

**Year One
Self-Evaluation Report
Idaho State University**

March 1, 2016

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Institutional Overview

Founded in 1901, Idaho State University (University) has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, the University serves a student population of nearly 14,000 students per fall and spring academic terms, and over 18,000 unduplicated annual headcount per year, representing 42 states and 58 countries. The University’s mission and Idaho State Board of Education-mandated service region is the result of the institution’s history, and Idaho’s unique geography. “No other state in the union has topographical structure so varied,” wrote celebrated Idaho writer Vardis Fisher in his Works Progress Administration-sponsored Idaho state guide in 1937, and, he continued, “sometimes so appalling.”¹

Idaho State University’s geographic service region extends to the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, to the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State University offers more than 250 academic programs ranging from professional technical certificates to Ph.Ds. The University’s disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Idaho State Board of Education’s (the Board) mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. The University hosts 15 men’s and women’s NCAA athletic teams and offers more than 135 student clubs and organizations for student participation.

Idaho State University’s academic units are organized into one division and five colleges. The Division of Health Sciences is comprised of the College of Pharmacy, Kasiska School of Health Professions, School of Nursing, School of Rehabilitation and Communication Sciences, Office of Medical and Oral Health, and the Institute of Rural Health. The five colleges are Arts and Letters, Business, Education, Science and Engineering, and Technology. In addition, the University houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Central to its healthcare mission, the University offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. The University also serves the state and its region by providing full-service, cost-effective medical care options at its 11 health-related clinics in Pocatello and Meridian. The University faculty and staff provided health services for more than 60,000 patient visits during the 2014-15 academic year. The ISU Bengal Pharmacy, which opened in 2013, serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. At the request of city officials concerned that pharmacy services would no longer be available in their communities, the Bengal Pharmacy opened telehealth pharmacies in two rural Idaho locations. The University’s Treasure Valley Anatomy and Physiology Laboratories in Meridian, includes the only Bioskills Learning Center in the state. It provides state-of-the-art learning experiences for undergraduate and graduate students, as well as high school students across the state.

The University’s 590 full and part-time faculty teach approximately 7,731 face-to-face courses throughout all locations, as well as 1,115 online courses, extending the University’s reach across Idaho, the nation,

¹ Vardis Fisher, *Idaho: A Guide in Word and Picture*, Compiled for the Federal Writers’ Project of the Works Progress Administration (Caldwell, Idaho: Caxton Printers, 1937), p.64.

and around the world. Faculty provide students with individualized attention, including authentic experiences through research, assistantships, and internships. University faculty are active in scholarship, producing over 290 peer-reviewed scholarly and artistic works in 2015. In addition, University faculty impact their professional and local communities with projects ranging from presentations at local schools to community classes to leadership in state, regional, and national professional organizations.

Idaho State University's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. The University's Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers. In FY2015, more than 2,000 students participated in the program. Since 2013, more than 30 students have earned associate degrees from Idaho State University as a result of the Early College program.

The University's fiscal 2015 year-end financial results reflect a \$10 million improvement in its net position to \$241 million. Recent program prioritization efforts assessed the efficiency and cost effectiveness of all institutional functions. This university-wide initiative identified necessary modifications and improvements needed to ensure its long-term viability. Annually, the indirect and induced economic output from operations and employee, student, and visitor spending is estimated to be \$311.9 million. Idaho State University alumni living and working in Idaho contribute an estimated \$873.8 million into the economy each year.

Idaho State University boasts many impressive facilities, including the Center for Advanced Energy Studies (CAES) and the Research in Science and Engineering (RISE) Laboratory. The Idaho Museum of Natural History, located on the Pocatello campus, was featured in *National Geographic Magazine* in 2014. The \$34 million state-of-the-art Stephens Performing Arts Center, which debuted in 2004, was recently ranked No.4 on a national list of "The 25 Most Amazing University Performing Arts Centers" by the national website bestvalueschools.com. Additional accolades include recognition by Victory Media, the premier media entity for military personnel transition into civilian life, as one of the "Military Friendly Schools" for 2016 and one of the top 25 public schools in the country for veterans. The University's veteran services were also recognized as a Purple Heart University by the Military Order of the Purple Heart, and as a Top School for 2016 by the Military Advance Education and Transition Guide to Universities.

Idaho State University is committed to fulfilling its mission as a public research institution serving a diverse population through broad educational programming and basic, translational, and clinical research. The University is a demonstrated leader in the health professions, and is committed to advancing scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits, and high-quality academic instruction.

Preface

Institutional Changes since Year Seven Report

Since the 2014 Year Seven Comprehensive Self-Evaluation Report was submitted, there have been minimal changes in leadership at Idaho State University. Changes to key positions resulted from reorganization efforts undertaken by the vice presidents, retirements, and career progressions.

Vice President Transitions

Dr. Cornelis J. (Neels) Van der Schyf, Dean of the Graduate School, was named Vice President for Research on March 1, 2015. He replaced Dr. Howard Grimes who served as Vice President of Research and Economic Development at ISU between December 2012 and February 2015. Dr. Van der Schyf previously served as Founding Chair of the Department of Pharmaceutical Sciences at Northeast Ohio Medical University (NEOMED) and Associate Dean of Research and Graduate Studies in the College of Graduate Studies at NEOMED, where he was responsible for the creation of the first graduate degrees (M.S. and Ph.D.) offered by NEOMED, leading to the founding of NEOMED's College of Graduate Studies. Additionally, he was responsible for the creation of the joint M.D./Ph.D. and Pharm.D./Ph.D. degree programs. He has published 117 peer-reviewed scientific publications, holds 14 patents or patents pending, 10 book chapters, and presented more than 200 times at various scientific and professional venues. Dr. Van der Schyf held previous administrative appointments that included Chair of the Department of Medicinal Chemistry at North-West University in South Africa, and Graduate Program Director at Texas Tech University Health Sciences Center.

