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COLLEGE OF WESTERN IDAHO

SUBJECT

College of Western Idaho (CWI) Request for Approval of Termination of the Information Technology Program and Digital Home Technology Technician Option.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.8. and IDAPA 55.01.02 - Section 101.02, Conditions for Reduction or Termination, Inadequate Student Enrollment.

BACKGROUND/DISCUSSION

The College of Western Idaho proposes to terminate the Information Technology program and Digital Home Technology Technician option. The termination of the Information Technology program is due to conversion to standalone programs specific to the content area, rather than through a blanket program.

The Digital home Technology Technician option student enrollment is below the acceptable standard in accordance with IDAPA 55.01.02, Section 101.02, which reads, "**Inadequate Student Enrollment.** Student enrollment has been below an acceptable standard for two (2) consecutive years. (Standard to be predetermined at the local level based on facilities requirements, equipment needs, and an acceptable student/teacher ratio.) Seventy-five percent (75%) of capacity is considered a generally acceptable standard." Student interest in this program waned when the construction industry took a downturn as this option was linked to construction of new "SMART" homes. The program's creation aligned with the peak of the housing construction boom. The decline of student interest correlated with the construction decline of the recession.

IMPACT

There is no fiscal impact caused by the termination of this program and option. All Information Technologies students are enrolled in other options of the program, which have been converted to standalone programs, and are therefore unaffected by the discontinuation of this program. The standalone programs created from the Information Technologies options are: Computer Support Specialist, Information Security and Digital Forensics, Internetworking and Communication Technologies, Network Administration, and Web Development. Enrollment in these five standalone programs is strong.

There are currently no students enrolled in the Digital Home Technology option. Some equipment and concepts of 'Smart Home' technology have been incorporated in the electronics program and computer support program.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The Division of Professional-Technical Education has reviewed the request and recommends State Board approval. The Council on Academic Affairs and Programs and Board staff have also reviewed and recommend approval.

BOARD ACTION

I move to approve the request by College of Western Idaho to terminate the Information Technology program and Digital Home Technology Technician option as shown in Attachment 1 effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institution Tracking No. 660-10-20

IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

NOTICE OF INTENT

To initiate a

New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: **College of Western Idaho**

Name of College, School, or Division: **Professional Technical Division**

Name of Department(s) or Area(s): **Information Technologies Program including Digital Home Technology Technician option**

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic _____ Professional - Technical X

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:

_____
(Degree or Certificate)

Proposed Starting Date: _____

For New Programs:

_____
Program (i.e., degree) Title & CIP 2000

For Other Activity:

- ☐ Program Component (major/minor/option/emphasis)
- ☐ Off-Campus Activity/Resident Center
- ☐ Instructional/Research Unit
- ☐ Addition/Expansion
- ☐ Discontinuance/consolidation
- ☐ Contract Program
- ☒ Other **Termination of program and option**

Vera McClure — 8/11/10
College Dean (Institution) — Date

Chief Fiscal Officer (Institution) — 8/11/2010 — Date

Chief Academic Officer (Institution) — 8/11/10 — Date

VP Research & Graduate Studies — Date

State Administrator, SDBTE — 9-13-10 — Date

Chief Academic Officer, OSBE — Date

Revised 12/10/08
Page 1

Bruce L Glandon 8-13-10

President Date SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

Discontinue Information Technologies program, as all options except Digital Home Technology Technician have been converted to standalone programs. The Digital Home Technology Technician option will not be converted to a stand-alone program and will be discontinued with the program. This option has been unofficially inactivated because of lack of student interest. Student interest waned when the construction industry took a downturn as this option was linked to construction of new "SMART" homes.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests**. (Use additional sheets if necessary.).

NA

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

NA

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

NA

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Discontinuance of the Information Technologies program is consistent with the College of Western Idaho's mission to provide relevant career education programs representing identified industry needs. The options converted to stand-alone programs allow CWI to provide up-to-date curriculum focused and aligned with discrete industry sectors. The Information Technologies program is no longer needed to support this mission.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes ____ No ____

If not on 8-year plan, provide a justification for adding the program.

7. Describe the impact this change will have on students currently enrolled in the existing program.

All Information Technologies students are enrolled in the program options which have been converted to standalone programs, and are thus unaffected. There are no students enrolled in Digital Home Technology.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY NA	FY Na	FY Na	Total
A. Expenditures				
1. Personnel				
2. Operating				
3. Capital Outlay				
4. Facilities				
TOTAL:				
B. Source of Funds				
1. Appropriated-reallocation				
2. Appropriated – New				
3. Federal				
4. Other:				
TOTAL:				
B. Nature of Funds				
1. Recurring *				
2. Non-recurring **				
TOTAL:				

*** Recurring is defined as ongoing operating budget for the program, which will become of the base.**
**** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.**

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COLLEGE OF WESTERN IDAHO

SUBJECT

College of Western Idaho (CWI) Request for Approval of Inactivation of the Practical Nursing Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and IDAPA 55.01.02 - Section 101.01, Conditions for Reduction or Termination, Inadequate Job Opportunities.

BACKGROUND/DISCUSSION

The College of Western Idaho proposes to inactivate their Practical Nursing (PN) program due to lack of demand for practical nurses in accordance with IDAPA 55.01.02, Section 101.01, Inadequate Job Opportunities**.** Adequate job opportunities no longer exist in relation to the number of graduates in Practical Nursing as exhibited by local, regional, and statewide employment data. According to an Economic Modeling Specialist, Inc. gap analysis there were 136 PN graduates with 72 open positions. Additionally, there are several other postsecondary institutions with active PN programs and are producing graduates in the Treasure Valley to meet the current demand. It is important to note that during recruitment for 40 PN student slots for this year, CWI did not have enough qualified applicants in their Sep-Oct recruitment to fill the 40 slots and had to reopen in November to actually fill the 40 positions. CWI also gathered information from hospital partners and various associations indicating a hiring trend away from PN toward RN candidates in the Treasure Valley.

IMPACT

Faculty for the Practical Nursing Program and the AS in Nursing Program at CWI are shared among both programs. There are currently 40 students enrolled in the program and are scheduled to graduate December 2011.

ATTACHMENTS

Attachment 1 - CWI Notice of Intent Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Division of Professional-Technical Education has reviewed the request and recommends State Board approval. The Council on Academic Affairs and Programs and Board staff has also reviewed and recommends approval.

BOARD ACTION

I move to approve the request by College of Western Idaho to inactivate the Practical Nursing Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. **ATTACHMENT 1**

Idaho State Board of Education

Academic/Professional-Technical Education
Notice of Intent

RECEIVED
SEP 28 2010
OFFICE OF THE
STATE BOARD OF EDUCATION

Institution Submitting Proposal: College of Western Idaho

Name of College, School, or Division: Division of Professional Technical Education

Name of Department(s) or Area(s): Health Professions, Human Service & Drafting

Indicate if this Notice of Intent (NOI) is for an Academic or Professional-Technical Program
Academic _____ Professional - Technical X

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

Advanced Technical Certificate (ATC) Practical Nursing
(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: January 2011

For New Programs:

Program (i.e., degree) Title

CIP 2010 Code
(consult Institutional Researcher/Registrar)

For Existing Programs:

Practical Nursing
Program (i.e., degree) Title

51.1613
CIP 2010 Code

For Other Instructional Activity:

- ☐ Program Component (major/minor/option/emphasis)
- ☐ Off-Campus Program Activity
- ☐ Instructional/Research Unit
- ☐ Addition/Expansion
- ☐ Discontinuance/consolidation
- ☐ Contract Program/Collaborative
- ☒ Other-Inactivation effective January 2011

College Dean (Institution)	9/3/10 Date	VP Research and/or Graduate Dean (as applicable)	Date
Chief Fiscal Officer (Institution)	9/3/2010 Date	State Administrator, SDPTE (as applicable)	9-29-10 Date
Chief Academic Officer (Institution)	9/3/10 Date	Chief Academic Officer, OSBE	Date
President	9-22-10 Date	SBOE/OSBE Approval	Date

Revised 5/4/10

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request.
2.

