

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
December 4-5, 2003

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SUBJECT

Idaho State University Progress Report

Dick Bowen, ISU President, will give the report.

Idaho State University Progress Report

November, 2003

Idaho State University continues to make progress in fulfilling the Goals, Vision and Mission laid out in our strategic plan. We strive for an efficiently operated institution that gets the most value from the resources available.

Enrollment

Idaho State University's fall 2003 enrollment is 13,623, up by two percent over last fall. We have a record number of full-time students both at the graduate and undergraduate level. Transfer students, former students, and our international student numbers are also up. The retention of continuing students is up. We have increases in students at our outreach centers in Idaho Falls and Boise and over 300 students are concurrently enrolled in ISU courses while still in high school.

This modest growth was possible, in part, by student fee increases. Through student fee increases, we were able to restore the FY03 cuts to our adjunct faculty pool (\$1,116,500) and offer most of the courses that new students need to begin their education. The availability of adjunct faculty did limit our ability to provide all the courses needed and many part-time students who registered later in the summer had difficulty getting into required courses.

With sufficient resources to add seats where needed and where capacity exists, especially in the health professions, substantial increases in enrollment are possible at Idaho State University. Our ability to grow continues to be constrained by funding.

Note: As students enroll in courses that begin later in the semester, an additional 1,000 students are expected bringing ISU's fall enrollment to nearly 15,000. During the last calendar year, over 20,000 different students took courses at ISU.

Budget

Idaho State University's FY04 budget from all sources is over \$214 million. Our state appropriation of \$71.4 million represents nearly 34 percent of that budget. The remaining 66 percent comes from \$42 million (20 percent) in student fees, and over \$100 million (46 percent) in Federal Grants, Contracts, Student Financial Aid, and Private Gifts.

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In response to the FY03 budget cuts, we made a decision to maintain our program array, becoming a smaller, but recognizable Idaho State University. We also remain committed to serving our mission as the lead institution in the state for health sciences education.

In addition to restoring the adjunct faculty pool, student fee increases in FY03 allowed us to expand instructional offerings in several key areas, including:

- Nursing, Paramedic and Dental programs in Pocatello.
- Expansion of health related programs in Boise.
- Engineering, Geosciences and Nuclear Science.
- Communication and Theater and Anthropology

The increase in student fees also provided additions to non-personnel operating budgets to offset general inflation. Our maintenance and operations alteration and repair projects funded through the Department of Public Works were restored to previous years' level after a reduction in FY03, so needed repairs are being addressed to accommodate our expanding enrollment growth.

Institutional Self-Study for Reaffirmation of Accreditation

ISU is in the process of completing an institutional self-study in preparation for its 10-year reaffirmation of accreditation by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU evaluation team will visit the campus on October 14-15, 2004. A Self-Study Steering Committee and nine accreditation standards workgroups have been formed, and each committee includes representation from faculty, staff, students and administration.

Research and Economic Development

Research: Research activity is continuing to expand rapidly. Large grants from the Department of Energy, the Department of Defense and Health and Human Services have enabled the Idaho Accelerator Center, the GIS Training and Research Center, and the Institute of Rural Health to hire staff and purchase equipment that has made them competitive for numerous funding categories. Continuation of two research partnerships with the INEEL has enabled significant strengthening of collaborative research. ISU has become a member of a research consortium entitled "Pacific Northwest Research Collaboratory" that includes two national laboratories and four research universities. Grant proposal submission has risen 15 percent and the number of awards to individuals from the National Science Foundation has increased by 50 percent. ISU continues to be an active member of the Inland Northwest Research Alliance. The Institute of Nuclear Science and Engineering has been launched with the

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hiring of a Director of the Institute who has a joint appointment with Argonne National Laboratory and ISU. New faculty are being hired to expand the institute.

Major new grants for research and economic development include the following:

- R01 grants from the National Institutes of Health by College of Pharmacy faculty
- Nuclear Energy Education and Research grant from Department of Energy
- MOU with Argonne West to support research and education
- Special grant from the Department of Defense, Biological Sciences faculty
- Health and Human Services grant to Institute of Rural Health
- Performing Arts Center construction support from VA/HUD

Economic Development: ISU continues to provide significant leadership with respect to economic development in the area. In cooperation with the city of Pocatello and the Bannock Economic Development Council, ISU obtained significant funding for two new buildings to expand the Idaho Accelerator Center (IAC). Construction of these buildings has begun. Intellectual property agreements were signed with Positron Systems, Inc. that provide for a long term relationship between Positron Systems, Inc. and ISU and ensures that the company's research and development laboratory will be housed in one of the new buildings adjacent to the IAC. Cargo screening technology developed at the Idaho Accelerator Center in partnership with the INEEL is being further developed with potential for major expansion of manufacturing in Pocatello.

The expansion of the IAC and the Institute of Rural Health have added over 80 jobs to the local economy. ISU has been very active in working with INEEL and its Technology Transfer Office in furthering the efforts to develop the economy of eastern Idaho.

Idaho Museum of Natural History (IMNH)

A new director joined the Museum in October, 2003, and many progressive changes have been made. These include:

- **Opening two new exhibitions:** "Dinosaur Times in Idaho" and "Museum in Action."
- **Starting a new research emphasis,** the Idaho Dinosaur Project. Fieldwork in summer, 2003 quadrupled the dinosaur holdings of the Museum, and is the focus of a current renovation to "Dinosaur Times in Idaho."
- **Applying for grants and contracts:** Virtual Idaho Museum of Natural History involving 3-dimensional digitization of collections on-site at the IMNH as an exhibit and web-based dissemination of the product (still under consideration); Biological Research Collections storage improvement for the Museum's largest collection, vertebrate paleontology (still under consideration); Curatorial Research Assistant for the Ray J. Davis Herbarium (received); Discovery Classroom outfitting to create a hands-on teaching space for children, families, and adults (still under consideration); Idaho State Arboretum Tree Walk

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renovation around the ISU lower campus (received); two Artist-in-Residence programs to support exhibits on Shoshone basket-making and blacksmithing (still under consideration).

- **Offering informal educational programming to students of every age**, from Pre-K through the lifelong learner. The Museum continues to partner with Idaho Public Television and produced Science Trek in Pocatello, Twin Falls, and Salmon.

College Updates

College of Arts and Sciences

Academic programs - Enrollment growth continued, increasing 4.4 percent over 2002 and 9.5 percent over the previous five years. Graduate enrollment grew significantly (16 percent) over 2002, with enrollment in doctoral programs increasing by over 20 percent.

BS and MS programs in Health Physics received accreditation from ABET. ISU's programs are among only four accredited programs in the nation. The Clinical Laboratory Science program was praised for its ability to expand and deliver courses to ISU's outreach center in Boise. While many programs in the nation are underenrolled, ISU's programs are filled to capacity.

Research and sponsored programs - ISU biological sciences faculty received major grants for support of minority students and undergraduate research and for placing graduate students in public schools to work with students and teachers. Collectively, these projects total over \$3 million.

Grant and contract activity increased significantly. The number of proposals submitted increased by 68 percent and the total funding request increased by 47 percent over 2002. College faculty have central roles in the development of the Idaho Accelerator Center and the Biomedical Research Infrastructure Network (BRIN) research programs.

- ISU geoscientists received NASA funding to study the Snake River Plain as an analog for Mars.
- Dr. Sean Anderson, Political Science, published "Terrorism: Assassins to Zealots".
- Drs. Don Pierson and Henry Durham, with support from the Child Welfare Training Program, are developing programs to train agency staff to assist children and families.
- Dr. Brian Attebery, English, published an acclaimed book "Decoding Gender in Science Fiction," and was keynote speaker at an international conference "Fantastic Fictions" in Sydney, Australia.
- Dr. Jessica Winston, English, received a research fellowship for early modern (Renaissance) studies at the University of Aberdeen.

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Faculty - Nine of the 14 outstanding faculty award recipients at ISU are from the College of Arts and Sciences. The distinguished teacher (Dr. Maureen Brandon) and researcher (Dr. Richard Inouye) award went to faculty from the Department of Biological Sciences, and the distinguished public service award went to Dr. Peter Vik, Department of Psychology.

Two ISU junior faculty received prestigious Powe Junior Investigator Awards from the Oak Ridge Associated Universities: Dr. Yuriy Gryazin (Mathematics) and Dr. Alan Hunt (Physics). Dr. Rod Seeley (Biological Sciences) was recognized by Phi Kappa Phi. Dr. Jack Rose (Biological Sciences) was voted outstanding teacher by students in the College of Pharmacy.

College of Education

The College of Education continues to lead national efforts in determining the impact of teachers on the learning of K - 12 students. Through a partnership with the Renaissance Group we have developed the Teacher Work Sample as a valid and reliable approach to examining the work of beginning teachers. It is anticipated that practicing teachers will be added to the groups participating in the Work Sample process.