Academic Affairs

Since the Year Seven report Academic Affairs has restructured the enrollment management functions of the University and hired an Associate Vice President for Enrollment Management. This restructure consisted of moving multiple operations (Central Academic Advising, International Programs Office, Scholarships, Admissions, Admissions Visitors Center, and the Office of the Registrar) into a single division under the direction of the new Associate Vice President. Leaders from each of these Units offices have met regularly along with representatives from each of ISU's outreach centers to ensure consistent and quality services to all ISU students. Additionally, cross-campus recruiting meetings were implemented along with coordinated retention efforts which involve multiple ISU offices and departments.

The new AVP for Enrollment Management, Scott Scholes, was hired after a national search and came to ISU with more than 16 years of experience in higher education student services and had served in a variety of enrollment-related positions at College of Southern Idaho throughout his career. He holds an Ed.M. degree in counseling from Washington State University and a bachelor's degree in psychology from Boise State University.

Non-academic Divisions

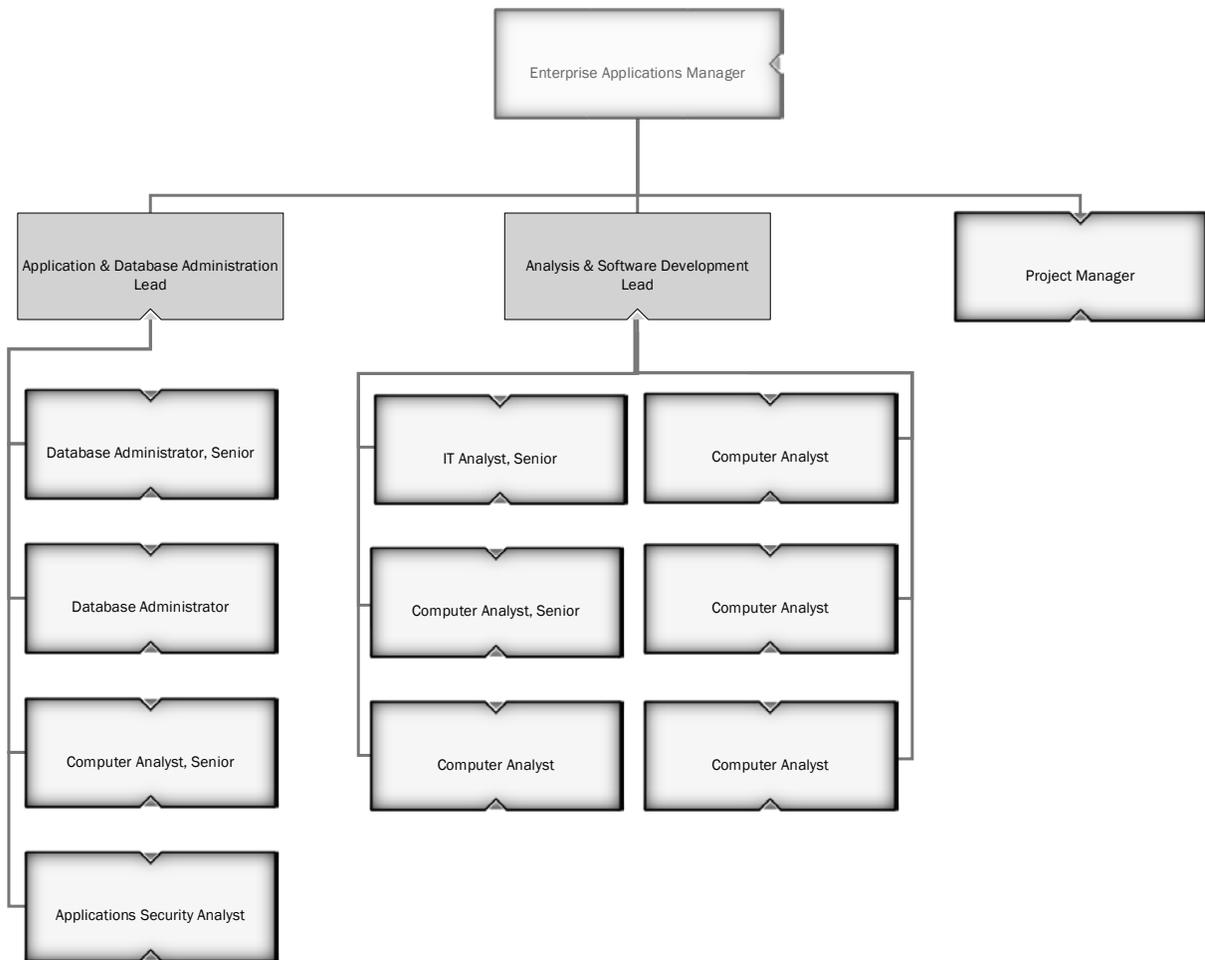
Within the nonacademic units of the University, there have been three key changes. One with the office of Marketing and Communications. The previous Director of Marketing and Communications took employment elsewhere and the University took the opportunity to restructure this position and associated duties to an associate vice president level.

Stuart Summers was named Associate Vice President for Marketing and Communications in December 2015 and oversees the University's strategic marketing communications. Mr. Summers graduated from ISU with a Bachelor of Arts in International Studies and a minor in Mass Communication. He spent four years at KPVI-TV News 6, where he was a morning show anchor and reporter. During that time, Stuart was recognized as "Idaho's Up and Coming Journalist of the Year" by the Idaho Press Club. Prior to assuming his role as Associate Vice President for Marketing and Communications, Stuart worked at the ISU College of Technology for four years as the Director of Marketing and Recruitment. He chaired the ISU Social Media Committee and was a co-organizer for the Ultimate Bengal promotion which went on to receive national recognition for its revolutionary use of social media in marketing higher education. As part of his duties, Mr. Summers coordinates all media inquiries and outreach communication efforts. He also directs a staff of eleven fulltime professionals, which include public information officers, writers, web designers, a photographer, videographer, digital media specialist, and graphic artist. The Associate Vice President for Marketing and Communications also chairs the Marketing Materials Approval Committee and University Strategic Marketing Team. The latter was organized by Mr. Summers to bring together marketing representatives from across campus to collaborate on recruitment efforts. Currently, the main focus for the Office of Marketing and Communications is prospective student recruitment. Regarding ongoing marketing efforts, the Office of Marketing and Communications continues to strategically roll out a comprehensive plan that includes campus-wide brand attributes. Other marketing efforts coordinated through that office include print, radio, television, social media, and outdoor advertising.

