SUBJECT

Complete College Idaho Initiatives update

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.

BACKGROUND / DISCUSSION

In 2010, the Board established an attainment goal that 60% of Idaho's 25 to 34 year olds would have a postsecondary degree or certificate of one academic year or greater by 2020. Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, the Complete College Idaho Team attended the Complete College America Annual Convening and Completion Academy in Austin, Texas to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan); staff then garnered both public and private input regarding the proposed CCI Plan. The final version of the CCI Plan was approved by the Board at their June 2012 meeting.

Since that time significant work has begun in collaboration with the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the Five Strategies contained within the CCI plan.

IMPACT

The CCI Plan focuses on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. Increasing the educational attainment of Idahoans will better prepare them for future job requirements. It has the potential to attract out-of-state businesses to Idaho, thus positively impacting Idaho's future economic development. The postsecondary degree and certificate projections and the CCI Plan provide the necessary analysis and framework for the Board to guide and direct the institutions regarding where to invest scarce resources. The CCI Plan sets priorities for implementing the Boards strategic plan, including the Board's educational attainment goals.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff will provide an update on the initiatives that support the Five Strategies in the Complete College Idaho Plan to provide an opportunity for Board discussion and feedback on progress and the work being conducted.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.



Complete College Idaho

A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State

June 2012

Introduction

Idaho is at the crossroads. The choices we make today are the foundation that will shape the future for our children and grandchildren. College access without success is an empty promise, and a missed opportunity with economic consequences. It is time to tie access to completion for the benefit of our students. The choices are not easy, but *doing nothing is not an option*.

We must grow talent in our state to fuel innovation and compete economically.

Don Soltman
Vice President
State Board of Education

Sen. Russ Fulcher
Idaho
Senate

Rep. Mack Shirley
Idaho
House of Representatives

Roger Brown
Office of the Governor

Dr. Mike Rush
Office of the State Board of Education

Selena Grace
Office of the State Board of Education

Dr. Doug Baker
University of Idaho

Dr. Jeff Fox
College of Southern Idaho

Byron Yankey
Idaho Business Coalition for Education Excellence

Jessica Piper
Office of the State Board of Education

Basic facts about economic success in the 21st century economy should drive our decisions. Close to two-thirds of the projected workforce of 2020 are already out of elementary and secondary education. Following current trends, this nation will fall short an expected one million college graduates needed in the workforce by 2025. We know that postsecondary education enhances personal income. Those with some college have a median income 23% higher over their lifetimes; those with an associate's degree, 28% higher; and those with a baccalaureate degree, 61% higher. In 2011, the rate of unemployment for individuals 25 and older without a college degree was 9.4% compared to 4.3% for those with a 4-year degree.[1]

The Office of Performance Evaluations (OPE) recently concluded a study on reducing barriers to postsecondary education. In their report to the Idaho Legislature, OPE states, "The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses … [and] the economic and social well-being of the state."[2]

In addition to the basic skills necessary to be productive, 21st century employees must possess high-level critical thinking and problem solving skills. Maximizing all of these skills to drive innovation and job creation will be critical to Idaho's prosperity.

As society becomes increasingly reliant on information and technology, our educational and career planning mechanisms must adjust. The current workforce is mismatched to the needs of employers now and moving forward.

[1] http://www.bls.gov/cps/cpsaat07.pdf

[2] Office of Performance Evaluations, "Reducing Barriers to Postsecondary Education," Evaluation Report, January 2012. http://www.legislature.idaho.gov/ope/publications/reports/r1201.html.

While the skills gap phenomenon is a national one, it is particularly problematic in Idaho. A recent study issued by the International Monetary Fund showed that Idaho is in the most critical quartile of all states relative to the skills mismatch.[3] That challenge is ongoing. Georgetown University's Center for Education and the Workforce has estimated that by 2018, 61% of Idaho jobs will require some form of postsecondary credential, and by 2020 63% will require a certificate or degree.[4] Similarly Idaho has identified that 35% of Idahoans have a postsecondary certificate, associate degree, or higher.

The Board recognizes there must be a skilled workforce to meet the projected need. In 2010, the Board set an attainment goal that 60% of Idahoans, age 25 to 34, have a postsecondary degree or certificate by 2020. This will require a focus not only on increasing the number of students who complete college, but also on maximizing students' abilities and potential for success in the workforce.

Nearly all young adults recognize the value of college but many lack a clear understanding of the link between education and careers. Helping students gain an understanding of this link is critical, especially for those students from low-income families. Poverty is a significant barrier to education. Completion rates by income show a stark reality: young people from high-income families complete college at a 60% rate; those from low income families complete at a 7% rate. This disparity does not exist because young people from higher income families are smarter or more talented – they are simply afforded more opportunities. This should be a significant concern for Idaho because the primary source of new students is from traditionally underrepresented and underserved populations such as Latinos, Native Americans, and first-generation families with low income. The 2010 U.S. Census identified that 11% of the state's population was Latino with a median age of 23, compared to 35 for White non-Hispanics.[5, 6]

Idaho must focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future.

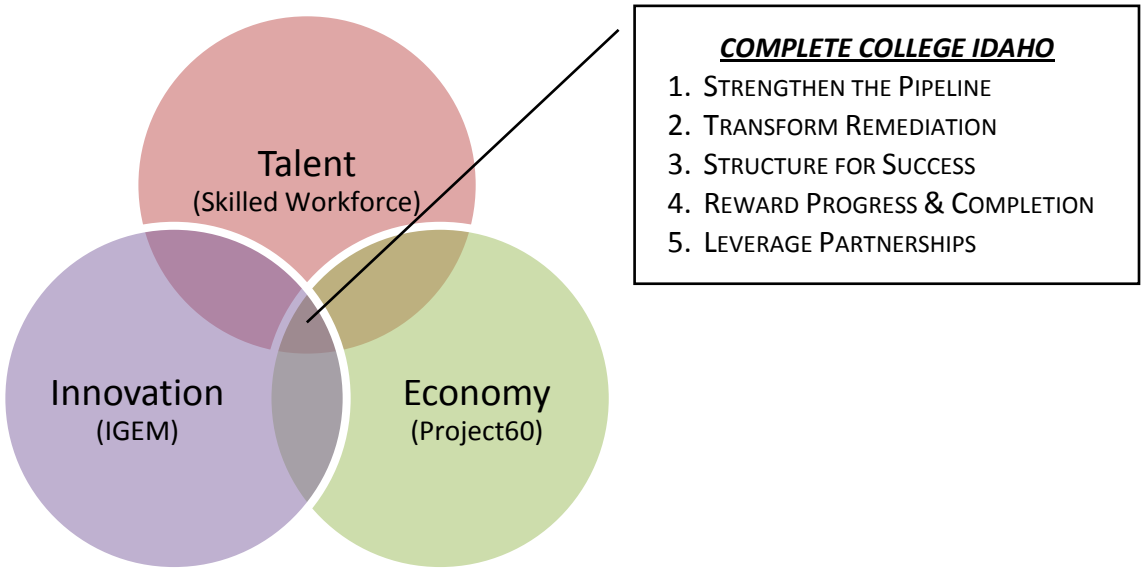
This generation is at risk of being the first in our country's history to be less educated than their parents. There is an ever growing population of non-traditional, first generation, and low-income students who are forced to work more hours than students of prior generations. They are underprepared for college and forced into remedial courses that slow their progress and force them deeper into debt where most lose momentum and simply give up. Students are overwhelmed by too many choices with little structure, leading to wasted semesters and years.

[3] http://www.imf.org/external/pubs/ft/wp/2011/wp11105.pdf
[4] Georgetown University Center on Education and the Workforce: http://cew.georgetown.edu/jobs2018/
[5] U.S. Census 2010: Idaho. http://2010.census.gov/2010census/data/
[6] U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

To encourage access and completion involves demystifying the college going process and experience. Ensuring there is alignment between secondary graduation requirements and postsecondary expectations so that students are ready for the rigor and expectations of college are integral to completion, which includes the development of a statewide model for assessment of college and career readiness. The transition from secondary to postsecondary education opportunities must be clear and straightforward, by simplifying and streamlining the college admissions process. And, transfer processes between colleges must be understandable and attainable.

Partnerships among education, non-profits, and business and industry are also necessary in creating a college going culture and providing the means to increase educational attainment. Commitments must be mutual and ongoing and will require significant engagement.

The state has committed to a bold agenda to transform our talent base by efficiently and effectively increasing the number of citizens with postsecondary degrees and certificates. To meet this commitment, a diverse partnership of individuals, businesses, institutions, and policymakers developed a statewide plan to achieve Idaho's education goal. This plan mirrors Governor Otter's commitment to a unified job creation and growth strategy, which has resulted in a focused vision for Idaho and its educational system.



The Board recognizes that all levels of education beyond high school are beneficial. The Board's definition of college includes certificates and credentials of program completion as well as Associate's and Bachelor's degrees. Idaho's public postsecondary institutions need to produce annually as many as 20,000 degrees and certificates by 2020.

This Complete College Idaho Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. From this plan, our state can build a system in which students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans 25 to 34 have a postsecondary degree or certificate by 2020. By meeting this goal, Idaho will be internationally recognized for the quality of talent, knowledge and skills of its workforce, and by the ability of its higher education system to prepare citizens to meet and exceed the needs of business, industry, and society.

The Board, institution presidents, and other key leaders in Idaho stand united with Governor Otter in growing the economy through innovation and talent, creating the foundation for Idaho's future success. Idaho joined the *Complete College America (CCA) Alliance of States* and the National Governors Association *Complete to Compete*, to become a recognized leader in talent creation.

KEY STRATEGIES:

STRENGTHEN THE PIPELINE	• Ensure College and Career Readiness • Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers • Support Accelerated High School to Postsecondary and Career Pathways
TRANSFORM REMEDIATION	• Clarify and Implement College and Career Readiness Education and Assessments • Develop a Statewide Model for Transformation of Remedial Placement and Support • Provide three options: Co-requisite model, Emporium model, or Accelerated model
STRUCTURE FOR SUCCESS	• Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options
REWARD PROGRESS & COMPLETION	• Establish Metrics and Accountability Tied to Institutional Mission • Recognize and Reward Performance • Redesign the State's Current Offerings of Financial Support for Postsecondary Students
LEVERAGE PARTNERSHIPS	• Strengthen Collaborations Between Education and Business/Industry Partners • College Access Network • STEM Education

In conjunction with each key strategy listed above are a number of initiatives that may be implemented at either the state level or the institution/agency level. For example, adopting the Common Core State Standards is a way the state is supporting the strategy "Strengthen the Pipeline." An institution and local education agency may support that strategy using collaboration to prepare students for college and career through the development of a college

mentoring program employing recent college graduates. Further narrative on the statewide initiatives to support the key strategies is presented below.

The key strategies and subsequent initiatives are neither exhaustive, nor static. Rather, they are initiatives and best practices currently employed or being implemented within the next one to five years to move Idaho toward the 60% goal. It is anticipated that as 2020 approaches, an increasing number of impactful initiatives will come to light and will further inform this plan and the State Board of Education in its work toward creating a highly-skilled workforce.

STRENGTHEN THE PIPELINE

Education beyond high school should be the norm, not the exception

Strengthening the pipeline is a critical first step to meeting the 60% goal. Historically Idaho has been a state where a high school diploma or less was sufficient to obtain a living wage and often a middle class lifestyle. With the economic, technological, and industrial changes of the 21st century, a high school diploma is no longer enough. A change in the mindset that has been generations in the making must be addressed. Creating a college-going culture is paramount to support this strategy. The work done through the Albertson Foundation's *Go On* campaign has made significant strides in establishing a college-going culture in Idaho. Students should be college-ready when they graduate high school; doing so requires that high school curriculum is aligned to first year college courses and that support programs are in place to ensure students make a smooth transition to college.