The Center for Policy Studies will hold the first Intermountain Policy Symposium on December 11. This Symposium will bring policy makers from Montana, Utah, Wyoming, and Idaho together to discuss the policy implications of "No Child Left Behind" on rural schools. This symposium will provide a forum for creating positive solutions for the challenges being faced by small, rural schools in the four states.

In an effort to enhance the knowledge and skills of currently practicing teachers, the College of Education recently created new master's degree programs in elementary education and secondary education. These degree programs combine both content courses and pedagogy courses to provide a means for teachers to improve both their knowledge of the subject matter and their skills in teaching.

College of Business

The College of Business has been engaged in a two-year Strategic Initiative made possible by the Michael C. Ruettgers Endowment Fund.

The initial strategic review of ISU's business programs focused on the integration of information technology across the curriculum. This first technology effort was found to be too narrow and was subsequently expanded to encompass a comprehensive review of all the knowledge and skill students need to have when they graduate. This evolved into the ***Curriculum Analysis and Integration Project*** led by Dr. Ron Balsley, which is designing an articulated curriculum in business.

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The second thrust of the Strategic Initiative is the ***Technology Enhanced Core Curriculum (TECC) Program*** coordinated by Dr. Gregg Aytes. Recognizing the need for a specific focus in the curriculum on technology we speak of students using “technology as a second language” to facilitate the definition, analysis, and solution of problems. Technology tools are used to solve problems, to understand basic programming and systems controls, and to learn terminology. In addition, students must understand the role of technology as a change driver to facilitate business processes, including everything from communication to on-demand information for decision making to the importance of strategic partnerships.

The college selected 30 students who are proceeding as a group, starting with the fall 2003 semester, to take seven junior-level core courses over three semesters. Successful technology applications developed in this experiment will then be implemented in the mainstream curriculum.

The 30 students are all volunteers selected to represent the general student population, including all majors and varying ability levels. Each student receives a new laptop computer loaded with the software needed in the TECC program, which becomes the personal property of those students who successfully complete the three-semester program.

A special classroom on the fifth floor of the College of Business has been constructed for this program and is outfitted with wireless connections for the students’ laptops, a SmartBoard for their use in making presentations, and the usual PC/VCR projector and podium for both student and instructor use. The room will also serve students in the program as a gathering place for group work and a lounge area open to them at all hours.

College of Engineering

Nuclear engineering was the reason that a four-year engineering program was established at ISU in 1965. That field of study is being given significant attention now that the mission of the Department of Energy laboratory in eastern Idaho has been redefined as being the primary nuclear energy research and development laboratory for the nation. ISU has kept its nuclear engineering program alive through the bleak 1980 and 1990 period when nuclear power applications in the nation appeared likely to be phased out.

Now nuclear power continues to produce 20 percent of the electricity in the USA. We are still the largest producer of nuclear electric power in the world. Our 103 nuclear plants are running at higher capacity factors each year. License renewal applications for these are being submitted

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and approved, extending their lifetimes to at least 60 years. Electricity generation costs from nuclear plants are the lowest of all forms of electricity generation except for hydroelectric power.

The Department of Energy has stated that the new mission of the Idaho National Laboratory should have much closer ties with universities and ISU intends to play a major role in this new focus on education.

Kasiska College of Health Professions

The Kasiska College of Health Professions accomplished a number of strategic initiatives this year: Three new “resident” faculty were added to accommodate Boise program expansion in nursing, counseling, and public health. A fast-track 18 month BSN program will graduate its first class in December 2003. We are working on an affiliation agreement with Albertson College where their students will be able to obtain a BSN degree through our Boise program. We also anticipate an expansion in dentistry and audiology in the Boise area next year.

The Center for Executive Studies in Health Care was approved by the State Board of Education to provide flexible programming for practicing professionals interested in degree upgrades as well as continuing education.

The College was instrumental in establishing the Idaho Center for Disabilities Evaluation, a multi-institutional enterprise funded through a contract with the Idaho Department of Health and Welfare, Medicaid Division. The Center will provide assessment services to adults in Idaho with developmental disabilities.

College of Pharmacy

With the national shortage of pharmacists, demand remains very strong for the graduates of ISU's College of Pharmacy. Each year the College hosts a Pharmacy Fair where employment recruiters visit with students regarding potential employment and careers. This fall there were recruiters from over 40 pharmacy companies visiting with the 51 candidates for graduation concerning placement, and current students regarding internship opportunities. The pharmacist shortage has stimulated the demand for entry into the Doctor of Pharmacy Program. Last year there were 360 applications for the 58 seats available in the entering class and expectations are that this demand will continue. The College of Pharmacy is in the second year of a completely revamped curriculum that has been received well by the students. The quality of the education remains high as evidenced by a 100 percent pass rate by the 2003 graduating class on the national pharmacy practice licensure examination. Interest in the graduate program remains strong and research efforts including competition for federal grants has grown considerably. The demand for pharmacists has also greatly impacted our ability to replace and retain faculty. During the last decade, the number of pharmacy colleges has grown from 70 to 85. This growth, along with an increase in the demand for individuals with faculty credentials from areas outside academics, has fueled the shortage of those qualified to teach. All areas of

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pharmacy education are impacted, but those with the most severe problem are pharmacy administration and particular pharmacy practice specialties. Constant faculty turnover at the ISU College of Pharmacy has required continuous recruiting for new faculty members. Positions have remained vacant for long periods regardless of strong recruitment efforts and the need for the missing areas of expertise.

Graduate School

The Graduate School is currently supporting four outstanding doctoral students with fellowship stipends of \$25,000 per year through the Subsurface Science Graduate Program, a federally funded initiative to enhance the national expertise in subsurface science. At least three more students will be awarded fellowships in the fall. The program is operated by the Inland Northwest Research Alliance (INRA) and administered by a committee of graduate deans from the eight INRA institutions. The core course in the program is taught via cutting-edge distance technology simultaneously at all eight INRA institutions and at University Place in Idaho Falls, using instructors from each of the institutions.

A staff member from Enrollment Planning has been shifted to the Graduate School to provide support to departments in the recruitment process. The recruiter will help departments identify and pursue prospective students, focusing particularly on graduate programs that have unfilled capacity. The recruiter will track inquiries to assess our effectiveness at various stages of the recruitment process.

Continuing Education

The newly restructured office of Continuing Education consists of conference services, summer school, nontraditional credit programs, and noncredit programs. This year the office facilitated the annual Health Care Conference; Elderhostel events at ISU and Sun Valley Jazz Festival; kids summer science camps; Learning in Retirement events; and now are planning an additional eight conferences.

A new summer school a survey was developed and nearly 800 ISU students responded about what they would like to see offered at ISU. The summer school committee is working with departments to meet their needs, which will include either offering more sections, or moving classes to afternoons and evenings, or later in the summer. One was to make it possible for any student wanting to go full time to be able to access the classes needed, thereby relieving some of the pressure on the fall and spring schedules.

College of Technology

The College of Technology Geomatics Technology program, Office of Research, College of Engineering, and GIS Center are cooperating with the Idaho Transportation Department in establishing a Continuously Operating Research System). This system

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can be used in the areas of navigation, homeland security, surveying and geographic information systems, agriculture, tectonic motion studies, and weather forecasting.

The College has two cohorts of the paramedic program this year. One is in Boise and one in Pocatello. The new ADN program is nearly ready to begin and there have been more than 100 inquiries/applicants.

The Center for New Directions in the College of Technology facilitated a "Partners for Prosperity" grant by recently completing an 18 month planning initiative to develop a 10 year strategic plan to reduce poverty in Eastern Idaho. More than 1100 people participated in community meetings, ethnographic interviews and planning sessions. The results of the implementation application for financial and technical assistance from the Northwest Area Foundation as a community ventures project will be announced December 8.

Computer Security and Information Assurance

ISU is providing leadership nationally in the area of computer security and information assurance. The National Information Assurance Training and Education Center (NIATEC) was established by ISU in FY02. The center has 20 students performing research to support the National Security Agency and Department of Homeland Security efforts to prevent cyber terrorism. Congressional funding to support its role in developing national standards for computer security and information assurance has been received. ISU is the lead institution in a research and teaching consortium including Johns Hopkins University, University of Washington, the Virginia Community College System, and George Washington University among others. CISCO and Microsoft have both provided technical and financial support.

Through NIATEC, ISU is one of a limited number of universities allowed to offer scholarships through the National Science Foundation Scholarship for Service (SFS) program. Similar to ROTC, the program is designed to provide government agencies with individuals who are experts in computer security and information assurance. During the next three years, ISU will produce 40 individuals who will work throughout the federal government. Participants in the program receive a full scholarship for two years of graduate or undergraduate work. They participate in research projects in NIATEC and upon graduation have a two year service commitment to the federal government.

Idaho Dental Education Program (IDEP)

The Idaho Dental Education Program (IDEP) continues to draw a large and well qualified applicant pool. The program consistently attracts nearly 10 applications for each position. Because of this tremendous demand, ISU has been working for years to increase the number of seats available (Originally nine seats were funded and because of budget cuts they were reduced to seven. Ten spots were then approved, but only

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eight were funded). The budget holdback and subsequent cuts reversed progress here and leaves us where we were two years ago. Cuts in the operating budgets have been particularly troublesome for this program.

