

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
AUGUST 21-22, 2008**

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**SUBJECT**

First Reading – Board Policy Section I.M.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.A.5.b., and I.M.  
Section 67-1901 through 16-1905, Idaho Code.

**BACKGROUND/DISCUSSION**

Each year, institutions, agencies, and the school are required to submit Strategic Plans and Performance Measure Reports to the Board for the Board’s review and approval prior to the Board submitting all of the Strategic Plans and Performance Measures to the Division of Financial Management. The language changes in I.M.2. will ensure consistency in the content and quality of the Performance Measure Reports among the institutions and agencies governed by the Board as well as aligning Board policy with changes made in HB 300 to Idaho Code Section 67-1901 through 67-1905.

**ATTACHMENTS**

Attachment 1 – Policies & Procedures, Section I.M.

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of Board policy, section I.M.

**BOARD ACTION**

A motion to approve the first reading of the Idaho State Board of Education Governing Policies & Procedures, Section I.M.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**Idaho State Board of Education****GOVERNING POLICIES AND PROCEDURES**

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting

March 2008 October 2008

**M. Annual Planning and Reporting**

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Public Television, School for the Deaf and the Blind, Idaho State Historical Society, and Idaho Commission for Libraries.

## 1. Strategic Plans

- a. ~~Boise State University, Idaho State University, Lewis Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Educational Public Broadcasting System Television, and the School for the Deaf and the Blind~~ Each institution, agency, and school will develop and maintain five-year strategic plans.

(1) Institution, school, and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements.

(2) Plans shall be updated annually and submitted to the Board for approval.

(3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements.

- ~~b. The Idaho State Historical Society and Idaho Commission for Libraries are recognized as unique collaborators in the state education system and are encouraged to report annually to the Board in accordance with these guidelines.~~

e**b.** Format

Plans submitted to the Board annually should be as concise as possible and in accordance with a schedule and format established by the executive director.

Plans should contain:

- (1) A comprehensive mission and vision statement covering the major programs, functions and activities of the organization.

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- (2) General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
  - (a) Institutions (including Professional-Technical Education) and the School for the Deaf and the Blind should address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
  - (b) Agencies should address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
- (3) Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- (4) A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

## 2. Performance Measures

Performance measures will be developed in conjunction with the Board's planning process and will be updated annually for Board approval. Performance Measures shall be submitted to the Board annually, and in accordance with a schedule and format established by the Executive Director. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives.

- a. ~~Postsecondary institutions~~ The Office of the State Board of Education will develop a set of uniform performance measures for the institutions that will gauge progress in such areas as enrollment, retention, and graduation.
- b. Each institution, agency, and the school will develop unique measures tied to its strategic plan.

## 3. Progress Reports

Progress reports that include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations will be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director.

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4. Statewide Reporting

Each institution, agency, and the school will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report.

45. Self-Evaluation

Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution, agency, and school annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The Executive Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution, agency and school performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.