Key Services Provided	FY 2022	FY 2023	FY 2024	FY 2025
Graduate	1,511	1,477	1,415	1,442
Idaho Resident Enrollment in Online Programs, Fall Census Day (Oct. 15)				
Total	1,415	1,441	1,537	1,694
Undergraduate	887	923	1,006	1,117
Graduate	528	518	531	577
Annual Enrollment Total Headcount and FTE from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)* <sup>2</sup>	32,364	32,651	33,026	33,482
Non-Degree Seeking (Graduate and Undergrad)	2,530	2,689	2,587	2,519
Early College	6,535	7,115	7,446	7,479
Undergraduate (degree seeking)	19,506	19,309	19,440	20,005
Graduate (degree seeking)	3,793	3,538	3,553	3,479
Annual FTE*	18,542	18,596	18,991	19,517
2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr)				
Annual SCH Attempted (End of Term) Total	540,851	543,240	554,890	570,509
Professional Technical	0	0	0	0
Undergraduate credits	479,173	484,708	495,577	510,506
Graduate credits	61,678	58,532	59,313	60,003
Annual SCH Earned (End of Term) Total <sup>3</sup>	472,518	480,912	493,584	510,643
Undergraduate credits	416,496	427,698	439,696	456,059
Graduate credits	56,022	53,214	53,888	54,584
SCH earned as a % of Attempted Total	87.4%	88.5%	88.9%	89.5%
Undergraduate credits	86.9%	88.2%	88.7%	89.3%
Graduate credits	90.8%	90.9%	90.9%	91.0%
3. Dual (Concurrent) Enrollment <sup>4</sup> and Distance Education <sup>5</sup>				
Dual (Concurrent) Enrollment Annual Student Credit Hours	29,920	32,849	37,084	35,955
Dual (Concurrent) Enrollment Annual Distinct Students	6,543	7,117	7,450	7,485
Distance Education Annual Student Credit Hours	239,088	216,196	215,616	224,745
Distance Education Annual Distinct Students Enrolled	23,526	22,057	21,692	21,887
4. Degrees and Certificates Awarded <sup>6</sup>				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	127	184	316	218
Bachelor's Degree (Academic, first and second majors)	4,080	3,991	4,098	4,217
Certificate – Undergraduate	629	590	821	1,012
Certificate – Graduate	185	145	156	167

Cases Managed and/or Key Services Provided	FY 2022	FY 2023	FY 2024	FY 2025
Master's Degree	1,063	1,028	1,072	984
Education Specialist Degree <sup>7</sup>	16	15	15	17
Doctoral Degree	58	60	72	88
Total awards (sum)	6,158	6,013	6,550	6,717
<b>5. Count of Distinct Graduates<sup>8</sup></b>				
Associate Degree (Academic)	127	184	316	218
Bachelor's Degree (Academic)	3,947	3,856	3,963	4,031
Certificate – Undergraduate	629	590	666	780
Certificate – Graduate	174	130	141	151
Master's Degrees	1,063	1,028	1,072	963
Educational Specialist's Degree	16	15	15	17
Doctoral Degree	58	60	72	88
Total distinct graduates	5,313	5,231	5,463	5,400
<b>6. First to Second Year Retention Rate</b>				
% of first-time, full-time freshmen retained <sup>9*</sup>	F2021 cohort 79.2%	F2022 cohort 77.8%	F2023 cohort 78.9%	<i>Not available at this time</i>
% of full-time transfers retained or graduated*	78.4%	78.2%	79.6%	<i>Not available at this time</i>
<b>7. Transfer Student Graduation Rates</b>				
6-yr: % of full-time transfers who graduated in six years or less	F2016 cohort 60.4%	F2017 cohort 63.2%	F2018 cohort 64.1%	<i>Not available at this time</i>
<b>8. Graduates per FTE</b>				
Baccalaureate graduates per undergraduate FTE <sup>10</sup>	24.7	23.9	24.0	23.7
Baccalaureate graduates per junior/senior FTE <sup>11</sup>	50.3	49.4	48.9	47.8
Graduate degree graduates per graduate FTE <sup>12</sup>	47.9	48.4	49.8	44.6
<b>9. Cost of Education (resident undergraduate with 15 credit load per semester; tuition &amp; fees per year)<sup>13</sup></b>				
Boise State (unadjusted)	\$8,060	\$8,364	\$8,782	\$9,048
Boise State (inflation-adjusted)	\$7,440	\$7,114	\$7,240	\$7,249
Boise State as a % of WICHE	86.6%	87.2%	89.3%	89.6%
<b>10. Sponsored Projects Proposals and Awards<sup>14</sup> (see Part II for Externally Funded Research Expenditures)</b>				
Total # of Proposals Submitted	606	569	576	503
Total # of Awards	422	416	392	335
Total Sponsored Projects Funding (dollars awarded)	\$68.0M	\$91.0M	\$83.4M	\$70.8M
Total Sponsored Project Expenditures	\$61.3M	\$63.9M	\$70.3M	\$70.4M
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) <sup>15</sup>	24.2%	21.4%	22.1%	27.0%
Expenditures as reported to the National Science Foundation <sup>16</sup>	\$47.6M	\$53.0M	\$57.7M	<i>Not available at this time</i>