The Idaho Advanced General Dentistry Program (IAGD) offers four post-doctoral training positions. While enrolled in the educational program, dental residents also provide significant service to underserved populations in southeastern Idaho. This service - learning program provides needed access to critical dental care as well as enhanced dental education opportunities.

These accredited programs provide a solid educational experience and help provide dentists and dental specialists who are becoming the core of practicing dental professionals in Idaho.

Family Practice Residency

The ISU Family Practice Residency program celebrates its 11th year in June 2004. It has graduated 40 physicians; 14 have opened their practice in Idaho. Over the eleven years, it has provided over 122,196 visits, helped with 9,100 deliveries, managed 5,250 hospitalizations, 2,800 nursing home visits, and 100 house calls. Last year the program received a renewal of its five-year full accreditation status without citation. This year the program is developing new Electronic Medical Records with grant funding.

Graduates have maintained a 100 percent pass rate for the American Board of Family Practice. Outreach services are provided to the Portneuf Prenatal Clinic, Bannock County Juvenile Detention Center, the Women's Correctional Center, the HIV Clinic and migrant farm workers in the prenatal clinics at Aberdeen and American Falls.

The program has assisted Bannock County in the establishment of the new Portneuf Medical Center Behavioral Health Unit. The ISU Family Practice Residency program graduates five residents in each class and is moving towards six residents in each class.

The Family Practice Residency of Idaho in Boise and its rural training track in Caldwell have 27 residents in training. Decreased reimbursements for services, uncompensated care, proposed cancellation of Health Resources Service Agency grants and reduced GME funds continue to provide fiscal challenges for both the Boise and Pocatello programs.

The Institute of Rural Health (IRH)

In keeping with ISU's role and mission as the State's lead institution in the health sciences during the past year the IRH has worked to improve healthcare for all of Idaho's citizens. Projects include:

- Creating enduring systems change in community long-term services and

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- supports for people with disabilities.
- Planning of care for individuals with Traumatic Brain Injury and their families.
- Improving access across the spectrum of health care, including oral, physical, and mental/behavioral health, through the Telehealth Idaho Project.

Library

The library has just entered into a consortial buying agreement with the University of Idaho and Boise State University to purchase the electronic journals produced by the Institute of Electrical and Electronics Engineers. The package includes online journals and some conference proceeds and will be used by engineering, computer science, and some medical areas. This is the latest in a series of group buying projects that leverage state money to increase access to library materials.

This fall the library began delivering Interlibrary Loan materials through email to requesters. This is another step in providing better service to off-campus students. The Idaho Health Sciences Library (IHSL) is working with the Telehealth-Idaho group to deliver information to rural hospitals. The IHSL received a grant to identify electronic tools for hospitals and provide training for their use.

Eastern Idaho Technical College/ISU Health Sciences Building

An agreement to cooperate in the use of a Health Sciences Building in Idaho Falls is nearing completion. Each institution's designated role, mission, and identity in the delivery of health related academic and/or vocational courses, certificates, and degrees in Idaho Falls will be honored. The agreement supports a commitment to cooperate in the delivery of high quality health science programming in a shared facility to be constructed on the campus of Eastern Idaho Technical College in Idaho Falls.

Rendezvous Project

Probably the most exciting news for this year is the opportunity to move forward with our "Rendezvous Project," a classroom, housing, and student services facility. The classroom facility is being financed by ISBA and the housing and student services facilities financed by bonds issued by ISU. The estimated date for completion is January 2007.

Capital Campaign

Idaho's economic difficulties make successful fund raising evermore important. Idaho State University's "Creating Legacies" Capital Campaign, now in its fifth and final year has been very successful. The initial goal of \$102 million for the L. E. and Thelma E. Stephens Performing Arts Center, scholarship endowment, and academic enhancement, was well surpassed. The \$140 million raised to date makes this the most successful campaign in state history. Campaign total raised:

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.	Academic Enhancements	\$48,735,220
.	Alumni Center	\$ 1,537,561
.	Scholarship Endowment	\$61,375,519
.	Performing Arts Center	\$28,351,824

The L.E. and Thelma Stephens Performing Arts Center is progressing well with occupancy planned for late summer.

Outreach

Idaho Falls - In its sixth year of operation as an educational partnership, the ISU/UI Center for Higher Education at University Place continues to thrive. ISU enrollment in Idaho Falls increased this fall to nearly 2,500 students. This represents 17 percent of ISU's total student population; 80 percent of the students take classes in Idaho Falls only; the rest also attend classes in Pocatello. Classroom space to meet student demand is very tight. The six distance learning classrooms are at full capacity and 25 courses were taught off-site this semester.

- **The Center for Science and Technology**, a research facility planned at the ISU/UI Center for Higher Education, is awaiting the completion of a business plan that describes funds that will be committed and how revenues will be generated to meet land lease, maintenance, and program costs. The building has been reduced in size from a 50,000 to 25,000 sq. ft. laboratory building planned to be constructed by March, 2006 for an amount not exceeding \$7 million. Note: Funds for this building were provided from a \$5,000,000 DOE settlement fund, and two HUD grants totaling \$2,000,000.

Boise - In response to its statewide mission in the health professions, ISU continues its major outreach initiative in Boise where student headcount has increased by over 50 percent in one year. Several new programs, contracts, and partnerships are underway and examples include:

- A fast-track 18 month BSN program will graduate its first class in December.
- The study to determine the feasibility of building an ISU Health Professions Center on the former site of the *Idahoplac* project is nearing completion.
- The creation of an Institute of Emergency Management with Idaho's Bureau of Homeland Security from a 1.3 million training grant for first responders statewide.
- Partnership with the Department of Health and Welfare and the Center for HIV Training (\$75,000/year) for health professionals in Idaho.

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SUBJECT

President's Council Report

Dene Thomas, LCSC President and Chair of the President's Council, will give the report.

**College/University Presidents' Council
(CUPC)**

Access Review

**Dene Thomas
Lewis-Clark State College**



Several Ongoing CUPC Studies

Translating SBOE Goals into Action



CUPC Projects

- The President's Council is exploring ways to address key elements of the CUPC Strategic Plan (based on the SBOE Strategic Plan)
 - Access—identifying the “way ahead” (LCSC)
 - Quality—salary competitiveness (BSU)
 - Efficiency—financial reporting and oversight—increasing clarity and completeness (UI)
 - Professional Development for the CUPC and better CUPC collaboration with the SBOE (BSU)

Idaho State Board Of Education

Supervising and Governing Idaho's Public Educational System

SBOE Strategic Plan 2000-2005

- **Goal I: Quality**
- **Goal II: Access**
- **Goal III: Relevance**
- **Goal IV: Efficiency**

SBOE Strategic Plan

Goal II: Access (excerpts)

- *“Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.”*

Goal II: Access (excerpts)

- *“Increase the rate of postsecondary school attendance and improve opportunities for high school graduates to continue their education at postsecondary institutions.”*
- *“Expand state-supported scholarship and financial aid opportunities.”*
- *“Seek improved state appropriations for postsecondary education services to reduce reliance on student fees.”*

Dealing with the Issue

Key Points

- Timeliness: access has recently emerged as a significant national and regional issue
- Status Check: where does Idaho stack up on the access issue—how do others see us?
- Defining the problem: access is the product of several factors—it can't be defined by tuition/fee levels considered in isolation
- Establishing concrete targets/objectives
- Exploring strategies and action plans to reach those objectives

The Issue



Diminishing Access to Higher Ed?

- No longer an issue confined to academic journals or education information clearing houses
- College Board report in October 2003 was highlighted in all major US newspapers, wire services, and major news networks
- “Perfect Wave” compound effects:
 - Declining state revenues (appropriations crunch)
 - Increasing tuition/fees
 - Inadequate/inefficient financial aid strategies
 - Significant impact on low-income families
 - Diminished expectations (in some segments)