The second was within the Information Technology Unit and the hiring of a new Enterprise Applications Manager, and re-organization of the structure within that unit. Enterprise Applications designs, implements, and supports the University's information systems such as Banner student (SIS), finance and payroll, purchasing, human resources, and financial aid systems. Additional software supported includes BengalWeb, Argos (reporting), Banner Document Management (BDM), Recruiter, and numerous third party auxiliary systems. The team also develops, purchases, installs, and maintains other application software and databases that support the University's core administrative processes and information needs.

Kim Channpraseut was named the Enterprise Applications Manager for the University. She has over 14 years of experience in information technology having worked at both private and public institutions. Prior to joining ISU, Kim worked as the Enterprise Applications Manager at the College of Western Idaho where she managed a team responsible for the planning, implementation, development, integration, and support of enterprise-wide software systems. Accomplishments include serving as a client advocate on a national software user's group governing board and leading enterprise resource planning, business intelligence, document imaging, and portal software implementations. Kim holds a B.B.A. in Computer Information Systems from Boise State University and a M.S. in Organizational Learning and Leadership from the University of Idaho.

Organizational Structure



The third change was related to services for the University general counsel. The University ended its contract with Racine Olson Nye Budge & Bailey, Chtd for general counsel services, and moved to in-house legal counsel.

Joanne Hirase-Stacey was named General Counsel for the University in 2015. She graduated from the University of Utah College of Law, and has been a corporate attorney for most of her career. The General Counsel, who is also Risk Manager and Chief Compliance Officer, acts as counsel and advisor on legal matters; reviews, drafts, and negotiates contracts; manages legal claims, litigation, and outside counsel; identifies, evaluates, and mitigates risk; oversees compliance with ISU's policies and procedures as well as laws, rules, and regulations; investigates compliance violations and serves on the President's Cabinet.

Response to Year Seven Recommendations

This section responds to the necessary recommendations found in the Year Seven Peer Evaluation Report (Fall 2014) the University received from the Northwest Commission on Colleges and Universities (NWCCU). The text of each topic is presented, followed by responses. The 2014 report of the Peer Review team included five recommendations; Recommendation 1 is addressed below, Recommendations 2 and 5 are addressed in the University's Ad Hoc report due March 1, 2016, and Recommendations 3 and 4 will be addressed in the University's mid-cycle report, due in 2017.

Recommendation 1

The evaluation committee recommends that Idaho State University either revise its mission statement or review and revise its core themes, indicators, and benchmarks/targets to ensure that they encompass the entirety of the present mission statement (Standard 1.A.2 and 1.B.1).

As part of the process, to not only address Recommendation 1 but also Recommendations 2, 3, and 4, the University created the [Institutional Effectiveness and Assessment Council](#) (IEAC). The IEAC was designed out of a need to more efficiently and inclusively coordinate campus-wide planning, accreditation, academic assessment, and institutional reporting efforts across the University. The IEAC is responsible for overseeing the University planning process, coordinating and assessing strategic directions, ensuring that the University meets NWCCU accreditation standards, and implementing the University's strategic planning agenda. The IEAC serves as a coordinated, sustainable system to pursue institutional assessment and effectiveness, with the primary functions as follows:

- Provides the organizational framework for integrating institutional effectiveness into the fabric of the university.
- Provides integrative and coordinated academic, facilities, technology, and financial planning and implementation.
- Reduces redundancy and increase efficiency, transparency, and accountability among strategic planning, institutional management, university accreditation, state and federal reporting requirements.
- Optimizes data and reports system wide.
- Develop san assessment plan that supports the implementation of the strategic plan.
- Enhances consistent and coordinated communication between schools, colleges, departments and administration regarding assessment and institutional effectiveness.
- Provides a forum to share best practices, generate ideas for process improvement.

The [IEAC is composed](#) of a Steering Committee and six Subcommittees that report to the Steering Committee. The IEAC Steering Committee serves in an advisory role, reporting to the President and is comprised of individuals who have the skills, knowledge and authority to lead in this institutional effort. The IEAC Steering Committee is chaired by the Provost/Vice President for Academic Affairs and consists of representatives from all institutional constituencies. There are six subcommittees (one for each of the four core themes, one for facilities, and one for information technology), and each are chaired by a VP, AVP, or Director. Subcommittee membership consists of a broad range of representatives from academic affairs, student affairs, finance and administration, technology, operations, faculty, staff, and students,

and from all campus outreach locations. The IEAC Subcommittees report annually to the IEAC Steering Committee on strategic plan fulfillment. They are responsible for assessing how their activities and accomplishments align with the strategic plan and core themes, achievement of their area's associated goals or outcomes, and using data for decisions and improvement.

To facilitate the accreditation process, the University created the Accreditation, Assessment & Academic Program Review Committee (AAAPR). The AAAPR is a standing committee that has been redefined from the previous Accreditation Leadership Group (ALG) and now supports the IEAC's work of campus-wide planning, accreditation, academic assessment, and institutional reporting. At the core of its function are the guiding principles of transparency, accountability, and inclusiveness. These are fundamental in supporting the University's mission fulfillment and satisfactory accomplishing the NWCCU's accreditation. Its primary functions are as follows:

- Develop the organizational framework for alignment of institutional effectiveness and academic assessment across the University
- Facilitate the integration and coordination of academic, facilities, technology, and budgetary planning
- Develop the organizational framework for communication regarding institutional accreditation, assessment, and academic program review
- Coordinate and support University-wide accreditation reporting
- Coordinate and support University-wide strategic planning
- Assist in University program and service quality initiatives

Since its inception, the AAAPR has focused its efforts on providing ongoing communication regarding accreditation, assessment, and academic programming through the existing university governance system; developing, implementing, and monitoring timelines for strategic planning and NWCCU accreditation requirements; collecting and consolidating feedback and recommendations from open forums into final revisions to the mission and core themes for submission to the IEAC Steering Committee; drafting NWCCU accreditation reports per the designated timeline for submission to IEAC Steering Committee; and collecting and analyzing data in order to make recommendations to IEAC in regards to institutional planning and effectiveness.