Inactivation of current Practical Nursing program, effective January 2011

Students currently enrolled scheduled to graduate December 2011

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:

   a) A projection of full-time and part-time enrollment over a three year period of time
   b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.
   c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

   Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.

According to the EMI *Gap Analysis* used recently to create viability (pg 16) in 2008 in Ada and Canyon counties there were 136 graduates from Practical Nursing Program with 72 openings annually. It indicated an annual surplus of 64/yr.

3. Briefly describe how the institution will ensure the quality of the program (e.g., program review, accreditation, professional societies, licensing boards, etc.).

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. ***This may not apply to PTE programs if workforce needs within the respective region have been established.***

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	**Level**	**Specializations within the discipline (to reflect a national perspective)**	**Specializations offered within the degree at the institution**

BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

Institution	**Relevant Enrollment Data**			**Number of Graduates**		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI						
CWI	40	40	40	40	38	39
EITC						
ISU						
LCSC						
NIC						
UI						

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

6. Describe how this request fits with the institution's vision and/or strategic plan.

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

   Yes _____ No _____

   If not on your institution's regional 8-year plan, provide a justification for adding the program.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

Student Advising and Website posting informing students of PN inactivation and other health career opportunities.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY___2009_____		FY_2010_____		FY____2011____		Cumulative Total	
	Recurring	Non-Recurring	Recurring	Non-Recurring	Recurring	Non-Recurring	Recurring	Non-Recurring
A. Expenditures								
1. Personnel	254,970		265,920		91,790		612,680	
2. Operating			8,400		4,200		12,600	
3. Equipment			0		0			
4. Facilities			0		0			
Total Expenditures	254,970		274,320		95,990		625,280	

*PN program teachout 1 ½ semester in 10-11 budget. Faculty lines shared with CWI PTE AS Nursing Program. CWI PTE ASN Program planned move to General Education Budget 2012 ~~&~~ 2013.

B. Source of Funds								
1. Appropriated - Reallocation								
2. Appropriated - New								
3. Federal								
4. Other (Specify)								
Total Expenditures								

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SUBJECT

Appointment of Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Members

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W.2

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee appointed by the Board. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy. In the event there should be a vacancy in membership, the committee is required to advertise an open appointment in appropriate state, regional, or local publications. Applicants are required to provide a written statement expressing interest in membership and must also provide evidence of qualifications, and identify their primary residence. If an incumbent candidate is interested in reappointment and is eligible to continue serving, the committee will forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The committee reviews all applications and identifies the most qualified candidates for the Board's consideration.

EPSCoR Committee has two members whose terms are due for reappointment and have submitted letters of interest for reappointment to the Committee. In addition, two new members have been identified and are being recommended for appointment.

ATTACHMENTS

Attachment 1 – Letter from EPSCoR
Attachment 2 – Letter of Interest/Qualifications – Laird Noh
Attachment 2 – Letter of Interest/Qualifications – Leo Ray
Attachment 4 – Letter of Interest/Qualifications – Gynii Gilliam
Attachment 5 – Letter of Interest/Qualifications – Frank Roberto

STAFF COMMENTS AND RECOMMENDATIONS

The process of selecting candidates is in compliance with the Board's Policy. Board staff supports the recommendations forwarded from the EPSCoR Committee.

BOARD ACTION

A motion to approve the reappointment of Laird Noh to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative of the private sector, effective July 1, 2011 for a five year term.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

A motion to approve the reappointment of Leo Ray to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative of the private sector, effective July 1, 2011 for a five year term.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

A motion to appoint Gynii Gilliam to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative of the private sector, effective July 1, 2011 for a five year term.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

A motion to appoint Frank Roberto to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative of the private sector, effective July 1, 2011 for a five year term.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

October 19, 2010

Dr. Doyle Jacklin
Chair, Idaho EPSCoR Committee
PO Box 443029
Moscow, ID 83844-3029

Dear Dr. Jacklin,

Please accept this letter expressing my interest in becoming a member of the Idaho EPSCoR committee. Having worked as an economic development professional in several Idaho counties, I believe that EPSCoR's mission to "build a high-quality, academic research base to serve as a backbone for scientific and technological (S&T) enterprise" is critical to the future of our state.

As the executive director of Bannock Development Corporation, I have been privileged to work closely with Dr. Pamela Crowell of Idaho State University in our joint effort to develop the ISU Research and Business Park. In addition to my work on the ISU Research Park, I have a long history of working with research and development organizations, and I believe my perspective on the economic impact of competitive research will be a valuable contribution to your committee.

At Bannock Development, we have been strategically focused for some time on the recruitment of technology based companies on the in the alternative energy and medical industries, and have enjoyed considerable success in our efforts. This success has been due in no small part to our ability to create public/private partnerships that meet the needs of interested firms. It would be my pleasure to contribute my experience in these areas to the success of EPSCoR's mission.

Thank you for your consideration.

Gynii A Gilliam
Executive Director
Bannock Development Corporation
ISU Research and Business Park
1651 Alvin Ricken Dr - Pocatello, ID 83201
www.bannockdevelopment.org
Phone: (208) 233-3500

GYNII ABRACOSA GILLIAM

459B Pheasant Ridge Drive * Chubbuck, Id 83202
Phone: (208)879-4311 * Cell: (208)756-7889
E-mail: gynii@bannockdevelopment.org

EDUCATION

- Master of Urban and Regional Planning, University of Michigan, Ann Arbor, December 1981. Rackham Graduate School of Architecture and Planning Fellowship
- Bachelor of Arts in Political Science, University of California, Los Angeles, December 1978. California State Scholarship and Presidential Classroom Scholarship for a Comparative Government Study in Copenhagen, Denmark

PROFESSIONAL EXPERIENCE

Executive Director, Bannock Development Corporation:
Pocatello, Idaho June 2006 – present

Primary Responsibilities:
- Develop and implement a marketing and promotional plan, which includes attracting business from outside the Bannock County area and retention/expansion of the area's existing businesses.
- Create and maintain a good working relationship with other private and public economic development agencies.
- Ensure that site location and local business inquiries are handled in a professional and timely manner including maintenance of a tracking system and monthly reports to BDC's Board of Directors, respecting client's confidentiality at all times.
- Coordinate site visits to the Bannock County area by business prospects.
- Develop and maintain a pool of contacts to provide financing for retention, expansion, and attraction of businesses including, but not limited to, loans and grants.

Key accomplishments:
- Played a major role in the recruitment and retention of approximately 3,000 jobs. Includes recruitment and retention efforts with Hoku Materials, Nordic Windpower, Petersen, Inc., Whisper Creek Log Homes, Heinz Frozen Foods, Premier Technology, Inc., ON Semiconductor, and Farmers Insurance.
- Helped secure over $315 million in government and private funding to support specific job creation and retention projects
- Submitted 145 site location proposals, and hosted 79 corporate recruitment site visits
- Created and maintained successful partnerships with industry leaders, economic development leaders, government officials, and others in order to facilitate cooperation in recruitment and retention efforts.

Executive Director, North Custer & Lemhi County Economic Development Corporation
Challis & Salmon, Idaho December 2002 – May 2006

Primary Responsibilities:
- Develop, implement, and coordinate business creation, retention, expansion, and recruitment programs

- Serve as liaison with various governmental agencies, local community groups, and private sector organizations.

Key accomplishments:

- Built strong partnerships between public and private entities to create an effective economic development program;
- Provided needed assistance in financing, site selection, and management to help businesses create over 300 new jobs, decreasing unemployment from 7.8% to 4.8%;
- Coordinated the necessary network, financing, and management to recruit a call center to Salmon, relocate a diverging division of a window manufacturing plant from Boise to Salmon, as well as establish several new local businesses in the region;
- Attracted quality businesses and community programs to the newly-built Salmon Business Incubation Center to put operations at "break-even" within 24 months of grand opening;
- Brought over $1 million in program funding (grants, in kind, and cash donations) for key economic and community development projects;
- Initiated a higher-education ISU and EITC affiliated distance learning program to help workers improve their skills, as well as their earning potential; and,
- Coordinated the development of the Challis Rapid Reaction Observatory (CRRO) in partnership with NASA and BSU to provide unprecedented educational opportunities for Idaho students to participate in world-class astrophysics research.