## FY 2025 Performance Highlights

- Boise State University continues to be highly successful in helping students graduate and succeed, which contributes to the educational attainment rate of Idahoans. **In FY25, a record high 4,031 students graduated from Boise State with baccalaureate degrees, which is a 1.7% increase over FY24 and a 2.1% increase over FY22.**
- The number of **doctoral degree graduates** reached a record high in FY25 with 88 degree completers, which represents a **51.7% increase** from FY22. This growth significantly contributes to our impact in the state and region, driving Idaho's knowledge economy.
- The **retention rate for first-year students** maintained its positive trajectory after a substantial increase over the last decade at 78.9%, an increase of 1.1 percentage points over the prior year.
- The **six-year graduation rate** maintained its positive trajectory with a rate of 59.3% for the Fall 2018 cohort of first-time, full-time (FTFT) freshmen. The graduation rate of the Fall 2018 transfer cohort continued to increase with a rate of 64.1%. The positive momentum and trajectory of increases in graduation rates demonstrate Boise State's ongoing commitment and support for student success. This has been achieved through significant innovation, including a university-wide commitment to the Strategic Enrollment and Retention Plan that was developed in 2022.
- The number of students participating in **concurrent enrollment** (dual credit) in FY25 was 7,485, which represents a **14.4% increase** over FY22. **Distance education** credit hours increased in FY25 by 4.2% and the number of students participating in a distance learning course remained strong at 21,887.
- Enrollment in Boise State's online programs has maintained its positive trajectory with a total online enrollment of 4,273 in the fall of 2024. **Idaho resident enrollment in online programs increased to 1,694 or 19.7% between fall 21 and fall 2024.**
- Boise State's total sponsored project expenditures maintained its positive trajectory at \$70.4M in FY25 and the total expenditures **reported to NSF in FY24 increased to \$57.7M**. These developments bring new revenue and opportunities to the state and support our state's economic engine.

Part II – Performance Measures

Productivity Measure		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
<b>Goal 1</b>						
<b>Improve Educational Access and Student Success</b>						
<i>(Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes)</i>						
This measure is no longer used by the Idaho State Board of Education (SBOE) so it is being removed and replaced with another SBOE performance measure.						
<b>1. Graduation Rates (Objective A)*</b>						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first-time students graduating in four years or less <sup>17</sup>	actual	F2018 cohort 41.4%	F2019 cohort 42.7%	-----	-----	
	target	40%	43%	43%	44%	
<b>NEW</b> 1. Annual Enrollment Headcount (academic only)*	actual				33,482	-----
	target					33,200
<b>NEW</b> 2. Annual Enrollment Full-time Equivalent (FTE)*	actual				19,517	-----
	target					19,500
3. First-time, full-time fall to fall retention <sup>18*</sup>	actual	F2021 cohort 79.2%	F2022 cohort 77.8%	F2023 cohort 78.9%	F2024 cohort Not avail. at this time	-----
	target	80.0%	78.0%	79.4%	79.5%	79.5%
<b>4. Student Success*</b>						
First-time, full-time 150% graduation rate <sup>19</sup>	actual	F2016 cohort 59.1%	F2017 cohort 61.2%	F2018 cohort 59.3%	F2019 cohort Not avail. at this time	-----
	target	56%	56%	62%	62%	62%
The following four measures are no longer used by the Idaho State Board of Education so they are being removed and replaced with other Boise State performance measures.						
<b>2. Progression to Degree (Objective A)*</b>						
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years <sup>20</sup>	actual	85.7%	85.4%	84.9%	-----	
	target	85%	85%	85%	85%	
<b>3. Progression to Degree (Objective A)*</b>						
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year <sup>21</sup>	actual	27.9%	29.6%	31.6%	31.0%	
	target	30%	30%	29%	30%	
<b>4. Progression to Degree (Objective A)*</b>						
Remedial Math: % of undergraduates completing credit-bearing course after remedial <sup>22</sup>	actual	65.0%	71.6%	57.7%	-----	
	target	58%	61%	65%	65%	
<b>5. Progression to Degree (Objective A)*</b>						
	actual	78.9%	80.8%	85.0%	-----	