The effectiveness of the AAAPR is not only shown in the fulfillment of the NWCCU's report but also its effective ability to provide guidance and support to IE in program management. During their weekly meetings, the AAAPR assigned tasks within the organization to faculty and staff, developed the necessary framework to effectively established processes that supported program development and evaluation for specialized and general accreditation.

Although the IEAC is a new structure within the University, it has already proven effective as the institution moved forward with redrafting the University's mission statement, its four core themes, the supporting objectives, and the associated indicators. The IEAC provided multiple campus-wide opportunities, through open forums, e-mail, and other on-line communication, over a four-month period for faculty, staff, and students to provide feedback on several drafts of both the mission and core themes. This inclusion resulted in the IEAC receiving responses from faculty, staff, and students. While in the past, the stakeholder feedback and contributions were minimal, this effort and the levels of participation were

more broadly representative of the campus stakeholders. The [timeline](#), processes and feedback have been posted on the University’s IEAC website.

The IEAC Core Theme Subcommittees worked on reviewing and revising the current core themes, objectives, and indicators, as well as the mission statement September through early November. Once IEAC Subcommittees completed their draft work, the IEAC Subcommittee chairs made recommendations to the IEAC Steering committee on proposed changes to the University’s mission and core themes. The proposed changes were broadly distributed to campus stakeholders (faculty, staff, and students) through email and posted on the IEAC website December 1-14, 2015. At that time, the IEAC Steering Committee considered feedback from the open forums, various campus meetings, and public comments to arrive at the current mission. Prior to submitting the final draft for review and approval of the State Board of Education, it was shared with the Council of Deans, Faculty Senate, and campus leadership; no concerns were expressed. A specific timeline of meetings and open forums were conducted as follows:

Date	Meetings/Open Forums
August & September 2015	<ul style="list-style-type: none"> • August 31: Faculty Senate • September 15: Council of Deans (then as part of the bi-monthly meeting updates) • September 1 – November 6 Subcommittees review/revise draft core theme descriptor language, objectives, and indicators
October 2015	<ul style="list-style-type: none"> • October 1: Faculty/Staff Open Forum – Pocatello/Idaho Falls • October 6: Faculty/Staff Open Forum – Meridian • October 14: Faculty/Staff Open Forum – Pocatello/Idaho Falls • October 19: IEAC Steering Committee Meeting • October 20: Student Open Forum – Meridian • October 21: College of Technology • October 22: College of Arts & Letters
November 2015	<ul style="list-style-type: none"> • November 2: Graduate School • November 3: Advancement, General Counsel, Controller • November 4: Student Open Forum – Pocatello/Idaho Falls • November 16: IEAC Steering Committee Meeting • November 19: Meridian Faculty Advisory • November 30: Faculty Senate
December 2015	<ul style="list-style-type: none"> • December 1 – 14: Campus-wide distribution of proposed, revised mission and core themes for final comments • December 14: IEAC Steering Committee Meeting • December 15 – 18: Consolidate feedback received and prepare final revised draft mission and core themes
January 2016	<ul style="list-style-type: none"> • January 11: Faculty Senate • January 19: Council of Deans
February 2016	<ul style="list-style-type: none"> • February 18: State Board of Education approves Mission and Core Themes

The February 2012 Mission Statement and Core Themes were as follows:

The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the Nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

Core Theme One: Learning and Discovery. Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Core Theme Two: Access and Opportunity. Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Core Theme Three: Leadership in the Health Sciences. Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Core Theme Four: Community Engagement and Impact. Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the Intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

At the [State Board of Education's February 18, 2016](#) meeting, the State Board of Education approved the mission and core themes, as submitted.

The Revised Mission Statement and Core Themes as approved February 2016 are as follows:

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The

University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Core Theme One: Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.

Core Theme Two: Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.

Core Theme Three: Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.

Core Theme Four: Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

Idaho State University is authorized to operate and award degrees as a higher education institution by the Idaho State Board of Education (the Board), which serves as the governing board for all public higher education in the state, and as such, serves as the Board of Trustees for Idaho State University. The authority, responsibilities, and relationships of the Board and the public universities are described in [Idaho Code Title 33](#), the Idaho State Board of Education [Governing Policies and Procedures](#), and the Idaho State University [Policies and Procedures Manual](#).

Eligibility Requirement 3: Mission and Core Themes

Idaho State University's mission statement, from which the core themes and indicators are derived, was approved by the Board consistent with its legal authorization, and is deemed appropriate for a degree-granting public university. Idaho State University's primary purpose is to serve its students by providing educational programs that lead to recognized academic and professional-technical certificates and degrees. The University devotes all of its resources to support its educational mission and core themes.

Standard 1.A. Mission

Mission Statement

In 1998 the Idaho State Board of Education (the Board) approved revisions to the University's 1983 role and mission statement. Following changes to the 2010 NWCCU standards for accreditation, the Board approved additional revisions to the University's role and mission in September 2011 and April 2012. As a result of the University's Year 7 Comprehensive Self-Evaluation report and subsequent recommendations by the NWCCU, the University underwent a comprehensive assessment and revision to its mission and core themes. As a result, the University brought forward proposed changes to the University's mission and core themes at the February 18, 2016 Board meeting. At that time, the Board approved the mission and core themes as submitted.

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Interpretation of Mission Fulfillment

Idaho State University's core themes are derived from essential elements of its mission. To that end, it is through the assessment of the objectives and indicators that the University is able to determine the extent or threshold of mission fulfillment. The University articulates and reviews measurable indicators by which it evaluates adherence to its mission and progress toward fulfillment of core themes as an essential element of its strategic planning processes. The entire set of core theme and strategic plan indicators are continuously tracked by Institutional Effectiveness and Institutional Research, and updated as new data become available and then distributed to the appropriate IEAC Subcommittee responsible for overseeing their performance.