Statewide Initiatives	
Initiative	**Activities to Support Initiative**
Ensure College and Career Readiness	Increase rigor in secondary school courses to prepare students for postsecondary coursework (Common Core State Standards)
	Incorporate mandatory college readiness assessments in middle school and junior year of high school Leverage work of the Common Core State Standards to develop and articulate high school to postsecondary standards in English and mathematics – organize faculty to faculty efforts Work towards recognition of the Smarter Balance Assessment outcomes for students as indicators of threshold for college and career readiness
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Integrate Collaborative Counselor Training Initiative into pre-service school counselor and teacher requirements (teachers as advisors)
	Improve direct adult contact with students vis-à-vis counselors (Near Peer Mentoring Program)
Support Accelerated High School to Postsecondary and Career Pathways	Increase and improve management and delivery of Tech Prep and Dual Credit programs • Evaluate current Tech Prep and Dual Credit policies and practices • Revise Tech Prep and Dual Credit policies and practices based on the results of the evaluation • Provide more 2+2 opportunities

STATEWIDE INITIATIVES

In 2011, the Board, along with the Governor's office and the State Department of Education, worked to establish evidence-based **Common Core State Standards**. Through Idaho's partnership in the national Smarter Balanced Assessment Consortium, these standards seek to address the misalignment of the K-12 education system with international standards and college admission expectations, so that all students are prepared for future opportunities in education, work and life. Content standards outline the knowledge and skills students should attain at each level of their education across different subjects. The Common Core State Standards are aligned with college and workforce expectations, are focused and coherent, include rigorous content, and are internationally benchmarked.

In an effort to keep secondary school counselors abreast of current resources available to them with regard to college access, Idaho has taken advantage of the work done by other states to create a customized facilitated online professional development course focused on college access information for secondary school counselors, college admissions counselors, financial aid administrators, teachers as advisors, and principals. Implemented using College Access Challenge Grant funds, the **Collaborative Counselor Training Initiative** (CCTI) began training its first cohort March 2012. Currently, CCTI is a stand-alone training course intended to serve as professional development for in-service counseling professionals. Incorporating this information at the pre-service level is key to developing a college- and career-minded cohort of counselors.

The secondary school counselor is the one person who is uniquely positioned to provide significant impact to students. Secondary school counselors carry a lofty responsibility of promoting college aspirations, ensuring that students enroll in the academic classes necessary to be ready for college, guiding students through the admission and financial aid processes, and helping students build the social skills necessary to succeed. This service is especially vital for first generation college students and for students from low-income families. In Idaho, a high school counselor's ability to succeed in all aspects of this role is hindered by the fact that student to counselor ratios average 443:1.[7] With waning resources and a disproportionate workload, professional development opportunities are limited at best.

A resource for the secondary school counselor is being developed through the **Near Peer Mentoring Program**. Near Peers are recent college graduates and their mission is to increase the number of students who enter and complete postsecondary education in their respective high schools, with an emphasis on low-income and first generation populations. Mentors seek out and work with high school students who typically "fall through the cracks" and help them plan for some kind of education and training beyond high school. This is a high-touch program where the needs of all students are addressed and served.

[7] College Board – The College Completion Agenda. http://completionagenda.collegeboard.org/state-performance/state/idaho

The acquisition of college credit in high school through **Dual Credit and Tech Prep Programs** is gaining momentum throughout the state. By participating in these programs students receive high school and college credit simultaneously and at a much reduced cost when compared to a traditional college delivery method. By earning college credit while still in high school, potentially students are preparing themselves for the rigor of college classes and reducing their time to degree completion. While dual credit and tech prep provide some postsecondary opportunities, **2+2 models** like the partnership between Idaho State University (ISU) and Renaissance High School (RHS) in Joint School District #2 should be expanded. ISU and RHS offer students the ability to pursue an Associate of Arts in General Studies while simultaneously completing their high school degree requirements.

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at varies levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	**Activities to Support Initiatives**
Ensure College and Career Readiness	Prepare students for entry into the educational pipeline through early literacy programs
	Implement high school graduation requirements (College Entrance Exams, 3 years of math - mandatory senior year, 3 years of science, senior project)
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Enhance campus advising (e-Advising)
	Student advising that includes students, parents, and teachers as partners (GEAR UP model)
	Enhance Career Information System (CIS) capabilities for linking certificates/degrees to professions
	Increase use of CIS
	Implement advisory home room class where teachers are trained to facilitate college and career planning (CCTI, CIS)
Support Accelerated High School to College and Career Pathways	Increase internship opportunities
	Provide access to take courses at both 2-year and 4-year institutions simultaneously (co-enrollment/co-admission agreements)

TRANSFORM REMEDIATION

Remediation in its current form is ineffective

The problem with remediation starts with the current placement assessments and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student's knowledge and abilities. Currently a variety of cut scores are used within and across states, providing no clear expectation of what college readiness really means. Additionally, student scores on current assessments reveal little about actual weaknesses or what help is needed to succeed at the college level.

Beyond placement in remedial classes, a one size fits all approach to remedial instruction, where students must enroll in one or more semesters of remedial instruction, has not proven to be effective. Research from the Community College Research Center has found that most students who require remedial education do not complete their remedial education sequence within one year. Many do not even enroll in a single remedial course.

In Idaho, on average, 41% of all first-time, full-time freshman who have been out of secondary school for less than 12 months were identified as needing remedial services in 2010. What's more troubling is the disparity in remedial need for students who attend 2-year versus 4-year Idaho postsecondary institutions. For students who enrolled in a 2-year Idaho postsecondary institution, nearly 67% were identified as needing remediation; whereas only 25% were identified for those enrolling in a 4-year institution. One potential reason for this disproportion is that all Idaho 2-year institutions have open-admission policies. Another is that the University of Idaho does not offer remedial math courses to their students.

Remedial need is not only a problem of recent high school graduates. Students who have been away from high school for more than a year will likely need a review of content and skills. For this population of students, 46% were identified by Idaho postsecondary institutions as needing remedial services. For all other returning or transfer students, 36% were identified as needing remedial services.

Statewide Initiatives	
Initiatives	**Activities to Support Initiatives**
Clarify and Implement College and Career Readiness Education and Assessments	Implement Common Core State Standards to address the misalignment between K-12 education and college and career expectations
Develop a Statewide Model for Transformation of Remedial Placement and Support	• Complete Institutional Readiness Inventory Evaluation • Evaluate efficacy of current student placement and success • Determine appropriate mechanisms to assess student readiness for college-level work • Articulate content area competencies and student learning outcomes
	• Determine common statewide placement tests and levels (e.g., SAT,

Statewide Initiatives	
	ACT, COMPASS, ACCUPLACER) • Incorporate additional tools as metrics for placement decision-making (GPA, portfolios)
Provide three options: Co-requisite model, Emporium model, or Accelerated model	Revise policies regarding placement, delivery, and evaluation of remedial services

STATEWIDE INITIATIVES

As stated under "Strengthen the Pipeline," the work of the **Common Core State Standards** seeks to address the misalignment between the K-12 system and the postsecondary system. This activity strives to prepare students for the rigor and expectations of postsecondary education throughout the educational pipeline, thus reducing the need for remediation. The Common Core State Standards serve as the foundation of every other component of raising student achievement. "The cost of unprepared students in postsecondary is a fiscal drain on families, education institutions, and states; as well as an emotional drain on students who believed they were prepared for college. Unfortunately, a high school diploma does not necessarily mean a student is college-ready."[8] A central goal of the Common Core State Standards is to the establishment of nationally and internationally consistent standards of college- and career- readiness.

While the Common Core State Standards seeks to address the misalignment between K-12 and postsecondary, Idaho must evaluate the use and effectiveness of the current placement policies and practice. College entrance exams (**ACT, SAT**) and placement exams (**COMPASS, ACCUPLACER**) are currently used to predict students' success in gateway and/or remedial college courses. It is apparent that statewide placement levels are not accurate and that additional metrics such as **GPA**s should be used to determine placement. The Board, in partnership with postsecondary institutions, needs to complete an evaluation of current practices of assessing student placement and success in remedial coursework.

Once a student is placed correctly in the appropriate program, the program must then meet the needs of the student. Various models have been researched. Three options have been identified as effective models in delivering remedial education to students in a shorter amount of time and with greater success than the traditional model. The **Co-requisite**, the **Emporium**, and the **Accelerated** models are recommended models to transform remediation statewide. In order to develop an effective, cohesive remediation model, collection of current data and tracking future data will be critical before implementation begins.

[8] http://www.boardofed.idaho.gov/public_col_univ/documents/smarter_balance/CCSS%20Intersegmental%20Rubric-IEBC%20Final%204-2-12.pdf

STRUCTURE FOR SUCCESS

Delivery of education must be restructured for today's students

The transition from 2-year to 4-year institutions is a critical barrier for many students. It has been estimated that nearly 60% of students attend more than one institution during their educational experience.[9] Delivery of education needs to focus on a student-centered approach. One in which a student can opt to take classes that fit into his or her schedule. And one in which credits transfer and courses articulate between schools in a manner that the time to degree is not lengthened, rather it is shortened.

Statewide Initiatives	
Initiatives	**Activities to Support Initiatives**
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options	Create a state-level student success web portal with clearly articulated pathways to certificates/degrees - Create a course equivalency guide focused on multi-institution transfer and articulation
	Improve transferability and integration of Professional-Technical Education (PTE) courses into advanced degree requirements
	Establish appropriate policies and procedures that allow for reverse transfer options to students who transferred from a 2-year institution to a 4-year institution prior to earning an associate's degree
	Reform general education core (LEAP framework) to include revised policies and practice

STATEWIDE INITIATIVES

There are multiple pathways to degrees, but not a single roadmap to getting there. Students who enroll in the nation's community colleges in order to save money may end up actually paying more than they should unless they have access to current, accurate information about how courses transfer from one institution to another. They may take the wrong courses for their chosen field of study, take courses that do not transfer at all, or end up in college longer than if they had not transferred, thereby negating any cost savings incurred from enrolling first at a community college.[10]

A **web portal** would provide accurate information about how to apply state transfer and articulation policies to an educational plan; provide tools, services, and resources that facilitate the transfer process; and, give detailed course schedules for programs that directly articulate to partner institutions. A first step in the development of a web portal is the creation of a **course equivalency guide.** This requires that faculty from both 2-year and 4-year institutions be responsible for developing and maintaining statewide articulation agreements, that articulation

[9] National Center for Education Statistics. "The Road Less Traveled? Students Who Enroll in Multiple Institutions. http://nces.ed.gov/pubs2005/2005157.pdf

[10] Western Interstate Commission on Higher Education. "Higher Education Web Portals: Serving State and Student Transfer Needs." McGill, 2010.

agreements accommodate students who have met their general education core requirements prior to having completed an associate's degree, and articulation agreements are developed for specific program majors. Establishing clear articulation agreements for program majors will also aid in improving transferability and integration of **Professional-Technical Education (PTE)** courses into advanced degree requirements. With the knowledge that nearly 60% of students attend more than one institution and that higher educational attainment is crucial to the health of Idaho and our nation, one mechanism to ensure students are obtaining a degree when they earn one is **reverse credit transfer**. Many students enroll in 2-year institutions with the intent of transferring to a 4-year institution. Reverse credit transfer provides a mechanism to award associate's degrees to students who transfer to a 4-year institution from 2-year institutions prior to having earned an associate's degree.

In addition to importance of a seamless transfer for students between 2-year and 4-year schools, institutional accountability of student learning outcomes is crucial. Institutional accreditation requires that accountability be focused on providing direct evidence of student academic achievement, centered on broad undergraduate skills like critical thinking, communication, problem-solving, and high quality research. Using the Liberal Education and America's Promise (LEAP) framework, Idaho's institutions are looking to reform the **general education core** to meet the demands for more college-educated workers and more engaged and informed citizens. The LEAP framework emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific program of study. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.[11] A goal of reforming the general education core is to create campus-specific programs with clearly articulated student learning outcomes while also ensuring that credits seamlessly transfer among in-state institutions.