Consultant, Research Analyst and Secondary-level Instructor: Los Angeles, California & Challis, Idaho 1997 - 2002; 1977 - 1985

Involved with various research studies, surveys, analysis, and presentations in different aspects of community planning, urban redevelopment, site planning & design, economic development, and transportation analysis. Examples of specific work include: conducting data assessment and developing a contact network for a Philippine-based company looking for trade partners in the US; conducting a relational review of long haul driver fatigue and highway accidents, preparing a socio-economic impact analysis for the General Motors Residential Relocation Project in Detroit, Michigan; and developing community planning strategies for the Cyprus Thompson Creek Mining Project in Challis, Idaho. Have also lent assistance as a substitute instructor for School District #181.

Work history in this field includes:

- Challis High School, Substitute Teacher: Calculus, English & History, 1997 - 2002
- VGA Enterprises, Principal and Owner, 1997 - 1999
- Transportation Research & Marketing, Inc., Challis & Salt Lake City: 1983-1985
- Community Planning & Zoning Projects, City of Challis & Custer County: 1982-1983
- Harbridge House, Inc and Resource Assessment, Inc., Los Angeles: 1977 - 1980

Proprietor, Flower Shop and Gift Gallery, Challis, Idaho 1986 – 1996

Operated all facets of the business: administration, operations, marketing, financial analysis, future planning, as well as the floral design work. Very profitable venture: started as a one-man operation with a $2000 personal investment, growing to employing four part-time assistants and designers by its 4th year. Started and sold two other profitable business ventures during this time period: Lone Tree Greenhouse and Interior Design Boutique. All three businesses are still operating in Challis, Idaho.

COMMUNITY DEVELOPMENT VOLUNTEER EXPERIENCE AND PROFESSIONAL/PERSONAL AFFILIATIONS

Regional and State Level Participation: 1995 - present

Working on the challenges to help improve business, community, economic, and environmental programs in rural Idaho:

- Idaho Economic Development Association (IEDA), Executive Board, 2003 - present
- Regional Coordinating Council (RCC), Southeast Idaho, Executive Board, 2003-present
- GEM Communities Region VI Council, 1995 - present
- Idaho Rural Partnership (IRP), Board of Directors, 1997-2001
- Idaho Natural Heritage Project, Board of Directors, 1999-2001

Local Level Involvement: 1982 - present

Assisting with various rural economic development projects including: the Challis Gem Community Planning process, city/county planning and zoning concerns, Main Street beautification plans, business development & tourism expansion programs, as well as, business workshops and one-on-one management and marketing assistance.

- Challis Area Chamber of Commerce, 1985 - present
- Challis Arts Council, 1985 - present
- Challis Volunteer Fire Department, 1982-1987

REFERENCES

- Roger Madsen, Director, Idaho Commerce and Labor. Email: Roger.Madsen@cl.idaho.gov Phone: 208-334-2670
- Wendi Secrist, Program Director, Manpower. Email: wendis@uidaho.edu. Ph: 208-870-6573
- Randy Shroll, Business Development Manager, Idaho Department of Commerce. Email: randy.shroll@commerce.idaho.gov. Ph:(208)334-2650 x 2124
- Gregg Seibert, Business Development Specialist, Idaho Department of Commerce. Email: greg.seibert@commerce.idaho.gov. Ph: (208)334-2650 x 2131
- Patti Burke, Past Chairman, Lemhi County Economic Development Corporation. Ph: 208-331-4759
- Ralph Cottle, Chairman, Bannock Economic Development Corporation. Email: rcottle@ccb-idaho.com. Ph: 208-232-5373
- Nancy Bergmann, Economic Development Program Liaison, Idaho National Laboratory. Email: Nancy.Bergmann@inl.gov Phone: 1-208-526-1375
- Tim Solomon, Executive Director, Regional Development Alliance. Email: tim@regalliance.org Phone: 1-208-528-9400

Idaho National Laboratory

October 11, 2010

Dr. Doyle Jacklin
Chair, Idaho EPSCoR Committee
PO Box 443029
Moscow, ID 83844-3029

SUBJECT: NOMINATION TO SERVE ON IDAHO EPSCoR COMMITTEE

Dear Dr. Jacklin:

I was very pleased to be asked by Dr. Melinda Hamilton if I would be interested in filling a vacancy on the Idaho EPSCoR Committee. I know EPSCoR programs are very important to improving the competitive edge of rural states like Idaho, and would be very pleased to participate if confirmed by the committee's membership. I am attaching a copy of my current resume along with this letter per the guidance I received from Mr. Rick Schumaker.

Please do not hesitate to contact me at (208)526-1096, or email me (francisco.roberto@inl.gov) if you require any additional information in support of my nomination.

Sincerely,

Frank Roberto
Biological Systems Department

FR

Attachments
As Stated

FRANCISCO FIGUEROA ROBERTO
Biological Systems Department
Idaho National Laboratory
P.O. Box 1625
Idaho Falls, ID 83415–2203
Phone (208)526-1096 Fax (208)526-0828
E-mail Francisco.Roberto@inl.gov

EDUCATION

1985	Ph.D., Biochemistry, University of California, Riverside
1980	B.S., Biochemistry, University of California, Davis

PROFESSIONAL EXPERIENCE

2004 to present	Directorate Fellow, Energy and Environment Science and Technology Directorate Battelle Energy Alliance, Idaho National Laboratory (INL), Idaho Falls, ID
2000-2004	Scientific Fellow Bechtel BWXT Idaho LLC (BBWI), Idaho National Engineering and Environmental Laboratory (INEEL)
1994 - 2004	Group Leader, Biocatalysis and Molecular Biology BBWI, INEEL Responsible for technical coordination of 20 scientists, postgraduate student, and technicians engaged in diverse research projects and integration with the Biotechnology Department.

At present, principal investigator or co-investigator for projects in the areas of:

1. Application of molecular techniques, including whole genome sequencing, polymerase chain reaction (PCR), 16S rRNA sequencing, and other gene probe technologies to studies of microbial ecology and physiology in subsurface sediments, mineral deposits and extreme environments.
2. Microbiology and molecular genetics of acidophilic bacteria with potential applicability in the bioleaching of sulfide minerals and bioenergy production.
3. Development of counter–terrorism, counter–narcotics, and other national security/nonproliferation strategies based on biotechnology. In addition, I am the primary biotechnologist responsible for emergency response and diagnosis of potential bioterrorist threats at the INL. I hold DOE Q and SCI clearances.

4. Molecular detection and molecular biology of the zoonotic pathogen, Brucella.

I have also functioned as the technical lead for biosafety policies, practices and administration at the INL since 1989.

1996 - 2000	Consulting Scientist Lockheed Martin Idaho Technologies Company, and BBWI, INEEL
1994 - 1996	Advisory Scientist Lockheed Martin Idaho Technologies Company, Idaho National Engineering Laboratory (INEL)
1993-1994	Team Leader, Biocatalysis and Geomicrobiology EG&G Idaho, Inc., INEL
1991 - 1994	Technical Leader, Molecular Biology EG&G Idaho, Inc., INEL
1992-1994	Scientific Specialist EG&G Idaho, Inc., INEL
1988 - 1992	Senior Scientist EG&G Idaho, Inc., INEL

ACADEMIC EXPERIENCE

2001-present	Adjunct Faculty Member Dept. of Environmental Toxicology, The Institute for Environmental and Human Health, Texas Tech University, Lubbock, TX
1993 to Present	Affiliate Faculty Member Department of Microbiology, Molecular Biology and Biochemistry, and Plant, Soil, and Entomological Sciences, University of Idaho, Moscow, Idaho. Most recent course taught: Introduction to Biotechnology, Spring Semester 2001 (PLSC 399)
1989 – Present	Affiliate Faculty Member Department of Biological Sciences, Idaho State University, Pocatello,

Idaho. Graduate advisor for 4 M.S. students. Most recent course taught: Bioterrorism, Spring Semester 2006 (BIOL 499/599/562)

1989 - Present — National Laboratory Host Scientist
INL/U.S. Department of Energy. Mentor to over 40 secondary, undergraduate, graduate and postdoctoral students during summer internships or longer-term appointments, and host to 5 visiting faculty. See Mentoring Activities for postgraduate students mentored in degree programs or postdoctoral appointments.