Idaho State University has a unique degree ladder, program mix, and array of delivery options that provides flexible access to the entire postsecondary educational spectrum. Idaho State University offers degree programs from the professional-technical certificate through the research Ph.D. that is mandated by the Board's definition of the University's [primary service region](#).

Figure 1: Degree ladder



As the University is located within a state with two time zones, divided by mountainous regions, with a total geographic area of over 82,000 square miles, it utilizes a broad, innovative mix of delivery options across its vast geographic footprint. To ensure access to educational opportunities and pursuant to Section 33-2101, Idaho Code, the Board recognizes five service regions, three of which are identified as the University's primary service regions.

Idaho State University demonstrates successful achievement of its core themes, objectives, and indicators as identified below. The assessment of the performance of each indicator for each objective and each core theme collectively demonstrates the commitment of its students, faculty, and staff to the University's mission to enhance technical, undergraduate, graduate, and professional education as a public research institution serving a diverse population through leadership in the health professions, learning and discovery, and community engagement.

Mission Fulfillment

Idaho State University primarily utilizes the Banner Enterprise Resource Planning (ERP) system for tracking the data necessary to measure mission fulfillment. The University has worked continually to refine the indicators to ensure they are appropriate to assess mission fulfillment.

The four core themes identified by the University, each with a set of objectives, outcomes, indicators, and benchmarks provide a mechanism to assess and determine mission fulfillment. The use of both qualitative and quantitative data at the program and campus level provide a mechanism for the University to evaluate and assess mission fulfillment.

To evaluate the success of the Institution's goals, Institutional Effectiveness developed a set of benchmarks for the new and existing indicators that the IEAC Steering Committee and Core Theme Subcommittees created as part of the revision to the mission and core themes.

First, Institutional Research worked with colleges and departments throughout the University to collect data for each indicator for a five-year period from 2011 to 2015. For the most part, this was a successful endeavor, but subcommittees created several new indicators for which there is limited or no data available. Once availability of data had been validated, Institutional Effectiveness developed the

mechanisms to establish appropriate benchmarks. Institutional Effectiveness systematically set the indicators' new benchmarks using trends, averages, and "yes"/"no" answers. Each indicator has a measure of effectiveness that focuses on a goal five years out. While many of the benchmarks are aggressive, they are achievable and will focus the University in achieving its strategic objectives and demonstration of mission fulfillment.

As a way to visually illustrate the level of achievement of each of the core themes and their indicators, the data collected is analyzed, and those measures of effectiveness are presented using the colors **Gray/Red/Yellow/Green**. Each color represents a percentage of accomplishment; **gray** equates to below 85%, **red** 85-89%, **yellow** 90-96%, and **green** 97-100%. The organization starts with very few indicators with a green status because that demonstrates that the benchmarks could have been established too low. The only exception are "yes/no" questions and benchmarks established to maintain a certain measurement.

This visual dashboard provides the IEAC and University leadership with a quick visual representation of each core theme and its associated indicators. The IEAC can quickly evaluate the core themes, spot trends, and use this measuring system as a way to prioritize resources when certain indicators are underperforming. Idaho State University's leadership can immediately reference the institution's overall effectiveness in each of the core themes, its strategic objectives, and its mission fulfillment. The University has determined that in order to demonstrate mission fulfillment, the University must be making progress towards and/or meeting 80%, overall, of the established benchmarks for each core theme. Currently, the overall performance for the indicators used to assess each core theme is as follows:

- Core Theme 1 indicators are 87% overall;
- Core Theme 2 indicators are 87% overall;
- Core Theme 3 indicators are 88% overall; and
- Core Theme 4 indicators are 78% overall.

The next step to accomplish in the University's strategic plan update is for the IEAC Subcommittees to create action plans that focus on achieving their respective core theme. Action plans are tied to specific indicators and are comprised of programs and policies geared toward increasing the Institution's mission and core theme fulfillment. Not all action plans are equal. Each of the IEAC Subcommittees will prioritize their core theme action plans then forward their lists to the IEAC's Steering Committee. The IEAC Steering Committee, using the Institution's priority objectives, then prioritizes the lists of action plans as a means to designate which action plans will receive immediate resources and which ones are of lesser priority.

Standard 1.B. Core Themes

Idaho State University identified four core themes derived from its Board-approved mission statement. Idaho State University worked to ensure that the objectives and indicators are meaningful and assessable, and allowed the University to demonstrate its strengths and identify areas of weakness. Where possible, the University focused on outputs rather than inputs. The majority of the indicators are objective. For those that are subjective, objective evidence is provided. When possible, the indicators are direct and widely accepted as applying to the desired outcomes and objectives. For each Core Theme, the University identified objectives and key supporting indicators with target benchmarks for demonstration of mission fulfillment. These indicators provide concrete, meaningful, and transparent measures that detail the degree to which the University is meeting its objectives.

Idaho State University's core themes are:

Core Theme One: Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.

Core Theme Two: Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.

Core Theme Three: Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.

Core Theme Four: Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Table 1: Objectives, Indicators, and Rationale for Core Theme One

Objectives, Indicators, and Rationale for Core Theme One

Core Theme One: Learning and Discovery – Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.				
Objective 1.1: Innovation and creativity in the pursuit of knowledge. ISU fosters student learning through teaching, research, and creative activity. Students learn through opportunities that develop their careers, and engage in research and scholarly activities. Faculty are actively engaged in research and creative activities.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
1.1.1a Number peer reviewed creative works and research presentations as examples of innovation, creativity and research	High-quality research reflects a research community that is dedicated to the pursuit and dissemination of knowledge. Provides an opportunity for students to showcase exemplary work/projects. The University culture is one of determined persistence that engenders innovation. High-quality research reflects a research community that is dedicated to the pursuit and dissemination of knowledge, and to improving lives and solving society’s most pressing issues. Technology Transfer, entrepreneurship and commercialization of discoveries and inventions are added measures of success in this domain.	442	542	The two-year average plus a five-percent increase over five years
1.1.1b Number of non-peer reviewed creative works and research presentations as examples of innovation, creativity and research	High-quality research reflects a research community that is dedicated to the pursuit and dissemination of knowledge. Provides an opportunity for students to showcase exemplary work/projects. The University culture is one of determined persistence that engenders innovation. High-quality research reflects a research community that is dedicated to the pursuit and dissemination of knowledge, and to improving lives and solving society’s most pressing issues. Technology Transfer, entrepreneurship and commercialization of discoveries and inventions are added measures of success in this domain.	251	400	The two-year average plus a five-percent increase over five years
1.1.2 Number of theses and dissertations completed	Theses and dissertations marks the culmination of thousands of hours of training, research, and writing. Through this preparation the student learns and demonstrates the ability to conduct	130	143	The five-year average plus five-percent increase