[11] http://www.aacu.org/leap/

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at varies levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	**Activities to Support Initiatives**
Default Program/Curriculum Options	Adopt "block scheduling" model at the undergraduate level
Package Certificates and Degree Programs for Accelerated Completion	Create an affordable, "no-frills" degree option that takes less time and less campus-based resources (Rec. Center, etc.)
Adult Reintegration/Near Completers	Create a near completer notification system and contact students within a certain number of credits (e.g., 12, 15) of graduation and offer degree audits, counseling, and advising to help them complete
	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide employees with information about the benefits of a certificate/degree
Cost Effective Delivery Option for Students in Eastern Idaho	Expand availability of general education core classes at 2-year tuition rates
Early Warning System	Create an early warning system to intervene in a targeted and timely manner when students get off track and/or are struggling

REWARD PROGRESS AND COMPLETION

Idaho's investment in 4-year public higher education has gone from $285.1M in FY2009 to $209.8M in FY2012. At the same time, the demand for postsecondary education is strong and the need for postsecondary education in today's global knowledge economy is essential if we wish to remain competitive among industrialized nations. The reality of this situation requires that we use every dollar to maximize operational efficiencies.

Students should reap the rewards of their progress as well. The increasing cost of college in conjunction with a high level of poverty is a significant barrier to education. Completion rates by income show that young people from high-income families complete college at a much higher rate than those from low-income families (60% vs. 7% respectively). However, the majority of new students are from families with low incomes.

Statewide Initiatives	
Initiatives	**Activities to Support Initiative**
Establish Metrics and Accountability Tied to Institutional Mission	Staff and institutions select three to five CCA common college metrics for use as system-wide metrics
	Institutions select three to four indicators or measures from their NWCCU Year One Self-Evaluation Report Core Themes to be used as their institution-specific performance metrics
	Board adopts system-wide and institution-specific metrics for FY 2013
	Use FY 2013 as a transitional year for purposes of deploying and assessing the metrics
Recognize and Reward Performance	Create and adopt methodology for allocating performance funding
	Submit budget request for performance pool if applicable
Redesign the State's Current Offerings of Financial Support for Postsecondary Students	Redesign statewide scholarships to enhance student access and completion

STATEWIDE INITIATIVES

Performance-based funding can be used as a strategic incentive for innovation and creativity in resource allocation to improve desired campus outcomes. Specifically, linking a portion of state funding for higher education to performance outcomes could prioritize and focus the use of institutional resources on student success. It is a generally accepted best practice for performance measures to be developed through negotiation and consensus between the governing board and the institutions.

Equally important as the work required for performance based funding, Idaho must redesign **statewide scholarship programs** to enhance student access and completion. An ad hoc committee of the Board has been created to evaluate the effectiveness of current state

scholarship programs. It is imperative that Idaho ensure state-funded financial support is appropriated to the students with the greatest need and demonstrate ability to succeed. The Board must also monitor the success of scholarship recipients to evaluate the effectiveness of the scholarship programs. Upon completion of the evaluation, the committee will make procedural, policy, and statutory recommendations to the Board as appropriate.

LEVERAGE PARTNERSHIPS

Partnerships among education, non-profits, and business and industry are necessary in creating a college going culture

According to the U.S. Department of Education, 45% of students in 4-year institutions work more than 20 hours a week, and among those students attending community colleges that number is 60%. More than a quarter of the nation's students work more than 35 hours a week, and 23% of all college students have children.[12, 13] Furthermore, 50% of students who enter a 4-year college do not finish. With these statistics in mind, and in order to meet the 60% attainment goal, higher education needs to work with business and industry to promote postsecondary education in the workplace. Creating class schedules that accommodate work schedules are beneficial to employee and employer alike. Likewise, providing college promotion materials and accommodating student class schedules are ways in which higher education and business and industry may cooperate to move the needle toward 60%.

Statewide Initiatives	
Initiatives	**Activities to Support Initiative**
Strengthen Collaborations Between Education and Business/Industry Partners	Collaboration between education with the business community, non-profit and philanthropic organizations to project and meet workforce requirements and business development opportunities
College Access Network	Develop a statewide network that links agencies, organizations, and businesses
STEM Education	Develop a statewide strategic plan for K-20 STEM education in Idaho

Collaborative efforts between education and the business community, the Department of Labor, Department of Commerce, non-profit and philanthropic organizations can identify ways to project and meet workforce requirements and business development opportunities. This requires all partners clearly identifying the skills and competencies necessary for a trained workforce.

The development of a **College Access Network** is an initiative aimed at creating a college-going culture as mentioned under "Strengthen the Pipeline." Linking agencies, organizations, and businesses to coordinate a network is an essential strategy to building a statewide communication plan, the purpose of which is to provide common information to all Idahoans about the benefits of postsecondary education. Additionally, it will serve as a conduit for communication between entities regarding higher education and access programs.

[12] U.S. Department of Education, 2007–2008 National Postsecondary Student Aid Study; in Viany Orozco and Nancy K. Cauthen, "Work Less, Study More & Succeed: How Financial Supports Can Improve Postsecondary Success." Demos, 2009.
[13] U.S. Department of Education, National Center for Education Statistics, 2008, National Postsecondary Student Aid Study.

The Board convened key stakeholders responsible for **STEM education** at the May 2012 STEM Summit, resulting in the identification of goals and initiatives that will be used to develop a K-20 STEM education plan. A subgroup is working to refine the goals and identify appropriate strategies that will be brought to the Board for approval and implementation.

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at varies levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	**Activities to Support Initiative**
Strengthen Collaborations Between Education and Business/Industry Partners	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide workers with information about the benefits of a certificate/degree

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COMPLETE COLLEGE IDAHO
TIMELINE

Timeline Notes:
The items and dates suggested are proposed by Board staff. In doing so, staff recognizes that they do not have complete knowledge of all existing plans and resources.

KEY STRATEGIES:

STRENGTHEN THE PIPELINE	• Ensure College and Career Readiness (Common Core State Standards) • Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers • Support Accelerated High School to Postsecondary and Career Pathways
TRANSFORM REMEDIATION	• Clarify and Implement College and Career Readiness Education and Assessments (Assessment & Placement) • Develop a Statewide Model for Transformation of Remedial Placement and Support • Provide three options: Co-requisite model, Emporium model, or Accelerated model (Delivery)
STRUCTURE FOR SUCCESS	• Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options (Gen. Ed)
REWARD PROGRESS & COMPLETION	• Establish Metrics and Accountability Tied to Institutional Mission (Performance Based Funding Initiative-PBFI) • Recognize and Reward Performance (PBFI) • Redesign the State's Current Offerings of Financial Support for Postsecondary Students
LEVERAGE PARTNERSHIPS	• Strengthen Collaborations Between Education and Business/Industry Partners • College Access Network • STEM Education

	Common Core State Standards
	Assessment
	Delivery
	General Education
	Performance Based Funding

COMPLETE COLLEGE IDAHO
TIMELINE

	Date	Item	Comment	Category	Respon. Party
	July 2012	Develop principles that will guide process		**PBFI**	**Matt**
	Oct 2012	Examine current base-plus appropriation methodology	how allocations are currently made; what incentives and disincentives exist in current policies and practices; and the principles that should guide future allocations	**PBFI**	**Matt**
	October 2012	Propose the Gen Ed Process and timeline		**Gen. Ed.**	**Selena**
	October 2012	Readiness Inventory and Assessment Completed; Analysis of the Institutional Readiness Inventory Evaluation	Basic Information: Courses that need to be redesigned, sections and students impacted; how they are currently using technology in delivery; what they currently use to place students; courses that have been redesigned in the last two years; processes used; institutional support of change; what technology support is available?	**Delivery**	**Selena, Dana**
	November 2012	Propose the Gen. Ed. Framework		**Gen. Ed.**	**Selena**
	February 2013	Develop framework and definitions for all three models.		**Delivery**	**Selena, Dana**
	November 2012	Examination of models, data, and information from other institutions which might help inform the development of a new budget model		**PBFI**	**Matt**
	December 2012	Board decides to use two system-wide metrics for the Performance Based Funding Model		**PBFI**	**Matt**
	December 2012	Prepare input for Metric decision: <u>Graduate Production</u> <u>Cost per successfully completed weighted student credit hour/student</u>	<u>Graduate Production</u> • Defined as the count of distinct students receiving awards during the academic year (Summer-Fall-	**PBFI**	**Matt**

COMPLETE COLLEGE IDAHO
TIMELINE

	Date	Item	Comment	Category	Respon. Party
			Spring) as opposed to the count of degrees awarded. • Uses absolute numbers in lieu of rates • Graduate data is unduplicated • Measures all degree levels (AA, BA, MA, PhD, professional) <u>Cost per successfully completed weighted student credit hour /student</u> • No Incompletes, Withdrawals or grade "F" counted • Includes remedial courses • "Cost" = WSCH for "Instruction" and "Library" costs; headcount for "Academic Services," "Student Services," and "Institutional Support." • All cost categories will be indexed for inflation.		
	February 2013	Prepare for and set meeting schedule	Determine common location and time for all meetings	**Delivery**	**Selena, Dana**
	January 2013	Meet with Sponsor to finalize definitions of system-wide metrics and develop allocation formula	Vet System-wide metrics definition and allocation formula with Review Group; Prepare overview of PBFI for budget hearing in JFAC	**PBFI**	**Matt**
	January 2013	Determine if there will be punitive consequences if an institution does not meet its targets		**PBFI**	**Matt**

COMPLETE COLLEGE IDAHO
TIMELINE

	Date	Item	Comment	Category	Respon. Party
	January 2013	Develop scoring mechanism and who will score		**PBFI**	**Matt**
	January 2013	Determine how unallocated funds will be treated		**PBFI**	**Matt**
	January 2013	Determine what percentage of funding will be used for System Wide metrics and weighting assigned	For FY2014, only System-wide metrics will be used.	**PBFI**	**Matt**
	January 2013	Have discipline groups review LEAP, and Value Rubrics in math, English, and communications		**Gen. Ed.**	**Selena**
	January 2013	Delivery Model Steering Committee for State Remediation Task Force and create list of institutional Representatives	Prepare to hold 'focus groups' by subject area for best practices and implementation recommendations; Determine agenda and prepare all documents for the April Session	**Delivery**	**Selena, Dana**
	January 2013	Solicit Best Practices for each of the three models from the institutions		**Delivery**	**Selena, Dana**
	February 2013	Finalize allocation formula with Sponsor in consultation with Review Group		**PBFI**	**Matt**
	February 2013	Planning meeting with Selena, Dana, & Scott to identify draft agenda and deliverables for the Summit. To also include Cami with UI and Bruce with CCA		**Delivery**	**Selena, Dana**
	February 2013	Present to the FVPs as an information about the change in delivery models on campuses and to be prepared for financial impact assessment		**Delivery**	**Selena, Dana**
	February 2013	Complete work on 'expert presentations' and best practices for each model; Prepare and distribute information for Spring Summit (to include draft agenda, location, time and date)		**Delivery**	**Selena, Dana**
	February 2013	Communicate the Gen. Ed. model to Colleges of Education and develop plan for Common Core Pre-Service Integration		**Common Core**	**Selena**
	February 2013	Determine Steering Committee make-up for assessment – postsecondary math & English, possibly others, as well as reps from K-12 & OSBE.		**Assessment**	**Selena, Scott**