1984 - 1988 — Postgraduate Researcher
Department of Plant Pathology, University of California, Davis
Biochemical and molecular analysis of cytokinin involvement in bacterial pathogenesis (in the laboratory of Prof. Tsune Kosuge).

Jan-Mar 1983 — Teaching Assistant, Plant Tissue Culture Laboratory
Department of Botany and Plant Sciences, U. C. Riverside, Prof. T. Murashige, Instructor.

1980 - 1985 — Research Assistant
Department of Biochemistry, U. C. Riverside, Profs. L. M. Shannon and J. B. Mudd, Research Co-directors.

Dissertation research examining growth cycle-related changes in the biosynthesis of complex lipids and preliminary investigation of a novel ß-oxidation activity in *Nicotiana glutinosa* cell suspension cultures.

1978 - 1980 — Laboratory Assistant
Department of Biochemistry and Biophysics, U. C. Davis, Prof. P. K. Stumpf, Principal Investigator.

PROFESSIONAL AFFILIATIONS and ACTIVITIES

American Society for Microbiology
Society for General Microbiology
American Biological Safety Association
Sigma Xi

Chair, Subcommittee on Consequence Assessment and Protective Actions (SCAPA) Biosafety Working Group, 2007-present (co-chair, 2006-7)

Vice president, American Society for Microbiology Intermountain Branch, 2010-2011

Chairman, INL Technical Library Advisory Committee, 1993-2005.

Chairman, INL Institutional Biosafety Committee since 1989.

Member, Idaho State University Institutional Biosafety Committee.

Member, U.S. Dept. of Energy Biological Warfare Convention Interlaboratory Working Group

Member, (DOE representative) Transportation subcommittee, Working Group on Strengthening the Biosecurity of the United States, February-July 2009

Editorial Board, *Applied and Environmental Microbiology*, 2002-2004

Editorial Board, *Journal of Industrial Microbiology and Biotechnology*, 1999-2001

Session chair, 2nd Joint Topical Conference on Emergency Preparedness and Response and Robotics, American Nuclear Society, Albuquerque, NM, Mar. 11, 2008.

Session chair, 24th Symposium on Biotechnology for Fuels and Chemicals, 2002

Member, International Scientific Committee, International Biohydrometallurgy Symposium 2001

Reserve Police Officer, Level 1, City of Idaho Falls, ID, 1994-1998

Executive Secretary, Organizing Committee, and Session Chair, International Biohydrometallurgy Symposium '93, Jackson Hole, WY.

Laboratory Mentor, Minority Access to Energy-related Research Careers (MAERC). Keynote speaker, MAERC Annual Technical Program Review, 1993.

Ad hoc and panel reviewer for U.S. Dept. of Energy, U.S. Civilian Research and Development Foundation, U.S. Environmental Protection Agency, National Science Foundation, *Brock Biology of Microorganisms*, 11th edition (2 chapters), *FEMS Microbiology Letters*, *Archives of Microbiology, Journal of Soil Contamination, Applied Biochemistry and Biotechnology*, *Biotechnology and Bioengineering*, South African Foundation for Research Development

MENTORING ACTIVITIES

Graduate Students
Ms. Frances Anderson, MS, Idaho State University,1991 (Dugway Proving Grounds, UT)
Dr. Frank Harmon, MS Idaho State University, 1992 (Ph.D. UC Davis)
Ms. Amber Miller, MS Idaho State University, 2000 (INL)

Ms. Heather Silverman, MS Idaho State University, 2001 (INL)
Dr. Corey Radtke, Ph.D. Texas Tech University, 2005 (INL)

Postdoctoral Fellows (and current institution)
Dr. Thomas Clark, 1994-1996 (Little Bear Laboratories, Denver, CO)
Dr. Shu-Lun (Simon) Wong, 1995 (Hong Kong Environmental Protection Department)
Dr. Patricia Siering, 1997-1998 (Dept. of Biology, Cal State Humboldt)
Dr. David Wells, 1997 (Rocky Mountain Lab, Hamilton, MT)
Dr. Christian Pitulle, 1998-2000 (Applied Biosystems, Inc., Raleigh, NC)
Dr. Deborah Newby, 2000-2003 (INL)

CONTINUING EDUCATION

Completed NIMS IEM-006A, WMD Awareness, IEM-313, WMD:Incident Management/Unified Command and IEM-332, Agriculture and Food Vulnerability Assessment, 2007-8

Completed 40-hour Biosafety Level 3 Safety Training, Emory University, 2007

Completed Management of Technical Professionals and Organizations, MIT Sloan School of Management, September 1999

Completed 2 year Japanese Program for Professionals, University of Washington Technical Japanese Program, 1995

PROFESSIONAL AWARDS and CERTIFICATIONS

Outstanding Mentor Award, U.S. Dept. of Energy Office of Science, 2009

R&D 100 (R&D Magazine) nominee for Blue Mussel Adhesive (w/Heather Silverman), 2006

Finalist, Idaho Innovation Awards, Blue Mussel Adhesive (w/Heather Silverman), 2006

Certified Biological Safety Professional (Certificate No. 05-122), American Biological Safety Association

Specialist Microbiologist in Biological Safety Microbiology (Certificate No. 4848), National Registry of Certified Microbiologists

NOVA Award for Technical Excellence, Lockheed Martin Corporation, 1998

Underwood Fund Travel Grant, Biotechnology and Biological Sciences Research Council (BBSRC), Great Britain, 1999

PATENTS

Thompson, V.S., W.A. Apel, D.W. Reed, B.D. Lee, D.N. Thompson, F.F. Roberto, and J.A. Lacey, 2009. Thermophilic and thermoacidophilic metabolism genes and enzymes from *Alicyclobacillus acidocaldarius* and related organisms, Methods. United States Patent Application Serial No. 2009/0269827 A1.

Silverman, H.G. and F.F. Roberto, 2006. Cloning and expression of recombinant adhesive protein Mefp-1 of the Blue Mussel, *Mytilus edulis*. United States Patent No. 6,987,170 B1

Silverman, H.G. and F.F. Roberto, 2006. Cloning and expression of recombinant adhesive protein Mefp-2 of the Blue Mussel, *Mytilus edulis*. United States Patent No. 6,995,012 B1

Clark, T.R., and F.F. Roberto, 2003. Microbial production of epoxides. United States Patent No. 6,576,449 B2.

Radtke, C.W. and F.F. Roberto, 2000. Method for the decontamination of soil containing solid organic explosives therein. United States Patent No. 6,051,420.

PUBLICATIONS

Silverman, H.G. and F.F. Roberto, 2010. Byssus formation in *Mytilus*. In: *Adhesion phenomena in nature*, J. Byern, I. Grunwald (Editors), SpringerWien, New York. *In press*.

Roberto, F.F., and H.G. Silverman, 2010. Adhesive proteins from mussels. In: *Innovations in Materials Manufacturing, Fabrication, and Environmental Safety*, M. Schwartz (Editor), CRC Press, New York. *In press*.

Foster, J.T., L.B. Price, S.M. Beckstrom-Sternberg, W.D. Brown, D.M. Kiesling, C.A. Allen, T. Pearson, C.M. Liu, J. Beckstrom-Sternberg, F. Roberto,and P. Keim, 2010. Subgenome typing of Brucella species. *Submitted to J. Bacteriol*.