	independent, original, and significant research within their discipline.			from 2015 over five years
1.1.3 Number of students employed to work with faculty on research projects	Research provides a significant learning experience for students to engage with faculty to expand students' understanding of concepts they can apply to theoretical and real world problems. Direct experience in research methodologies helps train the student to be stronger problem solvers.	369	402	A five-year average plus five-percent increase over five years
1.1.4 Number of graduate assistantships with teaching and/or research responsibilities	Assistantships and fellowships provide graduate students with professional experience and exposure to the latest teaching and research methods in their fields of study and establish mentorship opportunities through faculty oversight.	333	366	A 10-percent increase from 2015 over five years Same as 2.1.5
Objective 1.2: Program quality and relevance. ISU provides high-quality programs at all levels: demonstrates academic excellence at all program levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training. Academic programs prepare students for employment or postgraduate study.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
1.2.1 Number of students employed as content-area tutors	Content tutors encourage students to utilize innovation and higher levels of thinking. Tutoring provides an opportunity for undergraduate and graduate students to serve as mentors to peers, with the oversight and guidance of faculty.	118	146	The five-year average plus five-percent increase over five years
1.2.2 Number of students participating in Career Path Internships	The CPI program provides opportunities for students to be employed as interns in positions concomitant with their academic and professional interests. It fosters student learning by giving students hands-on experience, enhancing job readiness skills and has demonstrated increased retention.	890	935	A five percent increase from 2015 over five years. Same as 2.3.6
1.2.3 Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating	The number of students pursuing continued advanced degree level opportunities demonstrates students are receiving a high-quality education and are able to pursue advanced levels of training/education.	225	298	The five-year average plus 10-percent increase over five years

1.2.4a Percentage of graduate placement in academic programs in College of Technology	Examples of program placement rates, where available, and interest from postdoctoral and professional training fellows are demonstrations of both student success and program quality and relevance.	90	97	A five-percent increase from 2015 over five years
1.2.4b Percentage of graduate placement in Professional Technical programs in College of Technology	Examples of program placement rates, where available, and interest from postdoctoral and professional training fellows are demonstrations of both student success and program quality and relevance.	97	99	The five-year average plus five-percent increase over five years
1.2.5 Number of regular comprehensive program and specialized accreditation reviews conducted each year	Program review provides a mechanism for evaluation and assessment to highlight areas of success and identify areas that need improvement. Central to the process of program review also requires that the results inform and guide strategic planning and the budgeting process.	2	2	Yes/No- Did the University complete internal program review and/or specialized accreditation requirements in that year (1-No/2-Yes)
1.2.6 Number of undergraduate and graduate degrees awarded	Student progression and completion data – including quantitative and qualitative demonstrations of quality teaching and learning.	2,283	2,628	An increase of 345 from the trend (average 69 x5) 2011-2015 over five years

Table 2: Objectives, Indicators, and Rationale for Core Theme Two

Objectives, Indicators, and Rationale for Core Theme Two

Core Theme Two: Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.				
Objective 2.1: Educational Access. ISU provides educational pathways with multiple access points and diverse opportunities for students to enter and be successful in higher education.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
2.1.1 Number of students enrolled in ISU’s Early College Program	ISU’s Early College Program prepares high school students to succeed in college by offering rigorous academic coursework in a supportive environment, as well as reducing college costs and time to graduation.	2,232	2,344	A five-percent increase from 2015 over five years
2.1.2 In-state tuition and fees are competitive with peer institutions (rank)	ISU provides students access to its quality education by offering tuition that is competitive with its peer institutions.	3	#2	Maintain #2 ranking among peers
2.1.3 Out-of-state tuition and fees are competitive with peer institutions (rank)	ISU provides students access to its quality education by offering tuition that is competitive with its peer institutions.	8	7	Maintain #7 ranking among peers
2.1.4 Number of total programs taught at all ISU locations	Through ISU’s Centers for Learning (Twin Falls, Idaho Falls, Meridian), the University provides place-bound and rural students multiple access points to pursue their education without traveling to the main campus in Pocatello.	596	618	A roll up of the total number of program offerings at ISU and the Centers for Learning
2.1.4a Number of programs taught at main campus in Pocatello	ISU’s Centers for Learning provides place-bound and rural students multiple access points to pursue their education within the Pocatello community.	497	500	An increase of three program offerings from 2015 over five years
2.1.4b Number of programs taught at Idaho Falls Center for Learning	ISU’s Centers for Learning provides place-bound and rural students multiple access points to pursue their education within the Idaho Falls community.	45	50	An increase of five program offerings from 2015 over five years

2.1.4c Number of programs taught at Twin Falls Center for Learning	ISU's Centers for Learning provides place-bound and rural students multiple access points to pursue their education within the Twin Falls community.	14	20	An increase of six program offerings from 2015 over 5 years
2.1.4d Number of programs taught at Meridian Health Science Center for Learning	ISU's Centers for Learning provides place-bound and rural students multiple access points to pursue their education within the Meridian community.	17	20	An increase of three program offerings from 2015 over five years
2.1.4e Number of on-line Center for Learning programs taught (e-ISU)	ISU's online coursework allows students to attend class from any location and on a flexible schedule so that students can tailor their course schedule and shorten the time to obtain their degrees.	23	28	An increase of five program offerings from 2015 over five years
2.1.5 Number of Early College Program courses taught at High Schools	Participation in ISU's Early College program demonstrates exposure to rigorous academic coursework in a supportive environment, providing greater accessing and allowing high school students to save both time and money in obtaining a college degree.	356	427	A 20-percent increase from 2015 over five years
2.1.6 Number of on-line Center for Learning courses taught (e-ISU)	ISU's online coursework allows students to attend class from any location and on a flexible schedule so that students can tailor their course schedule and shorten the time to obtain their degrees.	1,111	1,667	A 50-percent increase from 2015 over five years
2.1.7 University Enrollment	The number of students enrolled in ISU each academic year (summer, fall, spring)			
Objective 2.2: Student Support Services. ISU provides support services and resources designed to enhance the academic success and non-cognitive skills of every student, while respecting their varying interests, abilities, academic goals, and levels of readiness. ISU provides support services and resources designed to enhance the academic success and non-cognitive skills of every student, while respecting their varying interests, abilities, academic goals, and levels of readiness.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
2.2.1 Number of reported coach advisor contacts with students	ISU provides support services to advise students, to build their plans of study, and to develop strategies to reach their academic goals.		0	A 20-percent increase from 2015 over five years