College Board Report—Oct 2003

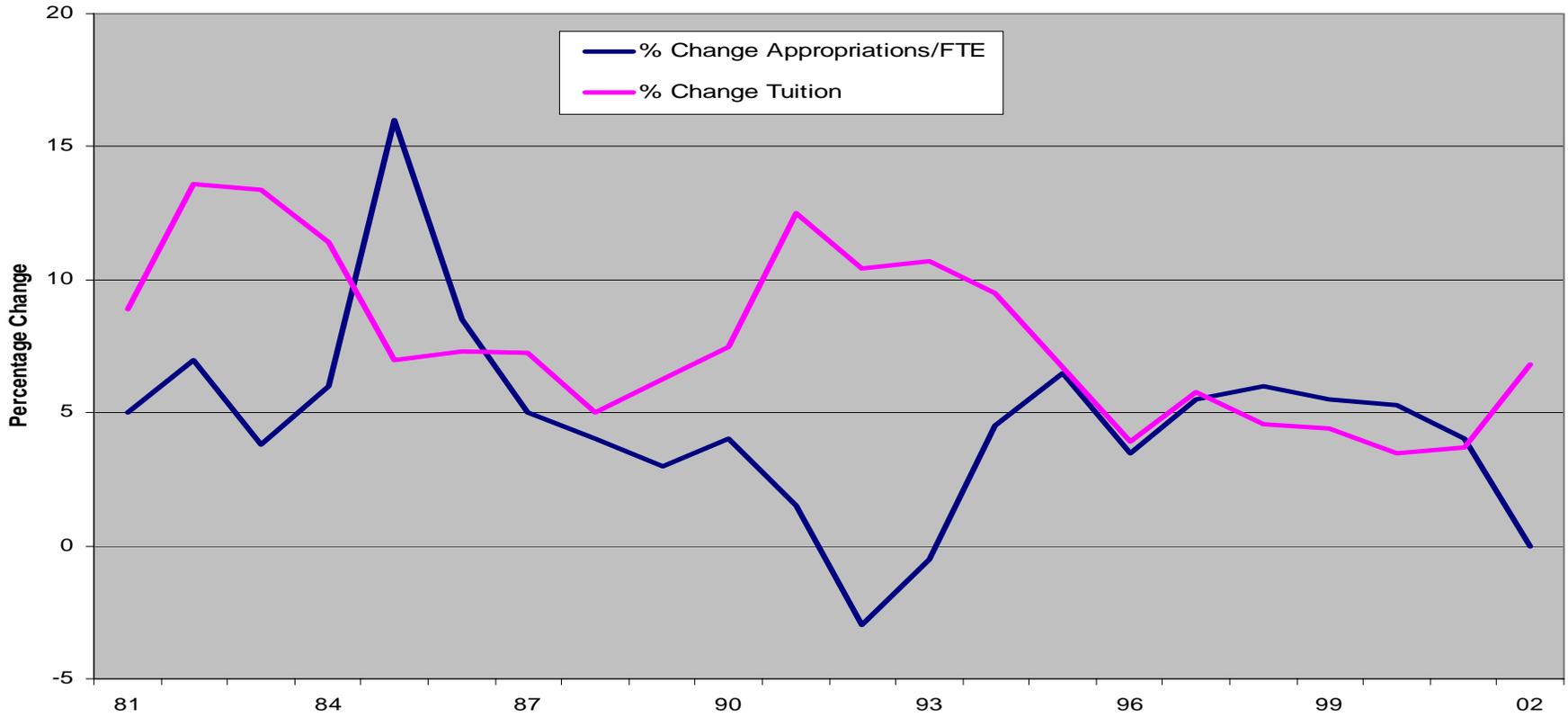
Key Findings

- This year (2003-2004): 14% increase nationwide in tuition rates at public 4-yr colleges
- Appropriations and federal aid lag growth in demand and costs
- Trend toward more merit-based and less need-based scholarships
- Needy families and low-income adult students caught in squeeze

Tuition (National Trends)

- Over the past 10 years, average tuition costs nationwide for (4-yr public colleges) increased from \$2,535 to \$4,694
- Increase of 85%
- Increase of 47% in constant dollars
- Real-dollar increases in tuition significantly outpaced increases in per capita income and financial aid
- Troubling increase in the levels of student debt

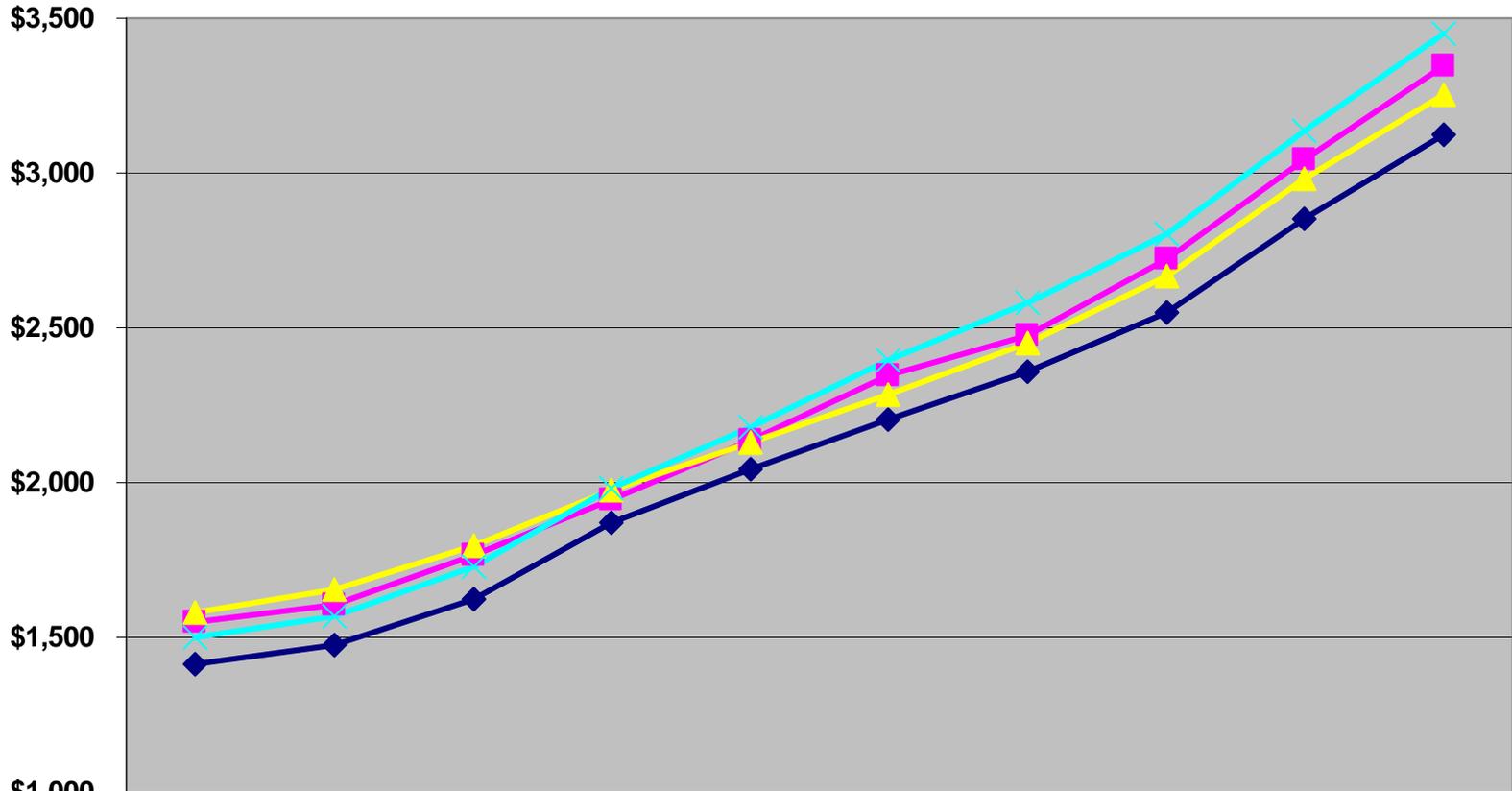
**Annual %Change in Appropriations and Tuition at Public
4-Yr. Institutions (Current Dollars) 1980-81 to 2001-02**



Idaho Trend (Student Fees)

- Over the past decade, in-state student fees in Idaho have grown over 100% (about 70% in constant dollars)
- However, Idaho fees are well below nation-wide tuition average
 - Idaho fees (\$3,348) are only 71% of national average for tuition (\$4,694)
 - All 4-yr institutions in Idaho have followed the same trend line in fees

Resident Fees - 10 Year History



	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04
◆ LCSC	\$1,412	\$1,478	\$1,626	\$1,868	\$2,044	\$2,204	\$2,360	\$2,550	\$2,852	\$3,126
■ UI	\$1,548	\$1,604	\$1,768	\$1,942	\$2,136	\$2,348	\$2,476	\$2,720	\$3,044	\$3,348
▲ BSU	\$1,580	\$1,654	\$1,794	\$1,974	\$2,132	\$2,283	\$2,451	\$2,665	\$2,984	\$3,251
✕ ISU	\$1,500	\$1,570	\$1,726	\$1,984	\$2,180	\$2,398	\$2,578	\$2,800	\$3,136	\$3,448

Multiple “Crunch” Factors

- Disproportionate negative impact on access for needy families and working students
 - In 1986, average Pell grant covered 98% of 4-yr tuition costs—today only 57% of costs covered
 - Trend is toward merit-based vs. need-based aid: merit aid goes predominantly to middle and high income students
 - AASCU: College cost/family income ratio is 60% for low-income quintile, but <20% for middle income families
 - During past decade, student debt has increased 173%--twice the rate of grant aid increases

Diminished Expectations

- The American public is broadly aware of the value of higher education, but:
 - 82% question whether college education is affordable
 - 88% believe current student debt loads are excessive

Yet, the Need for Higher Ed Continues to Grow

- The cohort of high school graduates continues to grow (nationally, and within the state)
- The projected economic benefits of higher education (lifetime earnings) outweigh costs
- US Dept of Labor: 42% of the job growth this decade will require some form of postsecondary credential
- NCES: 43% of college undergraduates in 2000 were working adults—2/3 of this listed “employment” as their main activity

Working the Issue



Presidents' Council Approach

- Describe the access issue as it pertains to Idaho
- Avoid getting bogged down in basic research—the data are already available in off-the-shelf reports from credible, national sources
- Outline concrete goals—strategy and plans must be linked to timelines and real-world budgets
- Start a collaborative discourse among institutions and senior policy makers
- Move quickly from discourse to action plans
- Focus data-gathering on measuring the results of the action plans (accountability)

Where Does Idaho Stand?