Inskeep, W.P., D.B. Rusch, Z.J. Jay, M.J. Herrgard, M.A. Kozubal, T.H. Richardson, R.E. Macur, N. Hamamura, R. deM. Jennings, B.W. Fouke, A.-L. Reysenbach, F. Roberto, M. Young, A. Schwartz, E.S. Boyd, J.H. Badger, E.J. Mathur, A.C. Ortmann, M. Bateson, G. Geesey, and M. Frazier, 2010. Metagenomes from high-temperature chemotrophic systems reveal geochemical controls on microbial community structure and function. *PLoS One* 5(3):e9773.

Roberto, F.F. and D.J. Rodi, 2009. Transport and dispersion of biological agents/toxins for the BioEMG. SCAPA/BWG Action Item 06-06. Report prepared for DOE NA-41.

Foster, J.T., S.M. Beckstrom-Sternberg, T. Pearson, J.S. Beckstrom-Sternberg, P.S.G. Chain, J. Hnath, F.F. Roberto, T. Brettin, and P. Keim, 2009. Whole genome-based phylogeny and divergence of the genus *Brucella*. *J. Bacteriol.* **191**, 2864-2870.

Bruhn, D.F., F.F. Roberto, P.J. Pinhero, S.M. Frank, and S.G. Johnson, 2009. Microbial biofilm growth on irradiated, spent nuclear fuel cladding:A precursor to biocorrosion of spent nuclear fuel? *J. Nucl. Mater*. **384**, 140-145.

Dalton, B. P. and F.F. Roberto (editors), 2008. Lunar regolith biomining workshop report. NASA/CP-2008-214564.

Roberto, F.F., 2008. Use of real-time PCR assays to characterize and monitor acidophilic microbe populations. In: Hydrometallurgy 2008, Proceedings of the 6th International Symposium, C.A. Young (Editor), Society for Mining, Metallurgy, and Exploration, Inc., Littleton, CO, pp 494-496.

Roberto, F.F., and D.M. Matz, 2008. Biosafety practices and emergency response at the Idaho National Laboratory and Los Alamos National Laboratory. 2nd Joint Topical Conference on Emergency Preparedness and Response and Robotics, American Nuclear Society, Albuquerque, NM, Mar. 11, 2008.

Snyder, J.C., B.Wiedenheft, M. Lavin, F. F. Roberto, J. Spuhler, A.C. Ortmann, T. Douglas, and M. Young, 2007. Virus movement maintains local virus population diversity. *Proc. Natl. Acad. Sci. USA,* **104**, 19102-19107.

Silverman, H.G. and F.F.Roberto, 2007. Understanding mussel adhesion. *Marine Biotechnol.* **9***,* 661-681.

Roberto, F., M. Watkins, D. Grogan, and M. Young, 2007. Initial characterization of a 32-kb plasmid from a Yellowstone strain of *Sulfolobus islandicus*. *Plasmid* **57**, 226-227

Viamajala, S., W.A. Smith, R.K. Sam, W.A. Apel, J.N. Petersen, A.L. Neal, F.F. Roberto, D.T. Newby, and B.M. Peyton, 2007. Isolation and characterization of Cr(VI) reducing Cellulomonas spp from subsurface soils:Implications for long-term chromate reduction. *Bioresource Technol*. **98**, 612-622.

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Quatrini, R., C. Appia-Ayme, Y. Denis, J. Ratouchniak, F. Veloso, J. Valdes, C. Lefimil, S. Silver, F. Roberto, O. Orellana, F. Denizot, E. Jedlicki, D. Holmes and V. Bonnefoy, 2006. Global analysis of the ferrous iron and sulphur energetic metabolism of *Acidithiobacillus ferrooxidans* by microarray transcriptome profiling. *Hydrometallurgy* **83**, 263-272.

Young, M., B. Wiedenheft, J. Snyder, J. Spuhler, F. Roberto, and T. Douglas, 2005. Archaeal viruses from Yellowstone's high temperature environments. In: *Geothermal biology and geochemistry in Yellowstone National Park*, W.P. Inskeep and T.R. McDermott (Editors), Montana State University Publications, Bozeman, MT, pp. 289-304.

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Clark, T.R. and F. F. Roberto, 1996. *Methylosinus trichosporium* OB3b whole cell methane monooxygenase activity in a biphasic matrix. *Appl. Microbiol. Biotechnol.* **45**, 658-663.

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Roberto, F. F., D. F. Bruhn, A. M. Wilhite, and T. E. Ward, 1993. Phylogenetic and biochemical characterization of acidophilic bacteria. *FEMS Microbiol. Rev.* **11**, 31–36.

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Pathogens and Host Plant*s*, S. Patil, S. Ouchi, D. Mills, and C. Vance (Editors), Springer– Verlag, New York.

Ward, T. E., A. W. Glenn, M. L. Rowland, C. S. Watkins, D. F. Bruhn, D. K. Bulmer, and F. F. Roberto, 1989. Genetic manipulation of acidophilic bacteria. *Proceedings, 6th International Pittsburgh Coal Conference*, Vol. 1, Pittsburgh, PA, pp. 150-159.

Roberto, F. F., A. W. Glenn, M. L. Rowland, C. S. Watkins, D. F. Bruhn, D. K. Bulmer, and T. E. Ward, 1989. Recent progress in the genetic manipulation of microorganisms with application to coal desulfurization and metal leaching from ores. *Bioprocessing of fossil fuels workshop*, CONF-890884 Tyson's Corner, VA, U. S. Department of Energy, pp. 267-287.

Roberto, F. F., A. W. Glenn, and T. E. Ward, 1989. Introduction and replication of broad-host range, RP4-based plasmids in acidophilic bacteria. *In*: *Biohydrometallurgy 1989*, J. Salley, R. G. L. McReady, and P. Wichlacz (Editors), EMR CanMet, CANMET SP89-10, pp 137-147.

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Kosuge, T., O. da Costa, T. Gaffney, J. Kelly, R. Nordeen, and F. F. Roberto, 1988. Molecular basis of virulence in *Pseudomonas syringae subsp. savastanoi*. *J Cell Biochem* Supplement 12C:231, oral presentation.

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Roberto, F. F., J. B. Mudd, and L. M. Shannon, 1983. Influence of lectins on plant membrane lipids. In *Biosynthesis and Function of Plant Lipids*, W. W. Thomson, J. B. Mudd, M. Gibbs, eds, American Society of Plant Physiologists, pp 126-143.

Harwood, J. L., F. F. Roberto, D. J. Murphy, T. M. McKeon and P. K. Stumpf, 1980. Inhibition of fatty acid synthesis by metronidazole. *Biochem Soc Trans* **8**:535-536.

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Laird Noh
3442 Addison Avenue E
Kimberly, Id 83341
208-733-3617

October 12, 2010

Dr. Doyle Jacklin
Chair, Idaho EPSCoR Committee
PO Box 443029
Moscow, ID 83844-3029

Dear Dr. Jacklin:

This is to convey my interest in reappointment to the Committee. Your consideration is appreciated.

Sincerely yours,

Laird Noh

EVIDENCE OF QUALIFICATION

Laird Noh

BS, Business and Agriculture, University of Idaho, 1960
MBA, University of Chicago (emphasis in finance), 1963
Assist. Prof. of Economics, Boise Junior College, 1963-64
Doctor of Natural Resources, Honorary, University of Idaho, 2007

President, Noh Sheep Company, Kimberly, Idaho, a family owned range livestock company which has been in continuous business since 1908.

Chairman of the Board of Rocky Mountain Sheep Marketing Association, a producer owned marketing cooperative which markets 80,000–100,000 lambs and sheep in Idaho and 4 other western states, Boise, Idaho.