COMPLETE COLLEGE IDAHO
TIMELINE

	Date	Item	Comment	Category	Respon. Party
	February 2013	Create and distribute monthly meetings with math and English, listing tools, cut scores, and the equivalent for non-assessment tools		**Assessment**	**Selena, Scott**
	March 2013	Provide follow-up information on the work completed by BSU/English Data; UI/Math Data; North Carolina placement analysis		**Assessment**	**Selena, Scott**
	March 2013	Discipline groups (Gen. Ed.) material to Selena (by March 8)		**Gen. Ed.**	**Selena**
	March 2013	State Gen. Ed. Team review recommendations (Policy III V and III X); develop proposal March 19-20--Selena		**Gen. Ed.**	**Selena**
	March 2013	Finalize plans for 'summit' with the following: • Focus Groups by discipline • Expert Presentation • Best Practices around Models		**Delivery**	**Selena, Dana**
	March 2013	Develop a template for institutions to use when submitting their recommendations for approval of their delivery model		**Delivery**	**Selena, Dana**
	March 2013	Develop an Institution Progress monitoring contact sheet to be used to document and track institutions implementation efforts (admin. Tool)		**Delivery**	**Selena, Dana**
	March 2013	Allocate $ for Science and Humanities disciplines to meet		**Gen. Ed.**	**Selena**
	April 2013	Conduct a kick-off in April with the science and humanities and to review the work of math, English, and Communication		**Gen. Ed.**	**Selena**
	April 2013	Conduct a summit in April with College Board and ACT to discuss their battery of tools		**Assessment**	**Selena, Scott**
	April 2013	Conduct a summit in April to bring faculty in like disciplines together to hear experts, share best practices and design the best models for Idaho;	Initial Workshop: General Education, Assessment and Placement summit in April; the summit will be three parts, one of Gen. Ed., assessment and delivery models; Each institution will be asked to share their current processes and their tentative plans for	**Delivery**	**Selena, Dana**

COMPLETE COLLEGE IDAHO
TIMELINE

	Date	Item	Comment	Category	Respon. Party
			designing their models.		
	April 2013	Colleges of education develop professional development to support institutions and the common core		**Common Core**	**Selena**
	May 2013	Math and English Groups to evaluate the common core – Alignment (High school math and English standards)		**Common Core**	**Selena**
	April 2013	SBOE approves FY2014 appropriation; approves PBFI allocation formula		**PBFI**	**Matt**
	May 2013	Sponsor and Review Group determine FY14 PBFI allocation based on formula.		**PBFI**	**Matt**
	May 2013	Meet to evaluate the Compass, ACCUPlacer, ACT, SAT, ISAT/SBAC K-12 exam, Portfolio, etc.; Review best practices or other options and their success rates; Evaluate current placement data and success in remedial course work. Review recommendations from ECS and CCA in evaluating remediation assessment; Determine the assessment process		**Assessment**	**Selena, Scott**
	May 2013	Communicate about the process, its intent, design, benefits, and proposed implementation approach to the appropriate personnel		**Assessment**	**Selena, Scott**
	May 2013	Each institution will work with their faculty to complete the proposal template (signed by the Provost, Fin. VP, and Dept. Chair		**Delivery**	**Selena, Dana**
	June 2013	Determine standard settings for assessment tools (e.g., cut scores)		**Assessment**	**Selena, Scott**
	June 2013	If the decision is to use GPA or Portfolio, determine how they will use them		**Assessment**	**Selena, Scott**
	July 2013	Finalize decision on assessment tools, remediation standards, and their use.		**Assessment**	**Selena, Scott**
	July 2013	Evaluate the institutional proposals and responses and prepare the recommendations for IRSA		**Delivery**	**Selena, Dana**
	July 2013	Social Science discipline recommendations to Selena		**Gen. Ed.**	**Selena**

COMPLETE COLLEGE IDAHO
TIMELINE

	Date	Item	Comment	Category	Respon. Party
	July 2013	Change Board Policy on Professional Development		**Common Core**	**Selena**
	August 2013	Pilot SBAC Tests on the Common Core in specific districts		**Common Core**	**Selena**
	July – Aug. 2013	Sponsor and Review Group refine institution-specific metrics		**PBFI**	**Matt**
	July 1, 2013 – June 30, 2014	Review Group collects AY 2012-13 and AY 2013-14 institution-specific metrics data		**PBFI**	**Matt**
	August 2013	Develop assessment recommendation for CAAP then IRSA		**Assessment**	**Selena, Scott**
	Sept. 2013	Take assessment recommendation to CAAP and IRSA		**Assessment**	**Selena, Scott**
	Sept. 2013	State Gen Ed Team meets and reviews science recommendations		**Gen. Ed.**	**Selena**
	Sept. 2013	Propose an implementation process and timeline for the implementation of these models by institution to be signed off on by President, Provost, and Faculty Senate		**Delivery**	**Selena, Dana**
	Oct. 2013	Establish Board Policy (1st Reading)		**Assessment**	**Selena, Scott**
	Oct. 2013	Check in with Provosts and instructors on status on the delivery models		**Delivery**	**Selena, Dana**
	Oct. 2013	Institutional Staff members review for requirements		**Delivery**	**Selena, Dana**
	Nov. 2013	Humanities recommendations to Selena		**Gen. Ed.**	**Selena**
	December 2013	Establish Board Policy (2nd Reading)		**Assessment**	**Selena, Scott**
	December 2013	State Team to propose final Gen. Ed. Core to Board		**Gen. Ed.**	**Selena**
	January 2014	Conduct a CAAP review		**Gen. Ed.**	**Selena**
	January	Institutions make final revisions of delivery models		**Delivery**	**Selena, Dana**

COMPLETE COLLEGE IDAHO
TIMELINE

	Date	Item	Comment	Category	Respon. Party
	2014				
	January 2014	Communicate about the process, its intent, design, benefits, and proposed implementation approach to the appropriate personnel (including faculty input); Finalize by institution and prepare for implementation in Sept.		**Delivery**	**Selena, Dana**
	February 2014	Conduct an IRSA review		**Gen. Ed.**	**Selena**
	February 2014	Check with Provosts and Faculty on Delivery model implementation		**Delivery**	**Selena, Dana**
	March 2014	Review with CAAP and IRSA		**Delivery**	**Selena, Dana**
	April 2014	Review IRSA Feedback and Prepare Board agenda Item and any budget requests		**Delivery**	**Selena, Dana**
	April 2014	Implement new remediation assessment tools at all institutions to be used for determining the remediation need for the incoming Fall 2014 cohort.		**Assessment**	**Selena, Scott**
	June 2014	Board Approves Gen. Ed.1st Reading		**Gen. Ed.**	**Selena**
	June 2014	To Board for Approval 1st Reading		**Delivery**	**Selena, Dana**
	April 2014	Redefine Board Policy III-S		**Delivery**	**Selena, Dana**
	July 2014	Determine assessment mechanisms for competencies		**Gen. Ed.**	**Selena**
	August 2014	Initial institutional evaluation of assessment tools and threshholds		**Assessment**	**Selena, Scott**
	August 2014	Common core SBAC test delivered in all school districts		**Common Core**	**Selena**
	Sept. 2014	Begin implementation in all institutions		**Delivery**	**Selena, Dana**
	Sept. 2014	Begin degree and discipline tuning		**Gen. Ed.**	**Selena**
	Oct. 2014	Develop a chart of progress by campus for implementation of		**Delivery**	**Selena, Dana**

COMPLETE COLLEGE IDAHO
TIMELINE

	Date	Item	Comment	Category	Respon. Party
		delivery models			
	Dec. 2014	Check on implementation of Delivery models in institutions		**Delivery**	**Selena, Dana**
	Aug. 2014	Board Approves Gen. Ed.2nd Reading		**Gen. Ed.**	**Selena**
	Aug 2014	To Board for Approval 2nd Reading		**Delivery**	**Selena, Dana**

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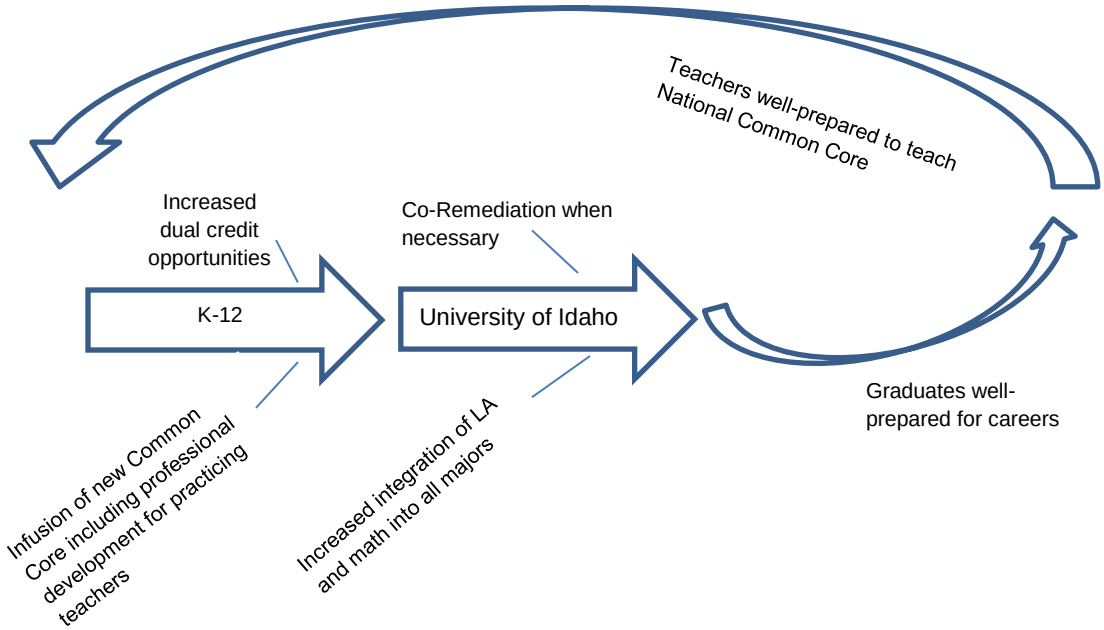
COMPLETE COLLEGE IDAHO

University of Idaho Budget Request

G.A.M.E. Plan
(Galvanizing Achievement in Mathematics and English)

As "Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State" (CCI) points out, Idaho is at a crossroads in terms of ensuring that Idahoans are in a position to join the workforce as it will exist in 2020. To address the complex system of issues delineated in "Complete College Idaho," an integrated approach that confronts challenges from a K-20 perspective is needed. We must think holistically and integrate the Common Core Standards, dual enrollment strategies, and co-remediation efforts to coalesce with the learning goals embedded in a robust and well-defined general education program. It is clear that an integrated curriculum across academic levels in conjunction with an agreed upon set of common outcomes in general education will facilitate the attainment of CCI goals. Further, higher education must not only well execute these practices in the post-secondary environment, but must also collaborate with K-12 educators to foster their success. Our G.A.M.E. plan focuses on key elements of the CCI initiative. We will extend our expertise in successful online mathematics education to high schools in the state; improve the transition of students to higher education through enhanced writing skills; augment K-12 teacher preparation in both mathematics and English; and implement general education reformations that align and articulate across higher education institutions. The integration of these elements of our proposal are reflected in the figure below, University of Idaho G.A.M.E. Plan.



These initiatives are closely entwined with workforce success. A majority of employers want institutions of higher learning to place more emphasis on essential learning outcomes in the areas of written communication and quantitative reasoning (*Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn,* a survey of employers conducted for AAC&U by Hart Research Associates, 2010). Our dual enrollment efforts, co- remediation work, and a critical element of our general education program focus on these two areas as well. Our GAME Plan program provides a multi-dimensional, integrated approach to these critical skills. Written communication and quantitative reasoning represent essential areas for concentration in terms of fostering student success from a P-20 standpoint. Enhancing students' writing and quantitative skills will build upon the University of Idaho's first to second year retention rate of 80% and six year graduation rate of 54%. At the same time, a higher level of student performance in written communication and quantitative skills will further Idaho's economic development through a comprehensive response to employers' needs. This provides a rationale for the following budget requests.

State of Idaho adopted Common Core Standards Integration

Idaho's adoption of the new K-12 Common Core Standards requires that mathematics and language arts be addressed by secondary teachers in social studies, art, music, and science in addition to English and math. In order to provide authentic experiences for teacher education candidates, while at the same time facilitating communication between secondary schools and the University of Idaho, the institution seeks to augment its faculty in Curriculum and Instruction/Content areas. Our goal is to integrate University of Idaho teacher preparation, dual enrollment programs in Idaho high schools, cutting edge pedagogical and tutoring work in the Polya and the Writing Center, and the essential learning outcomes associated with General Education—all with an eye towards reaching the 2020 goal for postsecondary completion.