(How Others See Us)

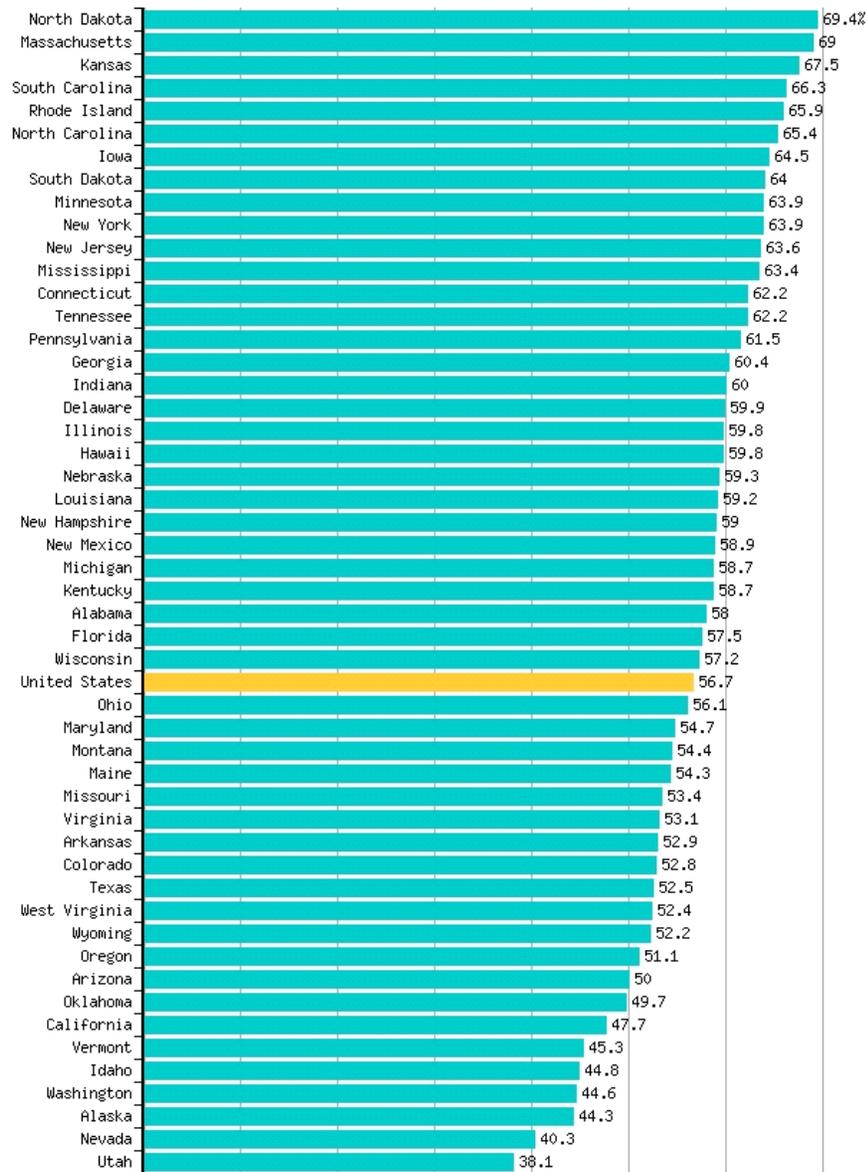


Examples

(National Information Center for Higher Education Policymaking and Analysis)

- Participation rates (high school graduates proceeding to college directly from HS)
 - Idaho ranks 46th among 50 U.S. states
 - Idaho rate = 44.8%
 - U.S. average = 56.7%

Participation: College-Going Rates of High School Graduates - Directly from HS



Source: Tom Mortenson, Postsecondary Opportunity

Source:

<http://www.higheredinfo.org/dbrowser/index.php?submeasure=63&year=2000&level=nation&mode=graph&state=0>

August 28, 2003

Example #2

(“Measuring Up 2002—State-by-State Report Card for Higher Education”)

- Overall grade (Idaho 2002): C-
- Overall HS to college rate
 - Idaho = 37%
 - Top States = 54%

Example #3

- Affordability: Idaho Overall = D+
- % of income needed to pay for public colleges/universities
 - Idaho = 20%
 - Top States = 18%
- Avg income of poorest 20% of population (2000)
 - Idaho = \$11,660
 - U.S. = \$11,400

Example #4

- State grant aid targeted to low-income families as % of federal Pell Grants to low-income families
 - Idaho = 2%
 - Top States = 108%

Example #5

- Completion (persistence): Freshmen at 4-year colleges returning their sophomore year
 - Idaho = 67%
 - Top States = 83%

Example #6

- Completion: First-time, full-time students completing a bachelor's degree within 6 yrs of college entrance
 - Idaho = 43%
 - Top States = 66%

Example #7

Preparation for college in K-12

- 9th – 12th graders taking at least one upper-level science course
 - Idaho = 17%
 - Top States = 39%

- 9th – 12th graders taking at least one upper-level math course
 - Idaho = 41%
 - Top States = 57%

Example #8

Projected Growth in Demand

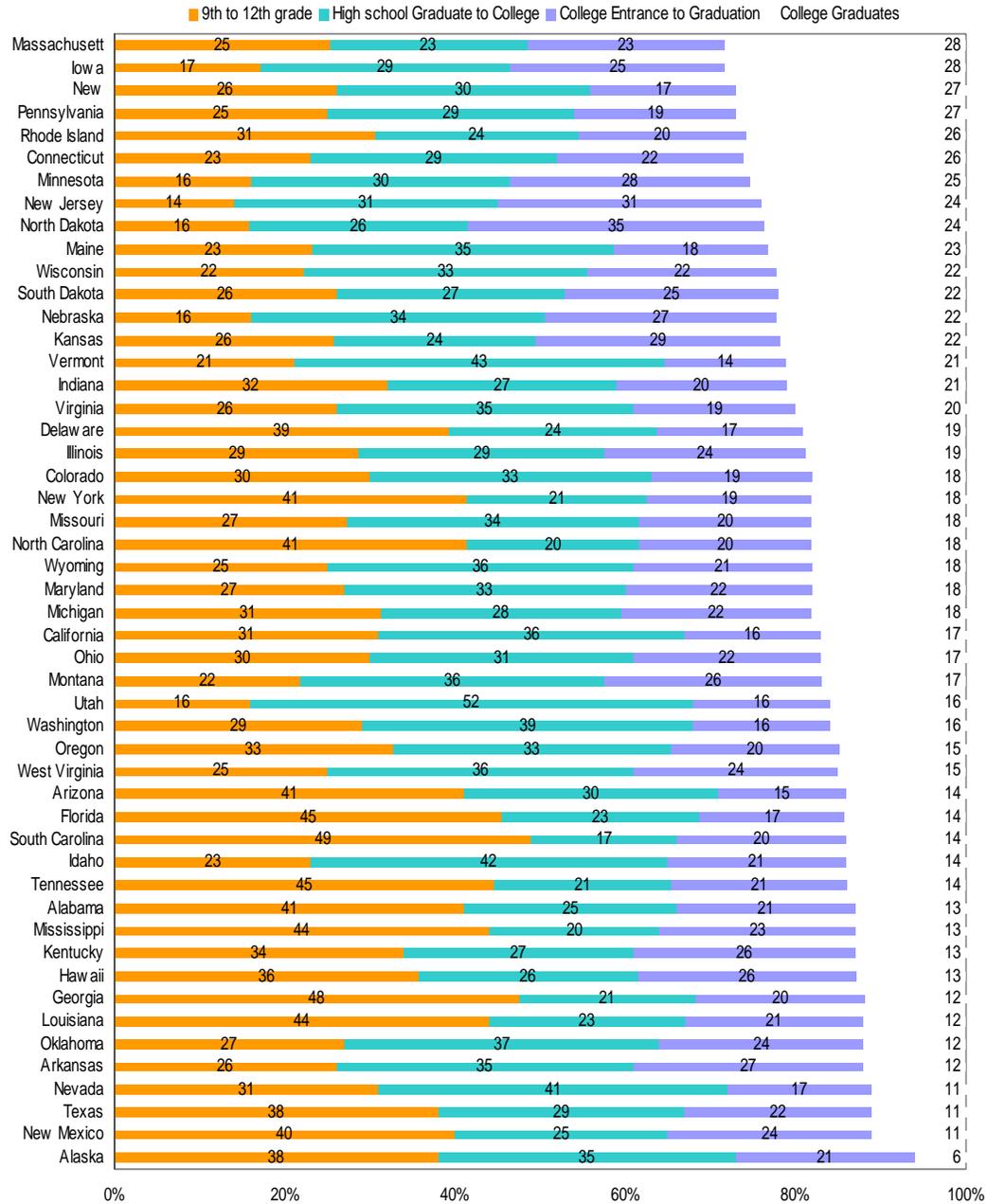
- Projected change in population 2000-2015
 - Idaho = 20.4%
 - U.S. = 12.9%