Member, Dean's Advisory Board, College of Agriculture and Life Sciences, University of Idaho
Member, Advisory Board of the Kimberly, USDA, Agricultural Research Center
Vice Chair, Idaho EPSCoR Committee

Past President, National Lamb Feeders Association
Past member, National Forest Service Advisory Committee to the Secretary of Agriculture

Idaho State Senate, 1980–2004
Chair, Senate Resources and Environment Committee, 1982-2004

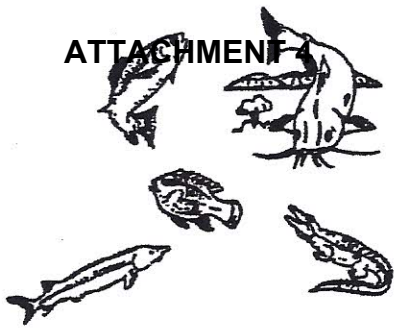
Silver Ram Award for outstanding leadership, The American Sheep Industry, 1977
Lifetime Achievement Award, The Nature Conservancy, 2003

My personal life has been deeply involved with agriculture; food and fiber production. All of agriculture is heavily dependent upon advances in knowledge and its application. . Our family has been engaged in sheep production in Idaho for four generation and our continued success has, and continues to be dependent upon application of advancing knowledge.

Quality research, and its availability to individual producers in all economic endeavors, is absolutely essential for success and survival, and never more than today, as other nations greatly expand their scientific efforts and all markets are world markets

In my experience, especially in the Legislature, science, and research have too few advocates. Advancement and understanding of its importance has been one of my constant goals.

Fish Breeders of Idaho, Inc.
Fish Processors, Inc.
Big Bend Trout, Inc.



Sept. 16, 2010

Dr Doyle Jacklin
Chair, Idaho EPSCoR Committee
PO Box 443029
Moscow, ID 83844-3029

To Dr. Doyle Jacklin
From Leo E. Ray
Subject EPSCoR Committee

I believe very strongly in our University system. EPSCoR has made major improvement in the University system nation wide. EPSCoR's effect on education and research in Idaho is an example of that improvement.

I have been pleased to be part of EPSCoR by serving on the Idaho EPSCoR Committee. I am interested in serving another term. I believe I can be of service to EPSCoR.

Attached is a copy of my resume.

Sincerely

Leo E. Ray

Leo E. Ray

P.O. BOX 479 • HAGERMAN, IDAHO 83332 • (208) 837-6114 • FAX (208) 837-6254
Email: fpi@qwestoffice.net

RESUME

LEO E. RAY
4647 D River Road, Buhl, Idaho 83316
Phone 208 543 6407
Office 208 837 6114
Fax 208 837 6254

Born Dec. 9, 1937 Logan County, Oklahoma
Married: Judith K. Croddy; Hillsdale, Michigan, 1959
Children Tana Kim Dace, Tod Kent Ray, Kacy Kay Ray- Deceased

SHORT RESUME

1973 – Present: Leo Ray and Judith Ray built and operate Fish Breeders of Idaho, Inc., Big Bend Trout, Inc. and Fish Processors, Inc. Leo and son Tod raise channel catfish, blue catfish, Tilapia, rainbow trout, sturgeon and aquarium fish on geothermal wells and cold water springs. They process and market the food fish. Sturgeon eggs are made into caviar and marketed. Fish Breeders of Idaho was the first successful catfish raceway farm in the United States. Leo was the first person to successfully raise Tilapia in the United States. Fish Breeders of Idaho was the first successful catfish or Tilapia farm to use concrete facilities. It was the first successful fish farm to use geothermal water. It was the first catfish and Tilapia processing west of the Rocky Mountains. The farm was started in 1973 and has continually expanded. In 2010 tropical fish for the aquarium market was added to the products raised and marketed.

DETAILED RESUME:
2010 _ Started raising tropical fish for the aquarium market.
2004 – Present Idaho Aquaculture Commission
2004 – 2007 Board of Directors U.S. Trout Farmers Association
2003 – Present Member of Aquaculture Industry Advisory committee for Western Regional Aquaculture Consortium, the U.S.D.A. Land Grant College research fund.
2003 Recipient: Governor's Award for Innovative Geothermal Energy development.
1999 Recipient: Jim Lyle award; University of Idaho for outstanding contribution from a non U. of Idaho graduate.
1998 Recipient: Honorary Associate Alumnus Award; University of Idaho
1998 – Present: Member University of Idaho EPSCOR Committee.
1987 – President U. S. Trout Farmers Association
1997 – 2003: Board of Directors University of Idaho Research Foundation
1996 - Present: Member of University of Idaho, Hagerman Fish Culture Experimental Station advisory board.
1996 – 2003 Raised alligators on geothermal water.
1988 – 1994 Consultant. Designed and built a warm water fish farm and processing plant in Mexico for Bannamex.
1987 – 1991 Member of Aquaculture Industry Advisory board for Western Regional Aquaculture Consortium, the U.S.D.A. Land Grant College research fund.

1987 – 2001: Member of the University of Idaho College of Natural Resources Industry Advisory Committee.
1982 – Present: Member of the College of Southern Idaho Industry Advisory Board
1980-1984: Served as Industry Advisor to the Joint Subcommittee on Aquaculture (Washington, D.C.) for the trout industry.
1982 President U. S. Trout Farmers Association
1977 – 1980: Served as Industry Advisor to the Joint Subcommittee on Aquaculture (Washington, D.C.) for the catfish industry.
1979 – Recipient: Governor's Achievement Award from Governor John Evans for the development of clean energy for his innovative use of geothermal energy in aquaculture.
1978 Recipient: Catfish Farmer of the Year by Catfish Farmers of America.
1977 President of Catfish Farmers of America
1974 Built the first profitable Tilapia farm in the U. S.
1973 Built Fish Breeders of Idaho, Buhl Idaho
1969-1971 Built Fish Breeders, a catfish farm at Niland, California. Maintained involvement and ownership in this farm until 1988.
1965-1969 Teacher; Katella High School, Anaheim, California
1964-1965 Teacher, Grants, New Mexico
1963-1964 Teacher, Dumas, Texas
1963 – Present: Post graduate studies of over 100 semester hours at North Texas State College, California State College Long Beach, Hamlin University, California State College Chico, University of California Berkeley and College of Southern Idaho.
1963 Graduated with Bachelor of Science, Major Zoology; University of Oklahoma, Norman, Oklahoma.
1962 Worked for Dr Howard P. Clemens on Catfish and Tilapia research while an undergraduate at the University of Oklahoma.
1961 Psychiatric Aide, Oklahoma State Mental Hospital Norman, Oklahoma
1957-1960: United States Army, Army Security Agency.
1957 Summer job: Southwestern Publishing Co. selling bibles Hillsdale Michigan.
1956 Summer job: Green Giant Canning company Wisconsin and Illinois
1955-1957 Student: Oklahoma State University.
1955 Graduated High School; Marshall, Oklahoma
1937-1955: Raised on a farm; Marshall, Oklahoma

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SUBJECT

Wavier of Board Policy III.Q.4.c, Placement in Entry-Level College Courses

REFERENCE

December 2008	Information Item Presented to Board on the Formation of a Task Force to Examine Alternative Approaches for Placement of Students into First-Year Writing Courses (English 90, 101, and 102).

APPLICABLE POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admission Standards

BACKGROUND/DISCUSSION

Board Policy III.Q., Admission Standards provides coverage for both Admission and course placement. The current English placement system presents many challenges for the English Department Chairs and Writing Program Administrators from Idaho's public colleges and universities. These experts agree that Idaho college students can be placed more appropriately into first-year writing courses (English 90, 101, or 102) by research-based, pedagogically-sound placement systems.

The placement for incoming students at all Idaho public institutions into English 90, English 101, or English 102 is currently based on ACT/SAT scores. Institutions also use COMPASS scores to place students into 101 or 102. Additionally, students may receive credit for English 101 based on their COMPASS and ACT/SAT score.

On June 5, 2008, the Council on Academic Affairs and Programs (CAAP) was presented with a proposal on behalf of the English Department Chairs and Writing Program Administrators to form a task force that would explore alternatives or new methods for more accurately placing students in first-year writing courses. CAAP supported the establishment of an English Placement task force. CAAP developed a charge with deliverables and timeline for the task force, which was shared with the Board at their December 4-5, 2008 meeting.