2.2.2 Number of reported advising center contacts with students	ISU provides support services to advise students, build plans of study, and develop strategies to reach their academic goals.	10,714	11,250	A five-percent increase from 2015 over five years
2.2.3 Number of tutoring sessions utilized by undergraduate students	ISU provides students with considerable out-of-class tutoring assistance to help improve academic performance.	12,699	21,549	The five-year average, plus a 10% increase over five years
2.2.4 Number of reported Student Support Network contacts with students.	ISU provides non-cognitive support services to help students maintain a level of physical and mental health that allows them to reach their academic goals.	331	400	The three-year average, plus a 10% increase over three years
2.2.5 Retention rate of degree seeking first-time students	Retention rate of degree seeking first-time students returning for a second year. *Board required	71.3%	80%	Set by the Idaho SBOE
2.2.6 Retention rate of degree seeking new transfer degree-seeking students	Retention rate of degree seeking new transfer degree-seeking students returning for a second year. *Board required	74.3%	85%	Set by the Idaho SBOE
Objective 2.3: Range of Opportunities. ISU provides opportunities for students to effectively transition to college, participate in co-curricular programs, and prepare for career success in an increasingly diverse society.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
2.3.1 Number of programs that serve diverse populations	ISU's formal programs actively recruit and serve academically and demographically diverse students from varying backgrounds and provide resources and support to help them to persist once enrolled.	48	50	A five-percent increase from 2015 over five years
2.3.2 Number of different co-curricular programs available to students	ISU offers numerous co-curricular opportunities consistent with the research that shows co-curricular participation is positively associated with academic involvement and contributes to college persistence.	149	156	A five-percent increase from 2015 over five years
2.3.3 Number of students participating in co-curricular programs	ISU offers numerous co-curricular opportunities consistent with the research that shows co-curricular participation is positively associated with academic involvement and contributes to college persistence.	5,185	5,444	A five-percent increase from 2015 over five years

2.3.4 Number of transition-related courses	ISU's commitment to all students is visible in institutional support for academic transition and student development programs.	86	116	An increase of 26 from the trend (average 5.65 x5) 2011-2015 over five years
2.3.5 Number of transition-related programs	ISU's commitment to all students is visible in institutional support for academic transition and student development programs.	3	3	Maintain the number of transition related programs from 2015
2.3.6 Number of career path-related opportunities	ISU offers numerous opportunities associated with career discovery, community connectivity and successful job preparation.	890	935	A five-percent increase from 2015 over five years Same as 1.2.2.a

Table 3: Objectives, Indicators, and Rationale for Core Theme Three

Objectives, Indicators, and Rationale for Core Theme Three

<p>Core Theme Three: Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.</p>				
<p>Objective 3.1: Leadership in the Health Professions. ISU consistently provides Idaho the broadest array of high-quality health professions programs distributed throughout the state.</p>				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
3.1.1 Number of health professions programs offered	ISU is the leader in the state in the number and variety of health professions programs offered which demonstrates support of Core Theme Three and the health education mission.	58	61	A five-percent increase from 2015 over five years
3.1.2 Number of degrees/certificates awarded in the health professions.	The number of health professions programs/certificates/options address current workforce needs in the state, and align with national recommendations for preparation in the health professions majors.	729	777	The five-year average plus 10-percent increase over five years
3.1.3 Number of graduates completing within 150% of expected time to degree/options/certificate in the health professions.	The number of health professions graduates speaks to high levels of retention in the health professions at ISU, as well as the quality and strength of the degree/options/ certificates offered			
3.1.4 Pass rates on first time licensure, and certification, and registration exams in the health professions	High pass rates on national exams indicate that both the quality of students and faculty recruited into health professions programs are engaged and providing current, evidence-based practice in teaching; which translates into strong student performance on national exams. This denotes quality programs which meet the national standards.			Yes or No-- Did the University's Health Sciences programs achieve at or above standards

				for National Pass rates
3.1.5 Number of locations of didactic and clinical educational sites throughout the state.	Health Professions Programs provide access and opportunity throughout the state utilizing clinical placements that increase diverse and rural interactions and engagement with the community.			
Objective 3.2: Health Sciences Research. ISU contributes to the development of new knowledge in the biomedical, translational, rural, and health services research.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
3.2.1 Dollar amount of extramural support for research in the Health Sciences (\$Million)	Quality research programs are equated with external funding. External funding enhances visibility for ISU. Health science research provides new evidence to improve health.	9.2	14	An increase of 7 from the a five-year trend (1.74 average from 2011-2015) over five years
Objective 3.3: Interprofessional Practice and Education. ISU emphasizes expanded interprofessional experiences through teaching, research, and community partnerships.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
3.3.1 Number of IPE educational activities	ISU is the leader in the state in collaboration as they develop and maintain effective interprofessional working relationships with learners, practitioners, patients/clients/families and communities.			
3.3.2 Number of IPE research activities	ISU is the leader in the state in collaboration as they develop and maintain effective interprofessional working relationships with learners, practitioners, patients/clients/families and communities.			
3.3.3 Number of IPE service/clinical activities	ISU is the leader in the state in collaboration as they develop and maintain effective interprofessional working relationships with learners, practitioners, patients/clients/families and communities.		2	