- Projected change in # of HS graduates (1998-2012)
 - Idaho = 10.7%
 - U.S. = 9.5%

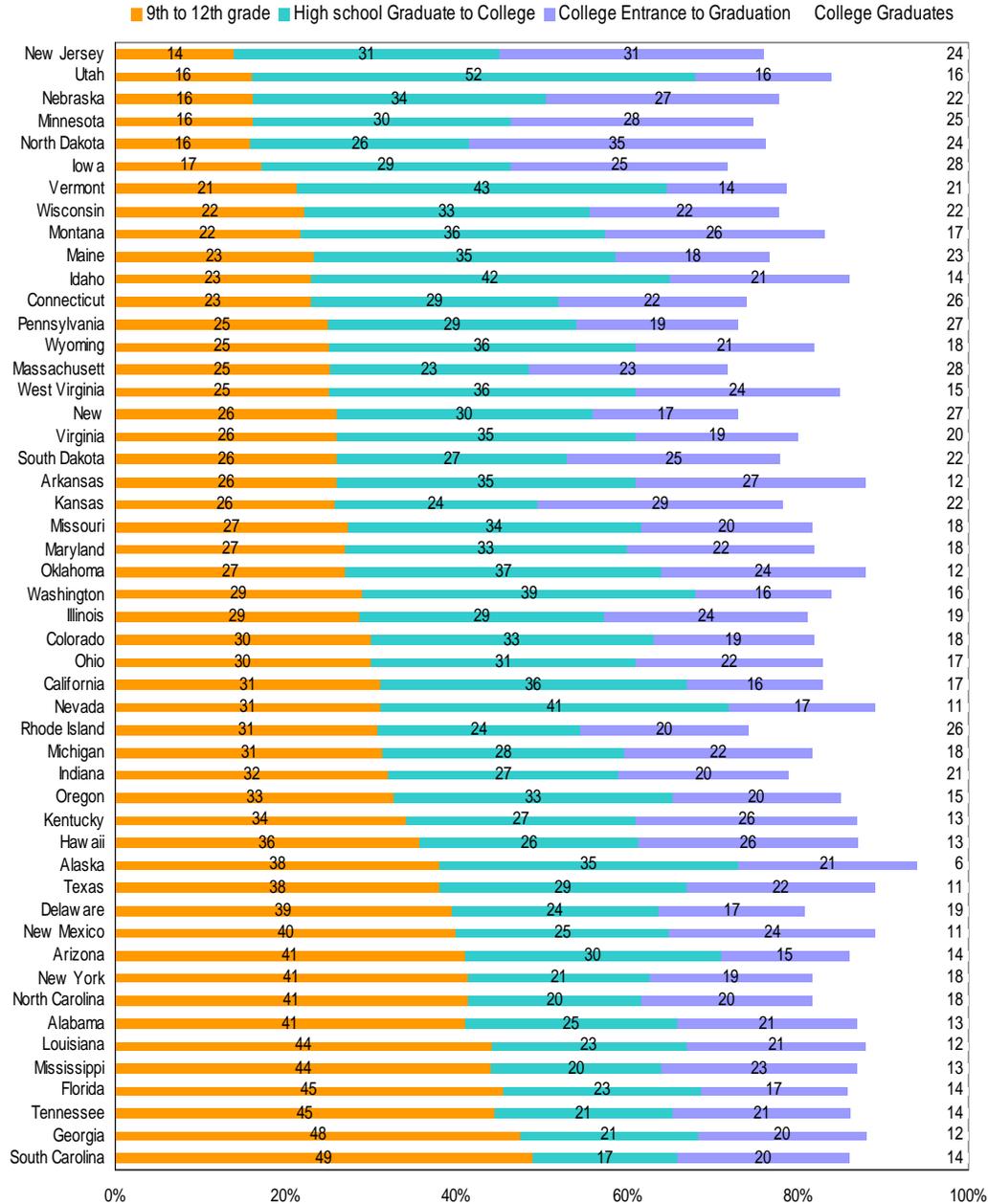
Key Leverage Points

- Look for key components of the access equation
- Focus access strategies on key components
- Use a multi-axis, collaborative approach

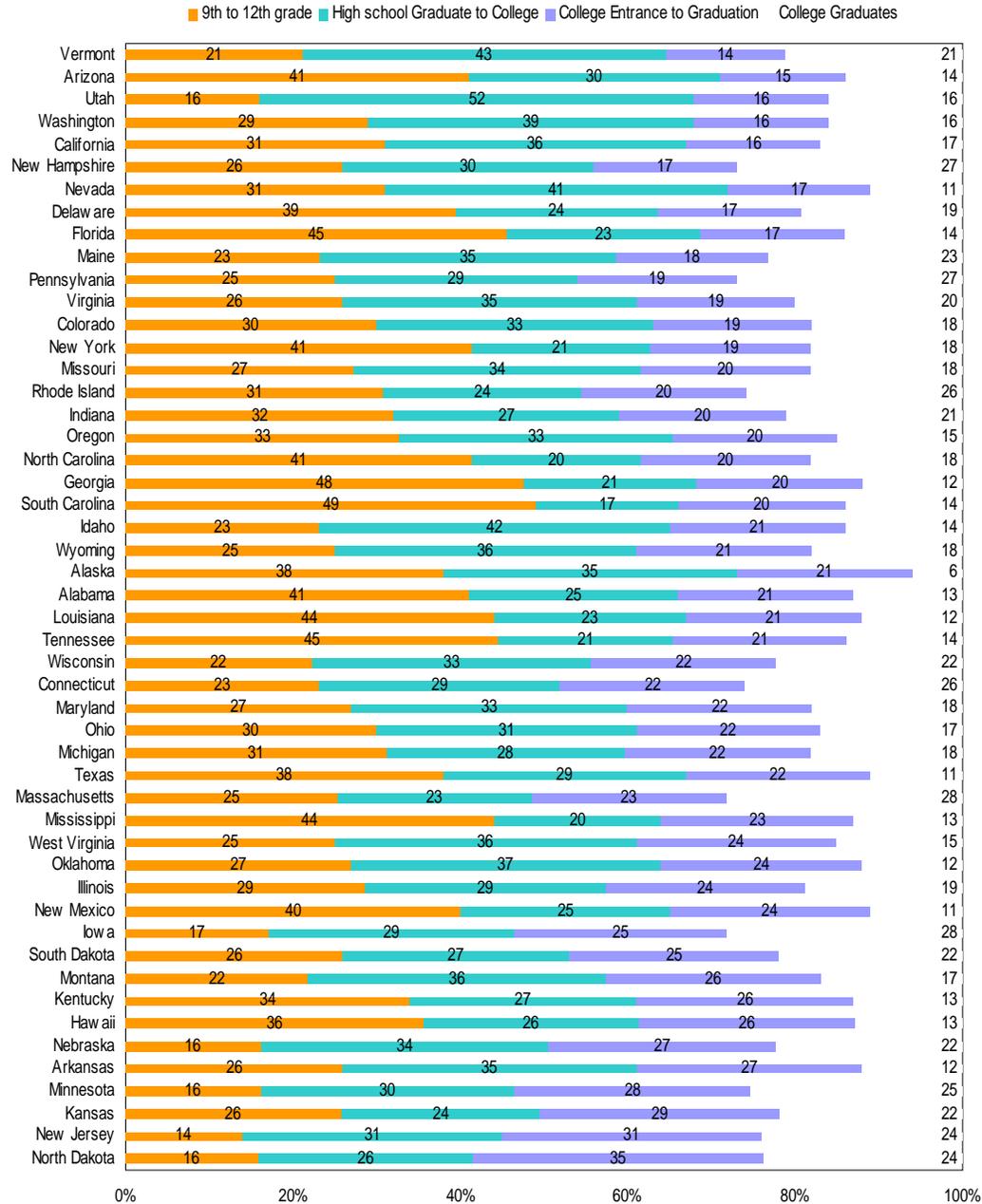
Of 100 9th Graders--Loss at Each Stage of Transition (2000)