Over the course of two years, the task force reviewed best practices to establish a common framework to be used in developing alternative placement mechanisms. Institutions involved with the taskforce, and with the support of CAAP, implemented pilot programs as a means of determining the effectiveness of these alternative placement options. Every public college and university in Idaho participated in the task force. The taskforce found that additional placement measures led to a positive initial experience in college during a critical transition period, and that institutions and students managed resources more efficiently.

Summaries of Alternative Placement Options

North Idaho College (NIC) used COMPASS eWrite in conjunction with COMPASS Writing and Reading and as a means to decide initial placement when COMPASS Writing placement scores did not agree with Reading placement scores. For some time, NIC noticed a unique disparity in student's COMPASS placement scores. It appeared that some students scored low (into English 045 or English 099) on the Writing portion of COMPASS; however, they had relatively good Reading scores, testing into college-level courses. Prior to their pilot program, a student in this situation would have been placed in a remedial writing course. Because of this disparity, NIC decided to refine initial placement by including the COMPASS eWrite to the placement process. The pilot study sought to 1) verify the eWrite placement rubric, corresponding it to an instructor's holistic reading of the writing sample, and 2) verify the appropriateness of the eWrite placement in conjunction with the Writing and Reading scores as a means to determine proper placement. The criterion used to identify the pilot group was the disparity between a student's COMPASS Writing and Reading scores, with the Reading score placing a student at college level.

Boise State University piloted Evidenced-Based Placement (an online, interactive placement tool) to provide a more cohesive, consistent, and individualized writing placement experience for incoming students. Based on their work through the website, students select either English 90 or 101. If they believed they were ready to begin their experience in English 102, they compiled and submitted a portfolio application for consideration in English 102. Boise State University wanted to design a more refined placement system for entering students that met all of the parameters of the common framework. In addition, they were especially interested in creating a process that might foster student self-efficacy and decision-making. At the same time, they wanted a system that was scalable so that they would be able to expand its scope to include more students.

The University of Idaho (UI) piloted a Directed Self Placement system, which gives the responsibility to students in determining the best course rather than the institution. After weighing the best evidence that can be assembled to determine the student's placement, the student then makes their decision on the course they will take. The course could be English 090, 101, or even 102. The requirements for the placement system are that a student must not have had any previous college credit; not received a grade of N or F on a previous college course, nor should the student have withdrawn from such a course; the student must write a placement essay of the type the UI specifies; and the student must read the UI's comments carefully and then respond in writing about what they have decided to do and why.

The English Placement Taskforce presented CAAP with several recommendations at their September 2, 2010 meeting, which included the following:

- Continued institutional commitment to the collaboratively-developed Framework for Writing Placement
- Amending language to Board Policy III.Q., Admission Standards to distinguish between admission and placement
- Reviewing the current placement chart for first-year writing in Board Policy III.Q., and place differently within the policy
- Evaluating how to award students college credit for course work actually taken

Upon further review of Board Policy III.Q., staff identified several other areas that will require revision. Rather than modify only portions of Board policy staff believes that a whole scale analysis and revision will be necessary as part of our college completion agenda. Additionally, CAAP and Board staff need to discuss taskforce recommendations to evaluate the process of awarding students college credit for course work actually taken.

In order for institutions to continue with placement pilots, Board approval is needed to waive the criteria in policy III.Q.4.c. for placement in entry-level college courses to permit the alternative placement mechanisms for English until the policy is further revised, or until the conclusion of the Fall 2012 term, whichever occurs first.

IMPACT

The impact of this decision will be limited to those institutions wishing to continue or expand the alternative placement programs. For those institutions, the fiscal impact will vary. Some report anticipated cost savings due to being better able to anticipate the sections needed, or from the reduced cost of the alternative placement mechanism.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Each of the seven public institutions participated in the process of analyzing and designing the common framework for placement. Because of budget cuts and turnover, three of the seven institutions conducted pilots. Those institutions utilized best practices to develop models that were effective and efficient in appropriately establishing student placement. Staff believes it is appropriate and necessary to allow institutions the ability to continue with the pilots as their mechanism for English placement until staff has had the opportunity to bring forward revisions to the policy in its entirety. To ensure the institutions governed under the Board are in compliance with Board Policy III.Q., staff recommends the

Board approve the temporary waiver of Policy III.Q.4.c. This will allow staff time to work with CAAP and other constituents to ensure that there is a consistent model for placing students, which is transparent for students and counselors, and to ensure that policy is in alignment with the Board's strategic plan, 60% statewide completion goal, and other initiatives underway by the Board.

BOARD ACTION

I move to waive the criteria in Board policy III.Q.4.c for placement in entry-level college English courses to permit the alternative placement mechanisms for English until the conclusion of the Fall 2012.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Q. Admission Standards

1. Coverage

   Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined by their local boards of trustees.

2. Purposes

   The purposes of the admission policies are to:

   a. promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;

   b. inform students of the academic and applied technology degree expectations of postsecondary-level work;

   c. improve the quality of academic and applied technology degree preparation for postsecondary programs;

   d. enhance student access to academic and applied technology degree programs; and

   e. admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies

   The college and universities must, with prior Board approval, establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission

   A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International students and those seeking postsecondary professional-technical studies are exempt.)

   a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution.

These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.

b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select from These Subject Areas
English	8 credits	Composition, Literature
Math	6 credits	A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended. Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards. Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10^{th}, 11^{th}, and 12^{th} grade.
Social Science	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.
Natural Science	6 credits	Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits). Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.

Subject Area	Minimum Requirement	Select from These Subject Areas
Humanities Foreign Language	2 credits	Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary humanities (related study of

		two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category. Foreign Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement
Other College Preparation	3 credits	Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.

c. Placement in entry-level college courses will be determined according to the following criteria.

Placement Scores for English

Class	ACT English Score	SAT English Score	AP Exam	COMPASS Score
English 90	<17	>200	NA	0 - 67
English 101	18-24	>450	NA	68 - 94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95 -99
Credit English 101 and English 102	>31	>700	5	

Placement Scores for Math

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45
Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

NOTES:

In all cases, one credit is defined as a course taken with a minimum of 70 hours of classroom instruction.

If a high school does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/Foreign Language) may not count in another category.

Each high school in Idaho has a list of approved courses, which count toward college/university admission.

5. Academic College and University Conditional Admission

It is the Board's intent that a student seeking conditional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.

a. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test) prior to enrollment. Effective fall semester 1989.

b. Effective fall semester 1989, a degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may be asked to petition the institutional director for admissions.

(1) A high school graduate from an accredited secondary school who has not completed the Board's Admission Standards core and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.

(2) Students who graduate from non-accredited secondary schools or home schools must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is seeking admission. In addition, the student must have an acceptable performance on one (1) of the following two (2) testing indicators: (a) GED (General Educational Development) Test; or (b) other standardized diagnostic tests such as the ACT COMPASS, ASSET, or CPT.

(3) Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have

reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.

c. If admitted, the student must enroll with conditional standing and is subject to the institutional grade retention/probation/dismissal policies; excepting that a student with conditional standing may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate-level credits, twelve (12) of which must be in four (4) different subject areas of the general education requirements of the institution the student is attending. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

6. Accelerated Learning Program Students

Those secondary students who wish to be admitted under the Accelerated Learning Program (e.g., dual enrollment, Tech Prep, etc.) must follow the procedures outlined in the Board's Policy on Accelerated Learning Programs. See Section III, Subsection Y.

7. Transfer Admission

a. Effective fall semester 1989, a degree-seeking student with fourteen (14) or more semester hours of transferable baccalaureate-level credit from another college or university and a cumulative GPA of 2.00 or higher may be admitted. A student not meeting this requirement may petition the institutional director of admissions. If admitted, the student must enroll on probation, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a 2.00 GPA or higher, or be dismissed.

b. The community colleges work cooperatively with the college and universities to ensure that transfer students have remedied any high school deficiencies, which may have prevented them from entering four-year institutions directly from high school.