These faculty hires would address the needs of both dual enrollment participants and K-12 students who do not opt to enroll in dual enrollment courses. Concomitantly, faculty efforts would bolster access to cutting edge mathematics and English education pedagogy for secondary school teachers and students.

The mathematics educators would help to build and aid teachers in delivering meaningful mathematics experiences for students who are going directly to the workforce or to certification programs, particularly in light of the new senior year math requirement. This represents a collaborative endeavor involving university faculty and high school teachers in implementing best practices and taking advantage of the considerable work-to-date the University of Idaho Mathematics faculty have done directed towards improving mathematical/quantitative reasoning skills at all levels of the Idaho educational system.

The English educator would oversee training of teacher education candidates to prepare them to participate in teams that implement the Common Core Standards and emphasize writing in all elements of the high school curriculum. The University of Idaho has piloted a summer intensive workshop for high school English teachers designed to achieve these goals. This faculty member would organize similar workshops and collaborate with secondary school educators to expand writing assignments from the language arts classrooms to all classroom settings.

Funding Request for Common Core Integration

Position	Salary	Fringe	Total
Assistant Professor of Mathematics Education (Algebra Curriculum and Pedagogy)	$60,000	$22,900	$82,900
Assistant Professor of Mathematics Education (Quantitative Assessment and Evaluation)	$60,000	$22,900	$82,900
Assistant Professor of English Education/Writing Across the Curriculum	$60,000	$22,900	$82,900
Travel to schools			$15,000
Operating Expense: Search costs, supplies, telephone, mailing, photocopying, equipment, etc.			$135,000
Total Budget for Common Core Integration			**$398,700**

Dual Enrollment

Dual enrollment brings the Common Core Standards and University of Idaho general education together. The mathematics and English courses that are part of the dual enrollment program meet the Common Core Standards and the University of Idaho essential learning outcomes. The Department of English developed a model to prepare secondary English teachers in the delivery of University of Idaho first-semester writing and general education courses aligned with the written communication essential learning outcome. The Department of Mathematics has a similar model for the delivery of dual credit mathematics courses. Extending dual credit offerings - both through increasing the number of participant schools and the courses available - will require increased coordination and faculty development for high school teachers/instructors.

The University of Idaho currently offers Math 143 Pre-calculus Algebra and Analytic Geometry; Math 144 Analytic Trigonometry; and Math 170 Analytic Geometry and Calculus I in high school dual enrollment settings. Mathematics will build on its successful Gateway to Calculus formula (an online delivery system that provides direct real-time instruction in calculus) to include Math 175 Analytic Geometry and Calculus II, in addition to Math 170, as a method for delivering calculus courses to school districts where there may be a small number of students enrolled and/or no university level qualified teacher available.

High School students enrolled in University of Idaho mathematics courses must have access to textbooks published online that include interactive software. These require headsets for each student as well. Students and instructors utilize specialized devices—Watcom tablets—that allow students to write problems, equations, etc. and for other students at different locations and the instructor to view and comment.

English 101 Introduction to College Writing enjoys high dual enrollment participation. Faculty in English have developed assignments designed to be effective in any secondary school setting, as well as a comprehensive evaluation process that ensures uniform levels of achievement, regardless of school district. We must facilitate the infusion of mathematics and English into all aspects of the student experience at the high school level both in accordance with the Common Core Standards and as a precursor to an integrated general education experience for college students.

The National Alliance of Concurrent Enrollment Partnerships (the dual enrollment professional and accreditation body) has high standards for assessment. In order to achieve the Complete College Idaho goals, dual enrollment programs must undergo continuous assessment and improvement. This requires a high level of coordination and collaboration among university faculty and secondary school teachers and administrators.

Funding Request for Dual Enrollment

Position	Salary	Fringe	Total
Mathematics Dual Enrollment Facilitator	$45,000	$19,675	$64,675
English Dual Enrollment Facilitator	$45,000	$19,675	$64,675
Administrative Assistant II	$30,000	$16,150	$46,150
Travel			$20,000
Operating Expense: Search costs, supplies, telephone, mailing, photocopying, equipment, etc.			$40,000
Textbooks for students (100 students/yr @ $100)			$10,000
Wacom tablets for students (100 students @ $60)			$6,000
Headsets for students (100 headsets @ $20)			$2,000
Total Budget for Dual Enrollment			**$253,500**

Co-Remediation

Students come to the University of Idaho with diverse educational backgrounds and skill sets. In addition, in order to meet the 2020 goal of Complete College Idaho for increasing the number of Idahoans with postsecondary degrees and certificates, more non-traditional aged students must be part of the enrollment scenario. Consequently, some students will arrive at the University of Idaho in need of programs to strengthen their skills for success at the college level. The same strategies that aid these students can also enhance programs in secondary schools and continue the Common Core approach of infusing written communication skills and quantitative skills across the curriculum.

The University of Idaho has been a leader in two best practices related to remediation—the emporium model in the case of mathematics and the co-requisite model in the case of English. Both have benefitted from comprehensive University of Idaho research designed to provide evidence-based curricular and course designs. Both require investment in the learning laboratories associated with them—Polya Math Learning Center and University Writing Center.

The Polya Math Learning Center uses technology to individualize the learning experience for each student, while at the same time priding itself on the "high touch" dimension of instructional delivery. Students have numerous options so that they can choose those educational tools that best suit their learning styles. Rather than a "one size fits all" classroom, students benefit from an adaptive structure that caters to individual student needs. The University of Idaho's Mathematics department chair and Director of the Polya Center are the acknowledged national experts in this emporium model.

The Writing Center represents a significant component of the University of Idaho's co-requisite model which provides English 95—an additional hour per week of instruction for at-risk writers enrolled in English 101. Students participate in a small-group tutorial with 2 to 4 peers and a facilitator. In addition, the Writing Center provides students assistance with all stages of the writing process—interpreting assignments, brainstorming and generating ideas, considering the best options for organizing those ideas, improving the clarity and correctness of sentences, and documenting sources. The Center focuses on the particular individual needs of students and provides support for students writing assignments from any discipline.

More staffing is required in order to serve students from throughout the university and to lead efforts to infuse written communication and quantitative skills across the curriculum. University of Idaho faculty have invested considerable effort in curriculum design and the exploration of effective pedagogies; they are poised to expand the influence of this work. Other ongoing expenses include computers, educational materials, equipment, and furniture. These facilities and their operation are essential to remediation efforts, but also are closely tied to our P-20 approach to "Complete College Idaho" The evidence is clear that students with competency in written communication and quantitative skills enjoy a greater likelihood of success.

Funding Request for Co-Remediation

Position	Salary	Fringe	Total
Instructor – Polya Math Learning Center	$45,000	$19,675	$64,675
IT Support (Polya)	$45,000	$19,675	$64,675
Coordinator of English 95/Writing Center Assistant Director of Writing Center	$40,000	$18,500	$58,500
Administrative Assistant I (Writing Center)	$25,000	$14,975	$39,975
Tutors (Salary/IH fringe)			$20,000
Educational materials updates (Polya)			$3,000
Operating expense: Search costs, supplies, telephones, mailing, photocopying, equipment, etc. (Polya and Writing Center)			$8,000

Educational materials creation (videos, workbooks) (Polya)			$100,000
Equipment for educational materials creation (Polya)			$20,000
Computer & peripherals for IT (Polya)			$5,000
Support budget for professional development			$5,000
Repair and replacement technology equipment			$5,000
Equipment (5 computers, WCOnline)			$6,000
Total Budget for Co-Remediation			**$399,825**

General Education

The University of Idaho has adopted the Association of American Colleges and Universities Liberal Education & America's Promise (LEAP) essential learning outcomes (Association of American Colleges and Universities, *College Leaning for the New Global Century*, 2007). LEAP maintains that students should gain "Intellectual and Practical Skills" in several areas including written communication and quantitative literacy. The AAC&U has developed comprehensive rubrics in both areas for use in assessing student learning. The Valid Assessment of Learning in Undergraduate Education (VALUE) project provides a common framework for formative and summative assessment of student learning with a focus on essential learning outcomes.

The University of Idaho was successful in its application to send a team to the AAC&U General Educational Assessment Institute in June, 2012. The Institute presented best practices in general education assessment, but also provided the team the opportunity to develop a comprehensive approach to assessment and have national experts, as well as colleagues, provide input. As a result, the team and additional faculty and staff are working to pilot the application of the VALUE rubrics to the University of Idaho's General Education program (Association of American Colleges and Universities, *The LEAP vision for Learning: Outcomes, Practices, Impact, and Employers' Views*, 2011). The University of Idaho's funding request in terms of general education will enable the institution to fully implement the application of LEAP essential learning outcomes in these two areas and assess those efforts.

The University of Idaho's new general education program features three assessment points—Integrated Seminar 101 (required of all first year students); Integrated Seminar 301 (required in the late sophomore or junior year); and a senior experience in the disciplinary major. The ISEM 101 provides an interdisciplinary humanities and social sciences seminar. The ISEM 301 is interdisciplinary as well, but may have its foundation in any/or all disciplines offered at the University of Idaho. Because these courses cross college and university boundaries and are key assessment points, faculty from all constituencies must participate in the application of the VALUE rubrics. In a similar vein, assessing written communication and quantitative reasoning skills across all disciplines and programs requires faculty effort beyond the customary faculty work of assessing courses and degree programs.

This work will provide the basis for the assessment of the entire general education program and its articulation with other Idaho institutions in response to general consensus that a learning outcomes approach to general education is superior to the course-based distribution model now in effect. The University of Idaho seeks funding for professional staff to coordinate and expand assessment of general education in accordance with LEAP standards (as embraced by all Idaho institutions of higher education). The request aligns with the Institute Team's recommendations.

Funding Request for General Education

Position	Salary	Fringe	Total
Director of Student Learning and Assessment	$75,000	$26,725	$101,725
Administrative Assistant II	$30,000	$16,150	$46,150
Faculty work groups to align VALUE rubrics to UI courses: English Composition and Mathematics ISEM 101 and 301 and senior experience (collection of artifacts and assessment)			$25,000
Faculty Assessment Scholars (summer) 6 for written communication 6 for quantitative literacy	$24,000 (At $2,000 each)		$24,000
Total Budget for General Education			**$196,875**

Summary

This budget request for G.A.M.E. Plan accentuates a comprehensive and integrated program for making substantial progress in fulfilling the "Complete College Idaho" goals of workforce readiness and more Idahoans with a postsecondary degree or certificate. It will allow for longitudinal assessment from secondary school to University of Idaho degree. It will provide a clear pathway for transfer/articulation and reverse transfer options, as once essential learning outcomes in written communication and quantitative reasoning are in place, the remaining LEAP essential learning outcomes assessment can follow the same pattern—with the ultimate goal of "Integrative and Applied learning, including synthesis and advanced accomplishment across general and specialized studies." Simply put, we must prepare students to bring interdisciplinary perspectives to the solution of complex problems. As "Complete College Idaho" proclaims, we must graduate students "with the knowledge and skills that maximize their potential for success in the workforce and that provide business with the necessary talent needed to thrive." The University of Idaho has a G.A.M.E. Plan to achieve these goals.