Productivity Measure		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Remedial English: % of undergraduates completing credit bearing course after remedial <sup>23</sup>	target	90%	90%	83%	83%	
5. Unduplicated Number of Graduates <sup>24</sup>						
Number of baccalaureate degree graduates	actual	3,947	3,858	3,964	4,031	-----
	target	3,702	3,880	4,074	4,125	4,225
<b>Goal 2</b> <b>Innovation for Institutional Impact</b> <i>(Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities)</i>						
6. Advancement Funding						
Total gift income (outright gifts and previous pledge payments)	actual	\$25.8M	\$30.2M	\$35.2M	Not avail. at this time	-----
	target	\$20M	\$20M	\$25M	\$30M	\$35M
<b>Goal 3</b> <b>Advance Research &amp; Creative Activity</b> <i>(Advance the research and creative mission of the university community by fostering transformational practices, supporting faculty, staff, and student excellence, and striving toward achieving R1, Research Very High, status as a leading institution for research, innovation, and discovery)</i>						
7. Total Research & Development Expenditures <sup>25</sup>						
Expenditures as reported to the National Science Foundation	actual	\$47.6M	\$53.0M	\$57.7M	Not avail. at this time	-----
	target	\$47M	\$47M	\$47M	\$50M	\$50M
<b>Goal 4</b> <b>Foster Thriving Community</b> <i>(Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities)</i>						
8. Faculty Turnover						
Annual turnover rate of faculty	actual	7.6%	7.7%	5.7%	Not avail. at this time	-----
	target	6.5%	6.5%	6.5%	6.5%	5%
9. Affordability / Cost of Education*						
Boise State tuition and fees (full-time resident undergrad) as a percent of WICHE <sup>26</sup>	actual	86.6%	87.2%	89.3%	89.6%	-----
	target	Remain less than the WICHE state average	Remain less than the WICHE state average	Remain less than the WICHE state average	Remain less than the WICHE state average	Remain less than the WICHE state average
<b>Goal 5</b> <b>Trailblaze Programs and Partnerships</b> <i>(By partnering with industry, government, and community organizations, enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.)</i>						
10. Partnerships through Research & Economic Development						
Total Distinct Number of Partners <sup>27</sup>	actual	743	881	928	Not avail. at this time	-----
	target	Increase number of partners	Increase number of partners	Increase number of partners	Increase number of partners	Increase number of partners

## Special Programs

### Idaho Small Business Development

Performance Measure		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
<b>GOAL 1: Network Reach:</b> Focus time on clients with the highest potential for creating economic impact.						
Develop long-term relationships with potential and existing growth and impact clients. (Objective A)						
1. Capital raised by clients in millions	actual	\$28.2	\$56.6	\$44.7 <sup>28</sup>	\$37.6M	N/A
	target	\$53	\$53	\$53.4	\$56.1	\$56.1

### TechHelp

Performance Measure		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
<b>Goal 1: Economic Impact on Manufacturing in Idaho –</b> Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.						
Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs, resulting in new and retained jobs and economic impact in the form of sales, savings, and investment. (Objective A)						
1. Sales, Cost Savings, and Investments	actual	\$207.4M	\$206.3M	\$78.0M	\$58.9M	N/A
	target	\$120M	\$120M	\$120M	\$120M	\$90M
2. New and Retained Jobs	actual	497	348	440	358	N/A
	target	500	500	500	500	470

### Performance Measure Explanatory Notes

\* Denotes Statewide Performance Measures established by the Idaho State Board of Education.

<sup>1</sup> Indicates the number of officially enrolled students in a major or certificate that is delivered online.

<sup>2</sup> Note that the academic total excludes students who are enrolled as audit-only, so the total number of students served is slightly higher than shown. Total (system) enrollments were FY22 = 32,423; FY23 = 32,721; FY24 = 33,112; FY25 = 33,563.

<sup>3</sup> Student credit hours (SCH) earned are based on an end-of-term snapshot. Due to the snapshot timing, some earned credits (e.g., concurrent enrollment credits) may not be included in the total, resulting in the ratio of earned to attempted credits being underreported in years prior to FY24.