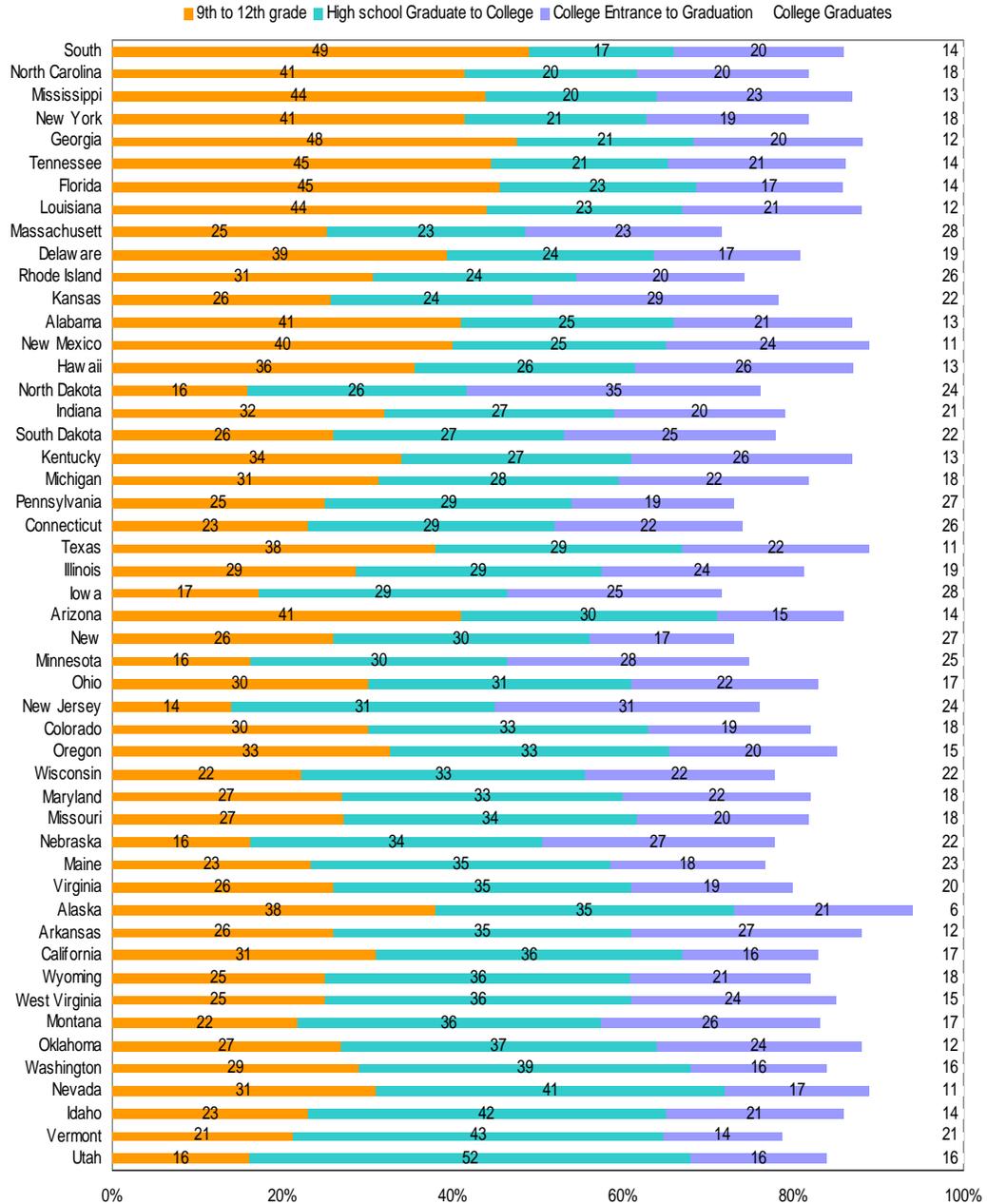
Of 100 9th Graders--Loss at Each Stage of Transition (2000)



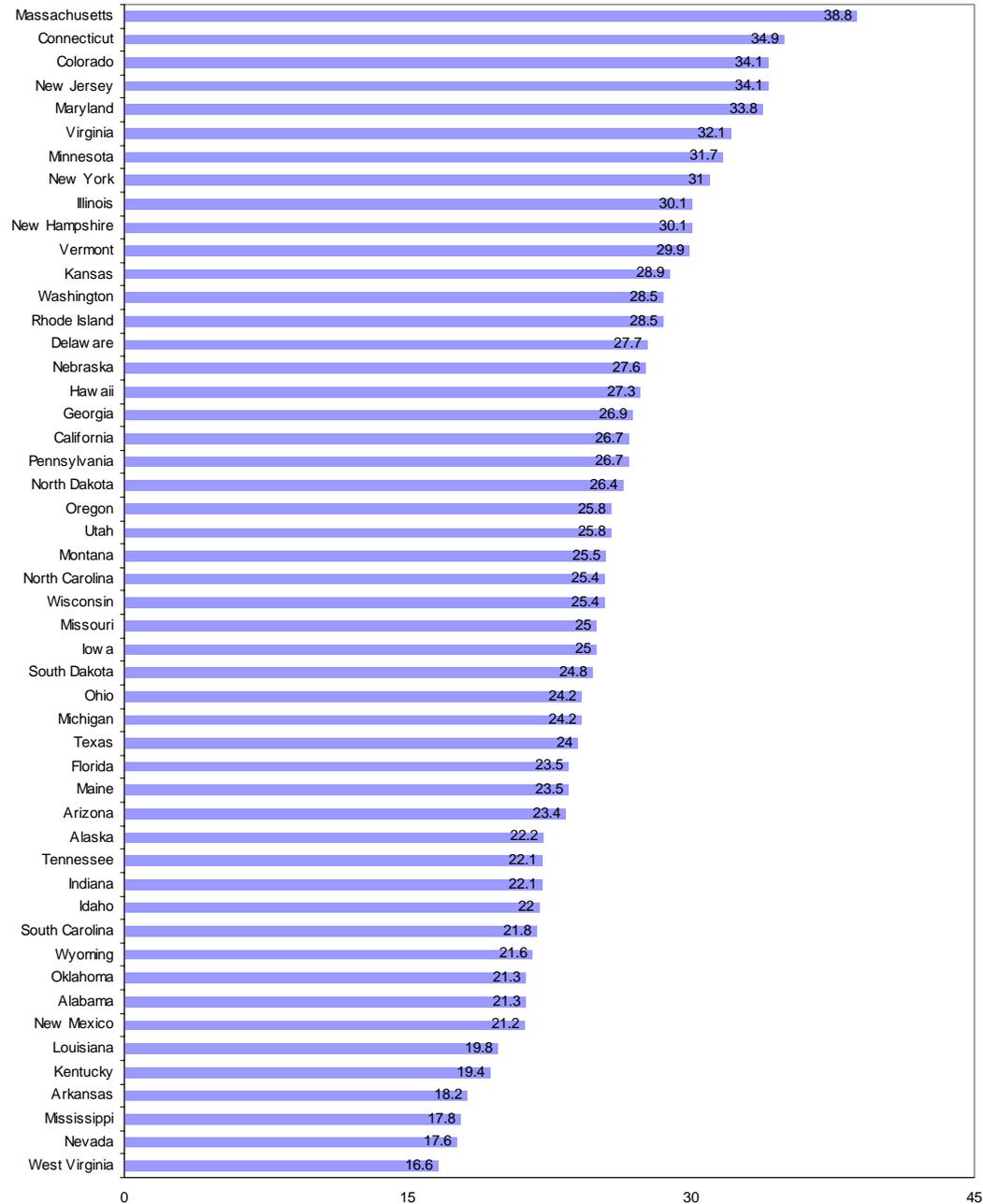
Of 100 9th Graders--Loss at Each Stage of Transition (2000)



Of 100 9th Graders—Loss at Each Stage of Transition (2000)



Percentage of Population 25-44 with Bachelor's Degree or Higher (2000)



Work in Progress



Establish Goals

- The goals for access to higher education in Idaho need to be articulated at the highest level and shared by lawmakers and institutions

Evaluate Strategies...Plan... Act

- Collaboration among all Idaho's colleges and universities
- Collaboration with the senior policy makers
- Plans must link objectives, strategies, programs, and budgets—and be executed according to a clear timeline
- Move promptly from public discourse, to action plans, to execution of action strategies
- Then, assess performance, adjust the process (accountability)

Access Strategies

- Balance merit- and need-based aid: level the playing field for needy families/working students
- Use variable tuition/fees to cover institutional costs—“one size fits all” approach skews access
- “Tuition-Fees” issue is not just semantic or constitutional matter: current approach reduces flexibility for institutions to use funds efficiently
- Financial (e.g., loans, grants) incentives for graduates who remain in state
- Front-load loans/aid in first year for needy students

Access Strategies (continued)

- Make tuition levels predictable over the course of two- and four-year programs
- Match long-term access strategy (tuition profiles) with state revenue projections
- Increase state and institution strategic reserves to dampen out short-term perturbations in fees caused by quarterly revenue variations
- Establish a process to manage/control debt burden assumed by entering freshmen

Access Strategies (continued)

- Track access at multiple points along the higher ed pipeline—not just high school participation rate
 - Completion rates for certificates and degrees
 - Track student's goals (non-degree seeking)
 - Employment placement
 - Take planned gaps (work, military service, other) into account
 - Carefully manage placement and provide developmental courses to help motivated, but under-prepared, students succeed

Access Strategies (continued)

- Build Expectations: undertake a statewide collaborative effort to instill a strong desire among all of Idaho's elementary, junior high, and high school students to take advantage of higher education
- Provide assurance that higher education will be accessible to all qualified Idahoans—including low-income students for whom it is the key to success



PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
December 4-5, 2003

SUBJECT

First Reading- Section I. J. Use of Institutional Facilities and Services

BACKGROUND / DISCUSSION

Currently, the Board has in place an IDAPA rule that provides requirements relative to alcohol at public higher education institutions. The Board has approved a proposed change to the IDAPA rule that would allow waivers to the alcohol prohibition on campus grounds "as provided in the Board's Governing Policies and Procedures."