Total Funding Request:

Staffing	**$868,900**
Travel	**35,000**
Operating Expense	**345,000**
Total Funding Requested	**$1,248,900**

TOTAL UNFUNDED EWA POTENTIAL USES

Unfunded EWA Potential Uses		
A. Complete College Initiative		2,471,100
Bridge Programs	420,300	
Center for Prof. Development	140,000	
Educational/Foundations Outreach/eISU	1,765,700	
Retention Coaches	125,100	
Mentoring Program	20,000	
B. Student Financial Aid		2,220,000
Completion Grant (Loss of Pell Eligibility)	500,000	
Institutional Need Based Scholarships	1,000,000	
STEM/TRIO Scholarships	120,000	
CPI/Workstudy	600,000	
C. Student Services		300,000
Native Student Advising	50,000	
Student Recruitment	250,000	
TOTAL		4,971,100

A. $1,336,900 FOR THE COMPLETE COLLEGE INITIATIVE

Bridge Programs

The $420,300 request is for an expanded ISU summer bridge program. Each year Idaho State University enrolls approximately 360 first-time full-time freshmen who are underprepared or in need of remediation. These students are often first-generation college students and underrepresented minorities. A summer bridge program will provide these at-risk students a jumpstart on the academic year by allowing them to complete key courses while learning more about the university. The ultimate goal is to increase retention through better preparation.

The University is currently piloting a summer bridge program that involves a cohort of 25 students completing three academic courses: a remedial course (e.g. basic writing or basic math); a general education course (e.g. Political Science, Psychology, History, or Geology); and a university orientation course (providing resource information in areas like financial aid, advising, and college learning strategies.)

This same general format would be used for an expanded summer bridge program accommodating approximately 200 students. Students would be grouped in common interest cohorts of 25 with each cohort taking three academic courses during summer term. Students would choose from a variety of general education courses thereby having the opportunity to explore an area of study that might interest and engage them. The university orientation course provides critical support for students by offering college learning strategies and other key tools that can be applied concurrently to their general education course. The remaining remedial course would prepare these students for greater success in future courses in their academic careers.

The expanded summer bridge program would require a coordinator to manage the operation of the program, including recruitment, advising, data collection and analysis.

Additional targeted bridge programs will be implemented for students in STEM disciplines and underserved and at-risk populations. The College of Science and Engineering will implement its cohort program for pre-med and engineering students.

Center for Professional Development

The Complete College Idaho initiative is intended to better match Idaho residents' abilities to the workforce needs of Idaho employers. To facilitate this, we propose spending $140,000 to develop a Center for Professional Development in the College of Business, an initiative to match Business students' professional abilities to the needs of Idaho employers.

Modeled on efforts employed in other states, this Center will do the following:

- Provide students with information on the range of professional opportunities available, along with the specific skills needed to take advantage of those opportunities.

- Ensure students gain the interviewing skills, professional demeanor, and networking skills necessary to successfully compete for professional career opportunities.

- Build relationships between College of Business faculty/staff and potential employers, and increase the number of employers that recruit our students.

- Provide internship opportunities with Idaho firms that result in meaningful work experiences and professional employment opportunities for our students.

All of this will be done through a combination of new resources and cooperation with the existing Career Services Center. Initially, it will serve 900 undergraduate business students annually, and can be expanded to serve students from other colleges in the future. To implement this initiative requires changes to our curriculum (currently underway) and the hiring of a director, a "career coach" that will serve the students, and an administrative assistant.

Educational Foundations Outreach and Increased Online Course Development

ISU is requesting $1,765,700 to provide critical support set forth below for foundational coursework (e.g. general education and program prerequisites) and outreach to underserved and target populations, which will help achieve key Board and University goals of adult reintegration into postsecondary programs, increased retention, and timely degree completion.

- Hire an educational foundations and outreach coordinator who will oversee various community college and outreach functions and activities, such as the eISU initiative (online distance learning) and the General Education programming. This individual will be responsible for ensuring that these programs support ISU's recruitment and retention initiatives. These efforts will significantly enhance recruitment, retention, and graduation rates by allowing a systemic approach to key initiatives related to General Education and online/distance learning.

- Fund instructor release time and/or stipends for significantly increased online course development in key areas of general education and high demand prerequisites. This effort will require $1,114,200 of the total $1,765,700 being requested in this area.

- Establish a testing center on campus to support online and traditional instruction. This would help address issues of course integrity and academic dishonesty in online offerings and allow testing for face-to-face classes, make-up exams, and similar uses.

Retention Coaches

We are requesting $125,000 to hire two Retention Coaches. Approximately 1,000 first-time full-time freshmen enroll at Idaho State University each year, and about 61% of these students enroll again as sophomores. Hiring two Retention Coaches, each to work with half of this cohort, could substantially increase the percentage of freshmen continuing to their second year.

A Retention Coach fosters social and academic connections within the cohort and provides valuable resources to this vulnerable population. Typical activities include creating a cohort Facebook page, sending consistent updates through text messaging, providing helpful success strategies through a twitter feed, making frequent phone contacts, meeting by-monthly with small partial cohort groups, and gathering monthly as a full cohort for "pep-rally" type celebration events. The Retention Coaches would provide a wide spectrum of critical information and assistance to enable academic success, e.g. Writing Center appointments, Math Center visits, Content Area Tutoring appointments, successful college learning strategies, time management strategies, strategies for communication with faculty, counseling appointments, Disability Services accommodations, and ISU Student Organization Information.

Mentoring Program

We are requesting $20,000 to fund a peer monitoring program directed at approximately 500 freshmen and students who have not declared majors.

B. $2,220,000 FOR STUDENT FINANCIAL AID

Completion Grant (loss of Pell Eligibility)

In the Student Financial Aid area we will use $500,000 for Completion Grants. These are designed to assist students who have financial need but have lost eligibility for other federal and state financial aid programs. These awards might include replacement funding for students who will lose Pell Grant eligibility due to the 18 to 12 semester reduction in eligibility requirements. These would be discretionary funds made available to financial aid administrators in ISU's Financial Aid and Scholarship Department.

Institutional Need Based Scholarships

The $1,300,000 in Bengal Grants would be basically institutional need based scholarships and would be awarded to students who met the following eligibility criteria:

- Undergraduate students who are working toward their first Bachelor degree.
- Students with an Expected Family Contribution (EFC) number of 200 or less.
- Students that are eligible to receive a Pell Grant.
- Students that are enrolled half-time (6 credit hours) or greater.

The maximum annual award would be $1,000. This award ceiling would enable a minimum of 1,300 ISU students to benefit from the grants each academic year. This funding strategy would ensure that the students who would receive Bengal Grant awards have the greatest financial need and are making satisfactory academic progress.

TRiO/STEM Scholarships

The focus of the TRIO Upward Bound Math and Science grants is to provide the following services: a 6-week residential summer program with intensive math and science training; year-round counseling and advisement; exposure to university faculty members who do research in mathematics and the sciences; computer training; participant-conducted scientific research under the guidance of faculty members or graduate students serving as mentors; education or counseling services designed to improve the financial and economic literacy of students; and activities that are specially designed for students who have limited English proficiency, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care, or are aging out of the foster care system, or students who are otherwise disconnected from traditional social networks.

Last March, the Idaho Legislature commissioned research to inquire about the barriers for students when going on to attend postsecondary education. The committee report, published in January 2012, suggested more need-based scholarships for incoming students. This conclusion fits with what our TRiO professionals have concluded as a result of working with our students. The report goes on to identify that the number one barrier to going on to post-secondary education is lack of money. The recent changes in Federal Pell Grant and tuition rising to meet increases in institutional operation costs may result in leaving highly capable, low income students behind. The goal of committing $120,000 for Idaho State University TRiO/STEM scholarships each year is to ensure these highly capable students who have received TRiO services in high school do go on to postsecondary education.

CPI/Workstudy

This would increase funding for our already very successful Career Path Internship (CPI) Program from the current funding level of $1,400,000 to $2,000,000.

C. $300,000 FOR STUDENT SERVICES

Native Student Advising

The $50,000 in Native American Student Advising will support retention and graduation rate efforts for Native American students, including an expanded collaborative Bridge Program with the Shoshone-Bannock Tribes; support for additional proposed instructional agreements with other Idaho tribes, including the Duck Valley Shoshone and Paiute Tribes, the Nez Perce Tribe, and the Wind River Shoshone Tribe; cultural, targeted tutoring in southeastern Idaho and Meridian; and targeted Native student academic orientation (Bengal Warrior Bootcamp).

Student Recruitment

The additional $250,000 in Student Recruitment will provide ISU the opportunity to host ten more Future Student Nights throughout the state; conduct repeat visits to Idaho high schools to provide additional information about attending and paying for college; and subsidize a new campus visit program for prospective students nominated by their high school counselors and teachers and/or who do not have the financial resources to come to Pocatello for a campus tour. In addition, ISU will hire five additional student ambassadors for the Idaho Falls and Pocatello campuses.

Boise State University Complete College Idaho Proposal

21 September, 2012

I. Core Reform for Student Success

The Foundational Studies Program (FSP) at Boise State University is a "core curriculum" designed to provide the skills, competencies and aptitudes needed for an educated citizenry in the 21st century. FSP is an innovative approach to core education that resulted from three years of planning and study involving faculty, students, and administrators. The FSP's design is inspired by a national study of the Association of American Colleges and Universities (AAC&U), which convened employers, industry and government leaders to establish essential competencies for college graduates. From those competencies, Boise State distilled several core learning outcomes desirable for all undergraduate programs. These learning outcomes include problem solving, innovation, teamwork, diversity, ethics, and communication. These signature outcomes are woven into courses throughout the redesigned undergraduate curriculum. The FSP structure also incorporates several "high impact" strategies for student success, including small learning communities, experiential learning opportunities, and "master" teachers for incoming students. Courses are sequenced in a specific way, allowing faculty to assess learning outcomes at key junctures. Ongoing assessment is designed to track program results and guide continuous improvement. While some features of the FSP are in place at other institutions, Boise State's achievement has been the combination of these features into a uniquely coherent and cohesive program of undergraduate education.

Priority 1. Support for "Star" faculty members

"Star" faculty members teach the introductory FSP courses that develop essential intellectual skills, while cultivating habits of mind for success in subsequent courses and the achievement of signature learning outcomes. Fourteen "Star" faculty members are removed from their home departments to teach in the Foundational Studies Program. Academic departments need "backfill" funds to replace the 2 courses per academic year that were previously taught by these faculty members.

Budget
14 Lead faculty, backfill at $10k each….$140,000

Priority 2. Foundational Studies Interventions

All new students, including transfer students, enroll in a University Foundations course during their first year with the intention of building essential intellectual skills and increasing persistence rates. These courses include a large "lecture" session each week on an interdisciplinary theme, plus two hours of associated small-group sessions. Multiple discussion leaders facilitate the group sessions. Embedding interventions into the discussion sessions will provide proactive and continuous support for students who are struggling academically and/or with the transition to college. A full-time staff person is needed to coordinate the interventions and follow up within the FSP context. Localized support into first

year courses will efficiently support vulnerable students, such as first generation students and underrepresented groups.

Budget
Intervention Coordinator salary plus fringe….$57,170

Priority 3. Assessment and Continuous Improvement

Effective assessment of learning outcomes requires systematic, multilevel (i.e., course level and university-wide) data collection and analysis. The FSP includes a process to gather evidence of student learning, in order to assess the achievement of learning outcomes. An assessment coordinator will provide robust analysis, broad coordination across academic departments, and dissemination of findings for continuous improvement.

Budget
Assessment Coordinator salary plus fringe….$91,420
Operating Expenses….$10,000

II. Writing Plus: Transforming Remediation in First-Year Writing

The SBOE goal to transform remediation has long been a goal of the First-Year Writing Program at Boise State University. Below are three initiatives, collectively known as "Writing Plus", and the outcomes linked to each initiative.

The cornerstone of the Writing Plus Program is an evidence-based placement procedure that incorporates multiple measures to position students for a successful first-year writing experience. A long line of research within writing studies has demonstrated the need for an approach to placement that takes into account multiple measures, and we have been working alongside our colleagues at other Idaho institutions and partners from the SBOE toward a placement solution for years. In addition, we have successfully piloted an online placement process during summer orientation sessions.