<sup>4</sup> Dual (Concurrent) enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits taken. The credits and students align to the totals in the annual Dual Credit Report.

<sup>5</sup> Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education classes; includes course modes of Internet-E, Online, and Remote. Distance education was affected significantly due to the global pandemic and data may continue to shift.

<sup>6</sup> The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2024-25 are preliminary as they have not yet been reported to IPEDS.

<sup>7</sup> Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16.

<sup>8</sup> The distinct (unduplicated) graduates reflect completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). Data presented for 2024-25 are preliminary as they have not yet been reported to IPEDS; all other years reflect final data.

<sup>9</sup> Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2021 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2022). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent retention rates for the Fall 2021 through Fall 2023 cohorts; Fall 2024 cohort retention is not available until after Fall 2024 census enrollment.

<sup>10</sup> Includes the unduplicated number of annual baccalaureate degree graduates per 100 IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

<sup>11</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall and spring FTE of juniors and seniors. FTE are determined using total fall and spring credits of juniors and seniors divided by 30. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment. In prior years, Jr/Sr FTE in the calculation was overreported, thus resulting in an underreported ratio; this calculation was corrected in FY24 for all years shown.

<sup>12</sup> Includes the unduplicated number of annual graduate certificates and master's and doctoral degree graduates per 100 IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

<sup>13</sup> WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the unadjusted values were as follows: FY22 \$9,305, FY23 \$9,588, FY24 \$9,840, FY25 \$10,093. A typical report can be found at <https://www.wiche.edu/policy-research/>. Inflation adjusted figures are calculated base FY19.

<sup>14</sup> "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

<sup>15</sup> Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories.

<sup>16</sup> Total Research and Development Expenditures submitted to NSF are available approximately in April for the previous fiscal year.

<sup>17</sup> ~~Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2019 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2023 semester). Graduation rate is calculated in a manner consistent with IPEDS. The data represent the rates for the Fall 2017 through Fall 2019 cohorts; the graduation rate for the Fall 2020 cohort will not be available until after the start of the Fall 2024 term and will be updated in December per instructions from OSBE.~~

<sup>18</sup> Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report. While this measure was adopted by SBOE in 2025, Boise State has utilized this metric on its Strategic Plan and maintained associated goals/targets for a number of years; therefore, it is not labeled as new.

<sup>19</sup> Measured by the percentage of degree seeking first-time, full-time freshmen graduating within a six-year time frame, or 150% of time, on the IPEDS Graduation Rates Report (e.g., the percent of the Fall 2018 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2024 semester). Graduation rate is calculated in a manner consistent with IPEDS Graduation Rates Report. Rates for the Fall 2016 through Fall 2018 cohorts are provided; the graduation rate for the Fall 2019 cohort will not be available until after the start of the Fall 2025 term; it will be updated in Nov/Dec per instructions from OSBE.

<sup>20</sup> ~~SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full plus part-time) who complete a gateway course (Math 123 or higher) within two years (e.g., students who entered in fall 2019 and completed Math 123 or higher by the end of summer 2021 are reported for FY21). All years reflect the same methodology as clarified and refined by OSBE over time.~~

<sup>21</sup> ~~SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.~~

<sup>22</sup> ~~SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course including corequisite remedial courses and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123 or higher) within one year of completing the remedial course (e.g., students who took a remedial course in fall 2022 and completed a subsequent course by the end of fall 2023). Students who completed a corequisite remedial course (e.g., 123P) are included as both taking remedial and completing the gateway course. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly. Boise State's math reforms have been ongoing for a number of years; in FY24, data were updated for all years shown to account for the additional co-requisite offerings that support various math pathways.~~

<sup>23</sup> ~~SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the number of students who took and completed English 101P in the given academic year. As methodology has been~~

~~clarified and refined by OSBE over time, the data and targets have been updated accordingly. Target based on analysis of historical trends from FY22, FY23 and FY24 with a 5% increase in the average 3 years.~~

<sup>24</sup> The distinct (unduplicated) graduates reflect baccalaureate degree completers as submitted to IPEDS; data presented for 2024-25 are preliminary as they have not yet been reported to IPEDS.

<sup>25</sup> Turnover is defined as the total number of separations in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible faculty.

<sup>26</sup> Inflation-adjusted tuition and comparison to the WICHE average from Table 1a of annual Tuition and Fees report. Reflects unweighted average excluding California. A typical report can be found at <http://www.wiche.edu/pub/tf>.

<sup>27</sup> Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

<sup>28</sup> This data point was updated to align with the Strategic Plan report.

**For More Information Contact**

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