A working group of representatives from the universities and Board staff developed proposed changes to the Board's Governing Policies and Procedures to provide the guidelines for such waivers. At the October 2003 Board meeting, the policy was tabled pending a review by the University Attorneys group. The current draft reflects the revisions by that group.

The following principles have guided the development of this policy:

- **The use of alcohol in appropriate social settings is part of the culture in which we live. Allowing the institutions to manage the use of alcohol in appropriate social settings provides an opportunity to set an example of responsible use.**
- **The best environment for the responsible service of alcoholic beverages is one in which the alcohol is offered in appropriately defined situations, in clearly identified and clearly marked areas, and where age identification is required. This management method provides for the best oversight and management and provides an opportunity for teaching socially responsible use of alcohol.**
- **This policy focuses on requiring that the Institutions develop a consistent set of guidelines for permitting alcohol use. This allows the institution the necessary flexibility when facilities are used to meet the needs of the local community, alumni, and visitors.**

BOARD ACTION

To approve for first reading the revisions to Section I. J. Use of Institutional Facilities and Services related to alcohol on campus.

Moved by _____ Seconded by _____ Carried: Yes ___ No ___

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
December 4-5, 2003

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services

J. Use of Institutional Facilities and Services

1. Use of Institutional Facilities and Services

a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

b. Priority and guidelines for use of institutional services and facilities is as follows:

- (1) Institutionally sponsored programs and projects.
- (2) Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
- (3) Local, state, or federally sponsored programs and projects.

The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

[2. Possession, Consumption, and Sale of Alcoholic Beverages at Institutional Facilities](#)

[Board Administrative Rule IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the](#)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
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possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution, or his or her designee, at his or her sole discretion and not as a matter of right to any other person or party, may waive the prohibition against alcohol consumption only as permitted by and in compliance with this policy. In doing so, the chief executive officer must ensure that such decisions are consistent with the proper image and the mission of the institution.

- a. The chief executive officer may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Possession and consumption of alcohol shall not be permitted in the general use areas of student residence facilities.
- b. For non-residence areas, each institution shall maintain a policy providing for an institutional Beverage Permit process. Such process may allow the sale or consumption of alcohol on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An Institution may develop and apply additional, more restrictive, requirements for the issuance of a Beverage Permit.
 - (1) The event, area or activity must be such that the presence of alcohol is appropriate to, and consistent with, the nature of the event, area or activity.
 - (2) The serving of alcoholic beverages must be part of a planned food and beverage program rather than a program serving alcoholic beverages only. Food must be available at the program.
 - (3) Non-alcoholic beverages must be as readily available as alcoholic beverages at the event, area or activity.
 - (4) Only persons who have purchased a ticket or received an invitation to an event, area or activity where alcoholic beverages will be served shall be admitted to the event, area or activity.
 - (5) Organizers of the event, area or activity must comply with all applicable laws of the State of Idaho and the local jurisdiction.
 - (6) The Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the premises of the event, area or activity.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
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- (7) The sale, service and consumption shall be confined to the specific event, area or activity identified on the Beverage Permit application.
- (8) The person/group issued the Beverage Permit shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event, area or activity for which the permit is issued. Further, the person/group must provide proof of insurance coverage, including insurance for alcohol service, in amounts and coverage limits sufficient to meet the needs of the Institution, but in no case less than \$500,000 minimum coverage per occurrence.
- (9) These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
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SUBJECT

Report on Charter Schools.
Randy Thompson will give the report.

BACKGROUND AND DISCUSSION

IDAHO CODE

Idaho Code Title 33, Chapter 52, calls for the State Board of Education to make a report on the status of Public Charter Schools and the impact of the Charter School in the State. In response to this directive the Board created a sub-committee with 4 members: Laird Stone – Chair, Blake Hall, Karen McGee and Marilyn Howard. The sub-committee conducted meetings, requested and received input from stakeholders and held discussions with legislators.

One result of the work of this sub-committee was the creation of Temporary rules that were approved by the Board on November 4th. These rules address several problems in current legislation that were identified by the sub-committee.

The Board will receive a preview of the report that will be given to the Legislature.

BOARD ACTION

A motion to appoint the Executive Director of the Board of Education to act as the authorizing and oversight entity for multi district charter schools approved by the State Board of Education as authorized by Sections 101 and 102 of IDAPA 08.02.04, "Rules Governing Thoroughness."

Moved by _____ **Seconded by** _____ **Carried: Yes** _____ **No** _____

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
December 4-5, 2003

SUBJECT

Legislative Items of Interest-POW/MIA Scholarship, Idaho Code 33-4302

BACKGROUND

The POW/MIA Scholarship Act of 1972, Idaho Code 33-4302, provides that any child of an Idaho citizen who was a prisoner of war, missing in action, or died of injuries sustained in action in any armed conflict in which the United States is a party in 1972 or thereafter, is eligible to attend any Idaho public institution without paying fees. Eligible students are also provided with books, equipment and supplies (not to exceed \$500), as well as on-campus housing and subsistence. There are currently two (2) students receiving this benefit and one whose eligibility was in question, but later decided not to enroll in school.

DISCUSSION

The statute was amended during the 2002 legislative session to increase the amount of the book allowance to be consistent with Idaho Code 33-4302A, the Public Safety Officer Dependent Scholarship, which like the POW/MIA scholarship, provides fee waivers, books and supplies, on-campus housing and meals to dependents of public safety officers killed or permanently disabled in the line of duty. However, there are a couple of provisions of the POW/MIA scholarship that are not consistent with the Public Safety Officer Dependent Scholarship and could be amended to clarify the qualifying criteria and provisions.

They are as follows:

- 1.) Section 33-4302 provides that **any child** of any Idaho citizen who meets the provisions of the statute will not have to pay tuition and fees, etc. It may be advisable to define "child." It is not currently defined in the statute for either the POW/MIA scholarship or the Public Safety Officer Dependent Scholarship.
- 2.) It may be wise to set a time limit within which the benefit could be used. Board staff suggests the same language that is used in the Public Safety Officer Dependent Scholarship. That language is as follows:

...educational benefits provided for in this section shall not exceed a total of thirty-six (36) months or four (4) nine-month periods; **provided further, that such educational benefits shall not extend beyond then (10) years following the date the dependent receives a high school diploma, a high school equivalency diploma, a special diploma or a certificate of high school completion, or beyond the date such dependent turns thirty (30) years old, whichever comes first.**

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JUSTIFICATION AND STAFF RECOMMENDATION

Staff recommends the addition of language that limits the use of the educational benefits to a time certain. Without some time limitations on the benefits of the scholarship, individuals well into their 30s, 40s or beyond may be eligible for the scholarship regardless of their current age or how long ago their parent was a prisoner, missing or killed, as long as it occurred in 1972 or after. It appears that the intent of the scholarship is to benefit children of POWs, MIAs or those killed in action, where the family's ability to afford college for those children has been compromised due to the loss of the parent through military service. It could be argued that children who are beyond 30 years of age would no longer have the same degree of financial dependence on the parent who was a prisoner of war, missing in action or killed in a military conflict.

Last...

- 3.) The Public Safety Officer Dependent Scholarship requires the Board of Education to verify the eligibility of recipients but the POW/MIA Scholarship delegates that authority to the institutions. Should eligibility determination procedures be the same for both programs?

Justification and Staff Recommendation

Board staff recommends that the Board or its designee be responsible for verification of eligibility for the POW/MIA Scholarship. Assigning Board staff the responsibility for verifying applicant eligibility would ensure consistency in interpreting and applying the statutory provisions of the program, and allow Board staff to more closely monitor program budget requests from year-to-year. In some cases, institutions have asked Board staff to review applications when eligibility determination is in question. In addition, transferring the authority to verify participant eligibility would be consistent with the responsibilities of the Public Safety Officer Dependent Scholarship.

BOARD ACTION

A motion to direct staff to draft changes to the statute for the POW-MIA Scholarship, Idaho Code §33-4302, as outlined above.

Moved by _____ Seconded by _____ Carried: Yes ___ No ___