Continuing to rely on tests like COMPASS or ACCUPLACER, which have been demonstrated to misplace students, will force students into remedial coursework and limit the effect of proposed reforms. Two examples: first, in the late 1990s, when the COMPASS scores were changed by the SBOE, suddenly more students were required to take English 90. Such students were retained at only half the rate of their 101 counterparts. Second, in spring 2012, the Institutional Assessment office looked for statistically significant correlations between SAT, ACT, or COMPASS scores and student success in English 101 or 102; there was no correlation. Rather than relying solely on test scores, we propose a streamlined evidence-based placement procedure based on the following weighted factors:

- *60% Digital Evidence-Based Placement* score: students are guided through The Write Class, an online self-assessment that gathers data about each student. It also includes a question about SAT/ACT scores as a general assessment of college readiness.

- *40% Prior Academic Writing Evidence:* high school English GPA for traditional students OR an additional portion of the online Write Class assessment for returning students who have been out of high school for more than five years. As presented by the Western Governors' Association representative at the Reduce Remediation provosts' meeting this past summer, a student's GPA is a far better predictor of collegiate success than her test scores.

Key Performance Indicator: with this placement approach, students will have a better sense of collegiate work expectations and feel as though they've been better placed in the appropriate course for them. We will use student satisfaction surveys, institutional research on GPAs and retention, and direct assessments of sampled student writing to assess the placement process.

Priority 1. English 101+

The first aspect of the Writing Plus program is a reconfigured credit-bearing first-year writing course, English 101+. In our efforts to reduce remediation at Boise State University, we seek to support all first-year writing students who might otherwise be required to begin in English 90, or who might choose to begin in English 90. To that end, we have created a four-credit English 101+ experience. In this program (pilot beginning spring 2013), students who would have formerly taken English 90 will be mainstreamed into English 101 classes and enrolled in a one-credit writers' studio with their English 101 instructor. Research indicates that additional time, focused instruction, and increased feedback are what many English 90 students need, and those aspects will be key in the one-credit studio courses. At the same time, less-confident writers will benefit from being integrated immediately into credit-bearing courses. Our approach draws from many features of the Accelerated Learning Program at the Community College of Baltimore County, coordinated by Peter Adams (see http://alp-deved.org/) and referenced in the Complete College America materials.

Students will benefit immediately by no longer being required to take three credits of pre-credit-bearing work. Additionally, students who *want* the additional support can obtain it within the context of a credit-bearing course. Institutional research in 2008 revealed that our English 90 students perform just as well as their counterparts by the time they reach English 102--but that more than three times as many of them drop out along the way. With this model, students will gain confidence in coursework and won't feel as though they are "behind."

Performance Indicator: in alignment with Progress Metric 3 in the Complete College America technical guide, we will compare student cohorts from 2007-12 (under the current remedial sequence of English 90-101-102) to the 2013-14 cohort (who complete the English 101+ and 102 sequence). Our goal is that English 101+ students will be retained at a higher level than and complete English 102 as successfully as the comparison cohort.

Budget

For the Writing Plus program to succeed, it will be critical to have full-time, innovative instructors who are able to engage in the additional mentoring and support that this approach

requires. Currently, over 84% of first-year writing courses are taught by either "part-time" adjuncts or new graduate teaching instructors. In order to provide the greatest immediate impact, we will dedicate four new Lecturer positions to English 101+ instruction.

Four Lecturer positions salary plus fringe….$236,231
Course release for training…$5000
Assessment OE….$1000

Priority 2. Projecting Learning, Understanding Success (PLUS) Program: Support for Repeating Students

The second aspect of the proposed program is to reduce remediation for students repeating a critical gateway course (English 101 or 102). Institutional research, here and elsewhere, indicates that students who repeat such a course are more than twice as likely to be unsuccessful the second time they attempt it. Drawing from research within writing studies, psychology, and adult learning, we have developed and are currently piloting our PLUS program for repeating students, which includes:

- early-semester communication with repeating students;
- a checklist of low-stakes tasks for these students, designed to foster ownership, confidence, and planning for success;
- faculty-initiated check-ins;
- guided reflective interviews with peer mentors.

Repeating students too often reproduce the same problematic behaviors. To remedy this challenge, the PLUS Program aims to help them reframe how they work in first-year writing and what they're doing differently during the repeated experience.

Performance Indicator: This initiative is aligned with Progress Metrics 3 and 5 in the Complete College America technical guide. Over time, this program, in addition to the availability of 101+, will increase the opportunities for the success of repeating students, thus saving students and the institution emotional and financial costs.

Budget
The success of these placement, curricular, and student-support initiatives, designed to directly impact the vulnerable population of first-year students, hinges on careful implementation and a stable team of experienced instructors.

TA Coordinator salary plus fringe and tuition….$21,500
Stipends for undergraduate peer mentors….$2800

III. Redesigning Developmental Mathematics

In Idaho we define a college-ready student as one who is prepared to take either math 108 (Intermediate Algebra), math 123 (Quantitative Reasoning), or math 130 (Discrete Math). We note, however, that this definition presents a hurdle to graduating in four years for many majors. In engineering, for example, math 170 (Calculus) is the gateway course. A student beginning in math 108 would be required to also complete both math 143 (College Algebra) and math 144 (Trigonometry), or math 147 (Pre-Calculus), before taking the gateway course. Thus, any student with the desire to become an engineering major who begins with math 108 must complete two or three semesters of math prior to beginning their gateway courses in the major.

The Accreditation Board for Engineering and Technology (ABET) also defines any math course that is a pre-requisites to Calculus as remedial. And finally, the Common Core Standards for K-12 mathematics (The Standards >> Mathematics, 2012) considers that any student who is taught by a district following these standards, and who desires to earn an engineering degree in college, should be prepared to enroll in math 170 their first semester in college.

At Boise State University we have reframed the discussion of math remediation to focus on providing a math curriculum that works to:

- increase the success rate in every math course;
- provide a pathway that allows a student to graduate in four years;
- provide experiences in math courses that improve success in subsequent math courses, as well as in other courses that rely on the learning outcomes of math courses.

In this proposal, Learning Communities are a focal point for further improvements to the math education process. Figure 1 illustrates the recently improved pass rates for Math Learning Center courses at Boise State University, where passing is defined as a grade of "C" or above.

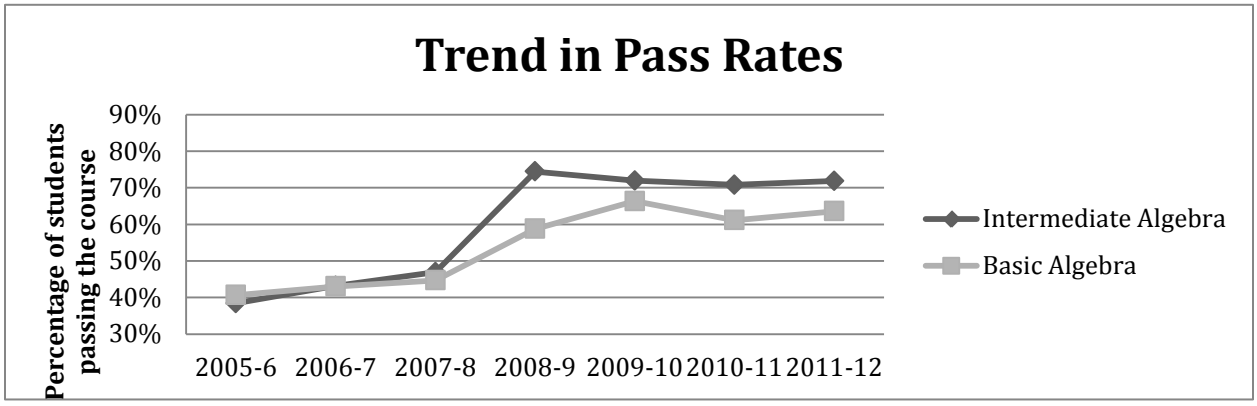


Figure 1: Trend in pass rates over time. In fall 2008, the emporium model used by the Math Learning Center was re-designed.

The Math Learning Center recognizes that the increase in pass rates is only effective if we also improve success in future courses. With this in mind, each semester we evaluate our previous semester students to see how they fair in their next math course. Figure 2 illustrates the pass rates of students who successfully completed math 025 in the fall of 2011 and subsequently took either math 108 or math 124 in the spring of 2012. Figure 3 illustrates the pass rates for students who completed math 108 in the fall of 2011 and subsequently took either math 143 or math 147 in the spring of 2012.

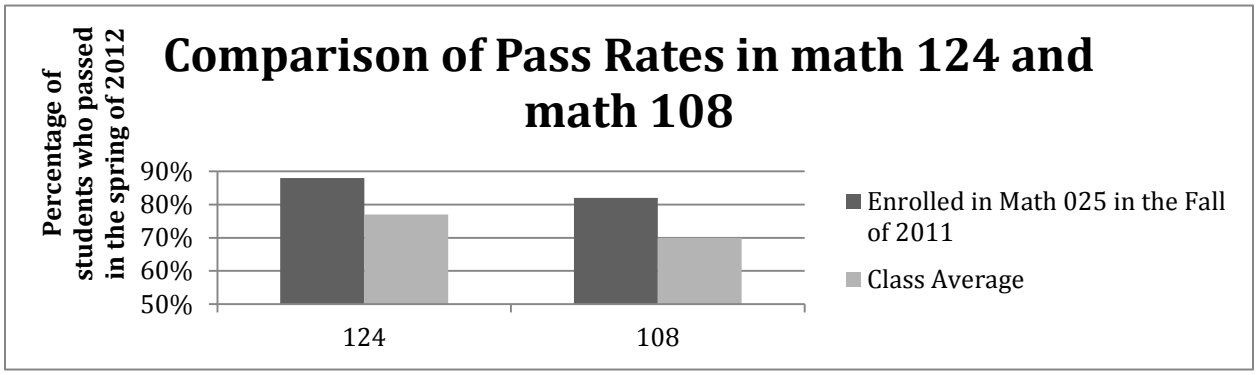


Figure 2. Comparison of spring 2012 pass rates in math 124 and math 108 for students who completed math 025 in the previous semester versus the overall class average.

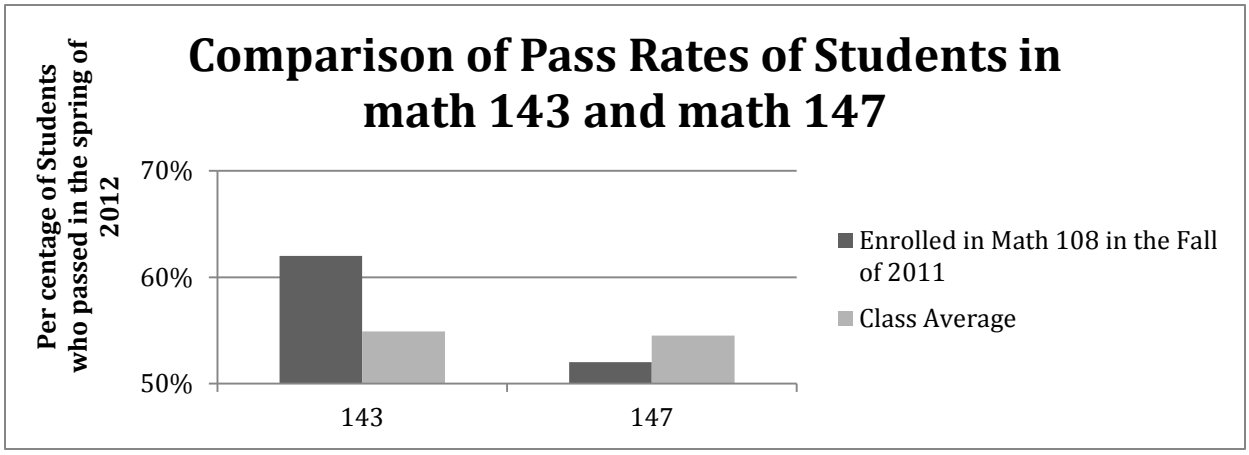


Figure 3. Comparison of spring 2012 pass rates in math 143 and math 147 for students who completed math 108 in the previous semester versus the overall class average.