3.3.4 Number of team-taught courses which multiple professions participate AND co-teaching	ISU is the leader in the state in collaboration as they develop and maintain effective interprofessional working relationships with learners, practitioners, patients/clients/families and communities.			
Objective 3.4: Delivery of Patient Care and Related Health Services. ISU delivers health-related services and patient care in the state through its clinics, postgraduate residency training sites, and other community venues.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
3.4.1 Number of client visits to outpatient clinics in a fiscal year	ISU clinics provide educational opportunities for students to be supervised by faculty and provide health care access for state citizens that may otherwise be unaffordable. Postgraduate residency training assists in meeting the demand for health care professionals in underserved areas.	46,112	52,272	The five-year average plus five-percent increase over five years
3.4.2 Income from clinic service in a fiscal year.	Community-based clients seek quality health care within health professions clinics which are comprehensive, affordable, and accessible.	\$3,820,847	\$4,000,112	An increase of 179,265 from the a three-year trend (35,853 average from 2011-2015) over five years
3.4.3 Number of clinics	Clinical services occur at several locations. The number and type of clinical sites reflect the growth of our community service and the extent of our economic and healthcare impact on the communities we serve	16	18	An increase of two clinical sites over the next five years

Table 4: Objectives, Indicators, and Rationale for Core Theme Four

Objectives, Indicators, and Rationale for Core Theme Four

<p>Core Theme Four: Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.</p>				
<p>Objective 4.1: Community Engagement. Collaboration occurs between ISU and the community to achieve better standards of living, solve problems, and to increase learning and diversity.</p>				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
<p>4.1.1 Number of community activities and events that meet university and community needs (e.g., CommUniversity, Donor Visits, Continuing Ed, Workforce Training, Health Fairs, Clinics, Community Health Screenings, etc.)</p>	<p>ISU has elements of our institutional mission that are distinct, not represented in national university data, and can be qualitatively described by the nature and extent of our community engagement.</p>			
<p>4.1.2 Number of community events held at ISU which involve the community, (e.g., high school and university athletics, cultural events, symposia).</p>	<p>Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community in each ISU geographic location. Diversity is represented through our university community as non-resident enrollment contributes to the cultural enrichment of the community.</p>	217	239	A 10-percent increase from 2015 over five years
<p>4.1.3 Economic impact of ISU identified through student enrollment, community fundraising, federal and state resources secured through programs (including research), the provision of ISU facilities to community programs, and</p>	<p>Economic impact studies measure the direct economic impact of an organization’s spending plus additional indirect spending on the economy as a result of direct spending. Total economic impact measures the dollars that are generated within Idaho due to the presence of ISU. University spending from non-state funding demonstrates the resources the University is able to contribute to the growth of the local and state economy.</p>	329	349	An increase of 20 from a five-year trend (4 per year average from 2011-2015) over five years

CommUniversity collaborations (e.g., Bengal Pharmacies). (\$Million)				
Objective 4.2: Impact. Idaho State University collaborates with its local, regional/state, national, and global communities for the mutually beneficial exchange of knowledge and resources to address issues of public concern.				
Indicator	Meaningful	FY2015	Benchmark	Benchmark Definition
4.2.1 Number of faculty who volunteer or serve community organizations.	Partnership of community and university knowledge results in engaged citizens who fulfill civic responsibilities; address critical and society issues and contribute to the public good.	322	354	Based on 60% of full time faculty (590)
4.2.2 Number of affiliation agreements, contracts, MOUs, etc. w/community partners.	Partnerships are collaborative interactions for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (e.g. research, capacity building)			
4.2.3 Number of ISU semi-annual meetings/surveys with community members to assess their attitudes about the institution's activities in and interactions with its communities	Contributions to intellectual and financial capital between the community and the university require a commitment by both. Synergies of learning, discovery and innovation cannot occur without these conversations.	3	8	Each Center for Learning and the main campus should hold two meetings a year

Conclusion

Idaho State University's unique mission as a public research-based institution advancing scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works, offering technical, undergraduate, graduate, professional, and interdisciplinary education, and commitment to providing access to rural and underserved populations, stems from its long history of providing high-quality higher education access to its diverse communities. The importance of Idaho State University to its region cannot be separated from the history of Idaho or the western region of the United States. Idaho's geographic diversity, low population density, and transportation difficulties between northern and southern Idaho have magnified the importance of the regional roles played by its state institutions. Even today, the northern and southern sections of Idaho are not connected by a freeway system, and the largest wilderness area in the Lower 48 resides between northern and southern Idaho. Pocatello and Moscow residents must drive ten hours through the state's scenic center or fly out of Washington and Utah airports to travel between their cities and state campuses. Idaho's "place is properly understood to be a product of its spaces, cultures, and times," notes University of Idaho historian Adam Sowards in the preface to a new collection of historical essays about the state. Likewise, the University's place in higher education is best understood through the interplay of its history, mission, and geography.ⁱ

Idaho State University serves the largest geographic area of any of the state institutions, an area stretching from the Montana and Wyoming border on the east, to rugged wilderness area on the north, to the irrigated farmland of the Magic Valley on the west. The University's region, like its mission, is expansive and diverse; it encompasses three of the state's largest urban centers (Pocatello, Idaho Falls, and Twin Falls), and some of the state's most isolated communities (Salmon and Challis). Idaho State University's responses to the unprecedented changes experienced within the higher education sector during the past decade—the explosion of online education, increased competition from the for-profit sector, shifts in state-level support for institutions and students—must also be analyzed within the context of the University's complex mission and geography.

Idaho State University's new mission articulates its purpose, and identifies core themes that comprise essential elements of the University mission. The process of revising the mission and core themes was a campus-wide inclusive process that allowed for multiple opportunities for input and participation. Through these processes and the structure of Institutional Effectiveness, the University has defined the parameters for mission fulfillment and an acceptable threshold of mission fulfillment.

ⁱ Adam Sowards, "Idaho's Place: Reckoning with History," in *Idaho's Place: A New History of the Gem State*, edited by Adam Sowards (Seattle: University of Washington Press, 2014), 9.