8. Compliance and Periodic Evaluation

The Board will establish a mechanism for:

a. monitoring institutional compliance with the admission standards;

b. conducting and reporting periodic analyses of the impact, problems, and benefits of the admission standards; and

c. providing information as necessary and appropriate from the college and universities to the secondary schools and community colleges on the academic performance of former students.

9. Technical Education Admissions

a. Open Enrollment.

Idaho's postsecondary institutions that deliver professional-technical education practice open enrollment in the technical programs. Anyone who needs education services that can be provided by the institution is allowed to enter the system at some level.

b. Admission Standards

Regular or *Conditional* admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a professional-technical program. The admission standards and placement criteria do not apply to Workforce Development, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs.

c. Placement Tests

Placement test scores indicating potential for success are generally required for enrollment in a professional-technical program of choice. Placement score requirements vary according to the program.

d. Professional-Technical Educational System

The professional-technical programs are offered at the following locations:

Region I Coeur d'Alene, North Idaho College
Region II Lewiston, Lewis-Clark State College
Region III Boise, Boise State University
Region IV Twin Falls, College of Southern Idaho
Region V Pocatello, Idaho State University
Region VI Idaho Falls, Eastern Idaho Technical College

e. Purposes

(1) Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.

(2) Emphasize that professional-technical courses in high school, including tech prep and work-based learning connected to school-based learning, are beneficial to students seeking continued education in professional-technical programs at the postsecondary level.

(3) Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many professional-technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.

(4) Clarify that professional-technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

f. Professional Technical Regular Admission

Students desiring *Regular Admission* to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses shown in shaded areas. Placement in a specific professional-technical program is based on the capacity of the program and placement requirements established by the technical college/program.

(1) Standards for high school graduates of 1997 and thereafter

(a) High School diploma with a minimum 2.0 GPA[1]; and,

(b) Placement examination[2] (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.); and,

(c) Satisfactory completion of high school coursework that includes at least the following:

(i) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. (After 1998, less rigorous math courses taken in grades 10-12, such as pre-algebra, review math, and remedial math, shall not be counted.)

(ii) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of

[1]An institution may choose to substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

[2]If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.

technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).

(iii) *English -- 8 credits.* Applied English in the Workplace may be counted for English credit.

(iv) *Other* -- Professional-technical courses, including Tech Prep sequences and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. (High School Work Release time not connected to the school-based curriculum will not be considered.)

(2) Standards for others Seeking Regular Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire *Regular Admission* to the technical colleges must complete:

(a) High School diploma with a minimum 2.0 GPA
- or -
(b) General Educational Development (GED) certificate[3]
- and -
(c) Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

10. Professional Technical Conditional Admission

Students who do not meet all the requirements for regular admission may apply to a technical program under conditional admission. Students who are conditionally admitted must successfully complete appropriate remedial, general and/or technical education coursework related to the professional-technical program for which regular admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring *Conditional Admission* must complete:

a. High School diploma or GED certificate[3]
- and -
b. Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

[3]Certain institutions allow individuals who do not have a high school diploma or GED to be admitted if they can demonstrate the necessary ability to succeed in a technical program through appropriate tests or experiences determined by the institution.

11. Professional Technical Early Admission

    High school Tech Prep students may also be admitted as non-degree seeking beginning in the 11th grade. Diploma and placement exams are not required for regular or conditional admission until the student has completed the 12th grade.

12. Professional Technical Placement Criteria: Procedures for Placement into Specific Professional Technical Programs

    In addition to the requirements for admission to a technical program, students need to be aware that specific professional technical programs require different levels of competency in English, science and mathematics. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

    a. Each technical program establishes specific program requirements (including placement exam scores) that must be met before students can enroll in those programs. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills.

    b. Students should provide evidence of a career plan. (It is best if this plan is developed throughout high school prior to seeking admission to a technical college.)

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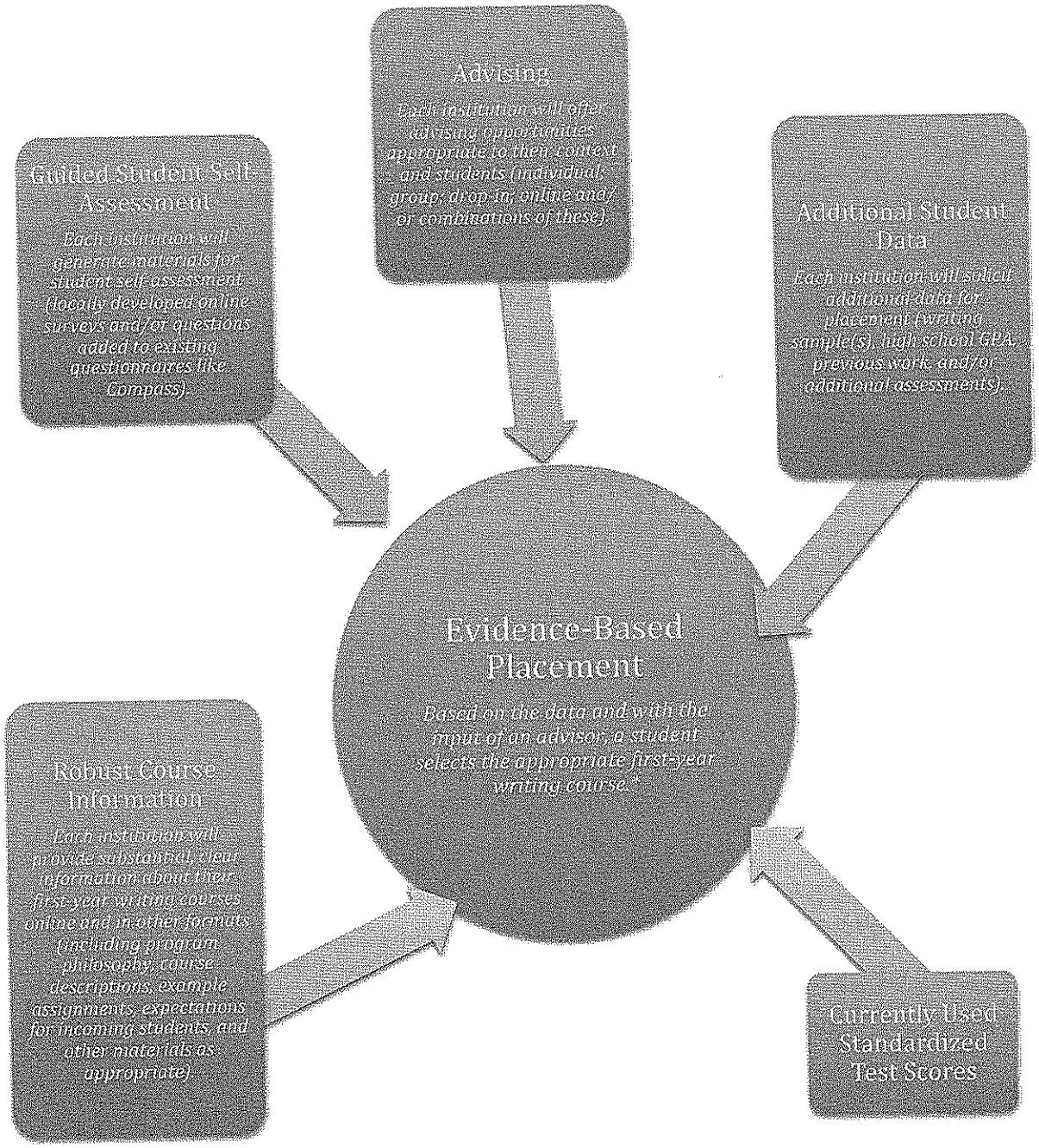
Appendix B: A Framework for Placement

A Framework for Placement
into First-Year Writing Courses at Idaho Public Colleges and Universities

English Placement Task Force *November 2008*



*If the data points to a decision between two courses, students will be able to select between those two only (90 or 99/101, 101/102). A student will not be able to place into 102, in other words, if the data suggest English 90.

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