In examining Figure 3, we notice that students who have passed math 108 struggle much more in math 147 compared to math 143, even though the curricula in math 143 and 147 is parallel (math 143 plus math 144 is equivalent to math 147). One hypothesis for this struggle is that math 147 is perceived as a more difficult course, particularly by students who had to remediate with math 108. These students are more likely to walk away at the first sign of difficulty. Although such a

perception is inaccurate, it is nevertheless effective in lowering the pass rate. This is mentioned because one of the main goals of the Math Learning Center is to remove false perceptions that have a negative effect.

Structured Emporium Model. Virginia Tech (Rossi, 2012) pioneered the emporium mathematics teaching model as a means to improve success rates in math courses in the early 2000's. The goal of the emporium model is to reach out to the student using Web-based resources. This model allows for increased ability to meet students' needs through targeted learning, open entry and exit, and acceleration methods.

There are many varieties of the emporium model. The uniqueness of the Boise State model is in the meeting times. Our original model allowed students to attend the computer center at their discretion. This model was changed in 2008, when students were required to attend the computer center during regularly scheduled times. The primary educational theory which supports this change is based on perceived academic control (Robert H. Stupinsky, 2008). Stupinsky, et.al, point out that in high school much of a student's academic control is not in the student's hands but in the hands of the adults around them. When they first arrive at the university, they are overwhelmed by the many choices before them. By scheduling students to meet on a weekly basis and making sure that the same instructors are available when the students attend the lab, we have reduced the choices that students need to make, resulting in a smoother transition from high school to college and increased success.

Problem Solving. When we looked at the success of students in a subsequent math course, we noticed the difficulty students were having in moving from math 108 to math 143 or math 147. To attack this problem we increased the amount of real-world mathematical problem solving, which was pioneered by Allan Schoenfeld in the mid 1980's (Schoenfeld, 1985). The Mathematical Association of America has provided support for such an approach, which uses cross-curriculum instruction (MAA, 2012), and we began to develop new ideas for such an approach in math 108.

As an example of cross-curriculum instruction, consider the quantitative use of mathematics in chemical kinetics. A major hurdle in helping students to transfer math skills to chemical kinetics is rooted in dealing with the notation. Thus, the zero order equation for chemical kinetics is

$$[O^+]_t = -kt + [O^+]_0$$

This equation represents a line that is denoted in math notation as

$$y = mx + b$$

Comparing the symbols, we find that

$$\begin{aligned} y &= [O^+]_t \\ m &= -k \\ x &= t \\ b &= [O^+]_0 \end{aligned}$$

The transfer of math notation slows the learning process, with cognitive overload occurring as new notation is being learned. Only when the new notation is assimilated into the students' vocabulary can the cognitive transfer begin. To assist in this problem, we add weekly activities that connect math 108 skills to related subjects, such as chemical kinetics. These activities can be found on the Math Learning Center website (Hagerty, 2012). And while these activities did not increase pass rates in the math 108 course in which they were used, they did result in a 10% increase in the pass rates of students moving from math 108 to math 143 or math 147. We are currently working on bringing such activities into math 143 and hope to develop more proficient methods of determining the effect of these activities on pass rates in science and engineering courses that students subsequently take.

Learning Communities. The Math Learning Center has limited experience with Learning Communities, but recognizes the importance of such communities as a tool to improve student success and retention. The impact of Learning Communities on student success is well documented, for example, at the Washington Center for Improving the Quality of Undergraduate Education web-site (Learning communities A National Resource Center, 2012). And in a recent project funded by the National Science Foundation, we found that the formation of learning communities for engineering majors at Boise State resulted in a first-year year retention rate of 90%.

Priority 1. Reorganize math 147 and math 144, incorporate math 144 into the Math Learning Center, and form a Learning Community with math 108 and math 254.

Currently, math 147 is a five-credit course that delivers the same material as math 143 (3 credits) plus math 144 (2 credits). The primary purpose of math 147 is to provide students who enter college needing both math 143 and math 144 a means of completing both courses in one semester, allowing them to take calculus in their second semester.

The first part of the reorganization will be to remove math 147 from the courses offered and recreate math 144 so that the co-requisite for the course is math 143. As part of this reorganization, the pre-requisite for math 170 (Calculus) will be changed from math 147 to math 143, with a co-requisite of math 144. This would maintain the options currently open to students while creating additional options. For example:

1) First semester – enroll in math 143; second semester – enroll in math 144; third semester – enroll in math 170; this is a current option.
2) First semester – enroll in math 143 and math 144 (same as math 147); second semester – enroll in math 170; this is also an option that is currently available.
3) First Semester – enroll in math 144 and math 170; this would be a new option.
4) First semester – enroll in math 143; second semester – enroll in math 144 and math 170; this would be another new option.

There are approximately 600 students in math 144 and math 147 each semester. This change in co-requisite would allow approximately 250 students to enroll in math 170 one semester sooner. This would shorten time to graduation by one semester for many students.

The second part of this reorganization is to move math 144 into the Math Learning Center and apply the emporium processes. Currently, the pass rate in math 144 and math 147 is 58%. We expect to increase the pass rate in math 144 to 70% by moving it into the Math Learning Center.

Research has shown that students are more successful in remediating their intermediate algebra skills when done so in the context of another course that utilizes algebra. Math 254 (Statistics) is one such course, and is also a required course for several social science majors. By forming a Learning Community that combines math 108 (Intermediate Algebra) and math 254, students will have the opportunity to remediate their algebra and enroll in math 254 one semester earlier. Activities in a co-requisite math 108 course would be tailored to support the math 254 course. This option can also be used for students who need to remediate their algebra as a prerequisite for courses other than math 254.

Our efforts in math 108 over the past several years have resulted in improved student success in math 157. Therefore, as another Learning Community, we will change math 108 to a co-requisite Learning Community for math 157, thereby providing a connection that is expected to result in greater understanding. An additional benefit of this Learning Community will be to provide an opportunity to explore ideas of conceptual development of mathematical skills in a collaborative effort between the Math Learning Center and Math Education faculty. This opportunity will allow us to find the best possible approaches to teaching concepts in a limited environment.

Budget
Tutoring to accommodate math 144….$40,000
IT Support staff….$69,275
Lecturer salary and fringe….$55,951

Priority 2. Build Learning Communities with other disciplines

This area provides a significant amount of excitement due to the possibility of improving the success rate of students majoring in science disciplines that rely on math skills. We will start these efforts by building Learning Communities that combine math 143 and phys 111, as well as math 143 and chem 111.

Currently the prerequisite for phys 111 and chem 111 is math 143 or math 147. The primary purpose for a prerequisite is to ensure that necessary quantitative skills are taught prior to enrolling in the course. Under this model, students complete the math prior to its use in the science course. Consequently, students often see the math class as a roadblock to enrolling in the science course. At the same time, they see the material as unrelated, even after completing the science course, primarily due to differences in notation and language. Consequently, students often have limited motivation in the math course.

By building co-requisite Learning Communities with gateway science courses, we can focus the mathematics in a way that prepares the students for quantitative problem solving just before they arise in the course. This preparation will include the transfer of math skills into the language of the co-requisite course. As a result, students will be better prepared for the quantitative activities required in those courses. To build these Learning Communities, the math 143 classes will use a weekly group activity that is rewritten based on the needs of the co-requisite science course.

The co-requisite model shifts the motivation to the science courses and places the motivation directly into a time frame that coincides with their learning of the math concepts. The result is increased engagement by the students.

In addition to the benefit of placing students in a Learning Community, this co-requisite arrangement will allow students who do not test out of math 143 and who need chem 111 or phys 111 as part of their major to enroll in the course one semester earlier.

Budget

Two lecture positions salary and fringe….$111, 901

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BUDGET SUMMARY

Item	**Costs**	**Running Total**
Core Reform		
Priority I	$140,000	$140,000
Priority II	$57,170	$197,170
Priority III	$101,420	$298,590
Writing Plus: Transforming Remediation in First-Year Writing		
Priority I	$242,231	$540,821
Priority II	$24,300	$565121
Redesigning Developmental Mathematics		
Priority I	$165,226	$730,347
Priority II	$111,901	$842,248

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AGENCY: Lewis-Clark State College Agency No.: 511 FY 2014 Request

FUNCTION: General Education Function No.: Page 1 of 3 Pages

ACTIVITY: Complete College Idaho Activity No.: Original Submission _X_ or Revision No. ___

A: Decision Unit No:	Title: **CCI General Ed and Remediation**				Priority Ranking
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	4.5				4.5
PERSONNEL COSTS:					
1. Salaries	285,500				285,500
2. Benefits	94,300				94,300
3. Group Position Funding	0				0
TOTAL PERSONNEL COSTS:	379,800				379,800
OPERATING EXPENDITURES **by summary object:**					
1. Scholarships	75,000				75,000
2. Instructional Materials	45,200				45,200
3.					
TOTAL OPERATING EXPENDITURES:	120,200				120,200
CAPITAL OUTLAY **by summary object:**					
1. Computers/office setup					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	500,000				500,000

Supports institution/agency and Board strategic plans:

Goal 1: A WELL EDUCATED CITIZENRY The educational system will provide opportunities for individual achievement.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective C: Adult Learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

The funds requested in this line item request directly support the General Education mission of Lewis-Clark State College. The mission and goal statement for LCSC calls for the following:

- In accordance with its role and mission statement approved by the State Board of Education, LCSC's primary emphasis areas are business, criminal justice, nursing, social work, teacher preparation, and professional-technical education.
- The State Board directs LCSC to maintain basic strengths in the liberal arts and sciences, which provide the core (general education) portion of the curriculum.
- Other assigned emphasis areas are the provision of select programs offered on and off campus, at non-traditional times, using non-traditional means of delivery, to serve a diverse student body.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   We are requesting funding for the expansion of a project focused on Student Success, which was initiated at LCSC over a year ago. Initial seed money for this pilot was obtained through the J. A. and Kathryn Albertson Foundation. New funds would be used to serve more of our students deemed "at risk", most of whom are involved in remedial coursework. We have a proven track-record, developed over the course of this pilot, which highlights the effectiveness of engagement through intrusive advising and peer mentoring, along with exposure to e-Advising and program planning.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      Program Director (1.0 FTE): $45,900 + fringe & health insurance; professional K-grade employee; to provide supervision of specific remediation activities.

      Education Specialist (2 @ 1.0 FTE each): $37,200 + fringe & health insurance; professional K-grade employees; to provide one-to-one tutoring with students in support of specific remediation activities.

      Senior Research Analyst (.5 FTE): $20,400 + fringe & health insurance; professional K-grade employee; to provide technical analysis of data to measure success of specific remediation activities.

      Administrative Assistant I (1.0 FTE): $23,800 + fringe & health insurance; classified position, pay grade H; to provide clerical support to staff and students of specific remediation efforts.

      Adjunct Faculty: $21,000 + fringe; to provide instructional support of specific remediation efforts.

Irregular Help including Student Employees: $100,000 + fringe; to staff and provide instructional support to specific remediation efforts in the Writing and Math Labs.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

c. List any additional operating funds and capital items needed.

Operating funds: $229,000 – scholarships and instructional materials

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

On-going general funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This initial pilot project has targeted students at significant risk of non-completion over the past year. Through intrusive advising and peer mentoring, we are attempting to positively impact retention rates. In addition, a small amount of funding for emergency issues has been set aside to remove some of the unanticipated financial barriers that can arise for students living in poverty. Our hope is to expand this pilot project to a wider audience through the establishment of several learning communities on campus. If this request is not funded, we may be in danger of being unable to adequately assist the population most in need of these services. Although we would continue to explore methods to increase our retention rate, especially for students in poverty, we may not have the capacity to serve all those who would benefit.

5. If this is a high priority item, list reason unapproved Line Items from the prior year budget request are not prioritized first.

Not applicable—this request, along with our number one Complete College Idaho request (addressing specific new positions) were included (but not funded) in the FY13 budget request.

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