

**WORK SESSION
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
A	BAHR - FY 2015 LINE ITEM BUDGET REQUESTS	Information Item
B	IRSA - ACCREDITATION PROCESS AND STATUS	Information Item
C	PPGA - PROJECTIONS OF JOBS AND EDUCATION REQUIREMENTS AND THE IMPACT ON BOARD'S 60% COLLEGE COMPLETION GOAL	Information Item

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AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2015 Line Item Budget Requests

REFERENCE

April 2013

Board approved guidance to the college and universities regarding submission of line item budget requests

June 2013

Board approved FY 2015 line items as presented

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

STAFF COMMENTS AND RECOMMENDATIONS

Agencies and Institutions will present their FY 2015 Line Item requests in detail to the Board and will be prepared to stand for questions during a work session on the afternoon of Wednesday, August 14. Line item requests and any supporting documents can be found in Business Affairs & Human Resources (BAHR) – Section II, Tab 1.

BOARD ACTION

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SUBJECT

Accreditation Process and Status

BACKGROUND/DISCUSSION

Board staff will provide a presentation on accreditation requirements for institutions who are accredited by the Northwest Commission on Colleges and Universities (NWCCU).

In 2010, NWCCU implemented changes to the accreditation review process from a five and ten year review cycle to a seven year cycle. Reporting requirements for Standard One are made in year one, Standard Two in year three, Standards Three and Four in year five, and Standard Five in year seven. These Standards are more prescriptive and time-intensive for the institutions. In very general terms, the new accreditation standards provide for a continuous improvement process that requires regular review and improvement of each institution.

Additionally, the Board will be updated on where each institution is in the accreditation process.

IMPACT

The information provided in this presentation is intended to be valuable information for the Board.

ATTACHMENTS

Attachment 1 – Accreditation Status by Institution

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ACCREDITATION STATUS BY INSTITUTION

Institution	Institutional Control	Status (Year Granted) Public Sanction	Most Recent Evaluation	Next Evaluation	Degree Level
Boise State University, Boise	Public	Accredited (1941)	Fall 2011 Year One Evaluation	Fall 2014 Year Three Evaluation	A,B,M,D
College of Southern Idaho, Twin Falls	Public	Accredited (1968)	Spring 2012 Year Three Evaluation	Spring 2015 Year Seven Evaluation	A
College of Western Idaho, Nampa	Public	Candidate (2012)	Fall 2011 Initial Candidacy	Fall 2014 Year Three Evaluation	A
Easter Idaho Technical College, Idaho Falls	Public	Accredited (1982)	Spring 2011 Year One Evaluation	Spring 2013 Year Three Evaluation	A
Idaho State University, Pocatello	Public	Accredited (1918)	Fall 2011 Year One Evaluation	Fall 2014 Year Seven Evaluation	A,B,M,D
Lewis-Clark State College, Lewiston	Public	Accredited (1964)	Fall 2011 Year One Evaluation	Fall 2014 Year Three Evaluation	A,B
North Idaho College, Coeur d'Alene	Public	Accredited (1947)	Spring 2011 Year One Evaluation	Spring 2013 Year Seven Evaluation	A
University of Idaho, Moscow	Public	Accredited (1918)	Fall 2011 Year One Evaluation	Fall 2014 Year Seven Evaluation	B,M,D

Legend: A – Associate B – Baccalaureate M – Masters D – Doctorate

Definitions of Institutions Status:**Applicant**

An affiliate status indicating that an institution appears to meet the Commission's conditions of eligibility and that its Application for Consideration has been accepted. Recognition as an Applicant neither implies nor ensures an institution will attain Candidate or Accredited status with the Commission.

Candidate

An affiliate preaccreditation status indicating that an institution meets the Commission's Eligibility Requirements and is progressing toward accreditation. Recognition as a Candidate neither implies nor ensures an institution will attain Accredited status with NWCCU.

Accredited

An affiliate status indicating that an institution meets the Commission's established standards of educational quality and effectiveness. Accredited status indicates that the institution: 1) has clearly defined and appropriate educational objectives; 2) operates under conditions by which achievement of those educational objectives can reasonably be expected; 3) is substantially accomplishing its educational objectives; and 4) is organized, staffed, and supported to warrant confidence that it will continue to achieve its educational objectives in the foreseeable future.

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SUBJECT

Projections of Jobs and Education Requirements and the Impact on Board's 60% College Completion Goal.

REFERENCE

August 2010

Board adopted a State College Completion Goal.

BACKGROUND/DISCUSSION

At its August 2010 meeting, the Board set the State College Completion Goal target at 60% of 25-34-year-olds to have a college degree or certificate by 2020. A certificate was later defined as a recognized certificate of one academic year or more. This target has become the focal point for education planning in Idaho. The target was derived in part from a report by Georgetown University's Center on Education and the Workforce (Carnevale) regarding education attainment levels for job requirements in 2018. The Center recently updated its report to include projections through 2020.

In the section of the updated report specific to Idaho, the education attainment levels have increased. The Center now projects 67.6% of 2020 jobs in Idaho will require some college, an associate's degree, a bachelor's degree or higher. This growth occurs primarily in requirements for bachelor's degrees or higher. In the Center's report certificates are included in the "some college" category.

This agenda item will review the Carnevale 2018 projections, the updated 2020 projections, and discuss the impact on workforce development and the role of Idaho's system of education in workforce development. In particular, emphasis will be placed on development of "middle skills" training to meet workforce needs for those requiring some college.

IMPACT

The Board's 60% performance measure has become a key objective in all education planning for the state of Idaho. The Board should determine whether this target will be retained or modified in view of the Carnevale update and if an additional performance measure should be set to target "middle skills" training and workforce needs. In addition, the Board may consider education alternatives for training requiring less than an associate's degree, particularly for training requiring a certificate.

ATTACHMENT

Attachment 1 – Middle Skills: Aligning Idaho's Educational System with Workforce Needs

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Middle Skills: Aligning Idaho's Educational System with Workforce Needs

Executive Summary

The Idaho State Board of Education adopted a goal of 60% of all 25-34-year-olds achieving a certificate or degree by 2020. This goal was based in large part on a report from the Georgetown University Center on Education and the Workforce (Carnevale) that projected 63% of all jobs by 2018 would require postsecondary education. The projections for Idaho indicated 61.2% of all jobs would require postsecondary education.

The Board adopted specific targets for one-year certificates and for associates, bachelors and higher degrees. These targets followed the existing postsecondary education model common to Idaho and all states. The Carnevale analysis indicated 44% of Idaho's 60% would be for jobs with "some college and no degree." This group has a need for training, particularly in technology, beyond high school completion.

An update to the initial Carnevale report increased the projections of jobs requiring post secondary education in Idaho to 67.6%, with the majority of the increase coming in the demand for jobs requiring bachelor's degrees and above. This growth in college degrees represents a formidable task. This challenge is being addressed through our Complete College Idaho program and has become a key feature of all statewide college and university planning.

The workforce segment requiring some college and no degree, or as it is called in this paper, Middle Skills, is not adequately addressed in our planning. The Board's target for one-year certificates undershoots the Carnevale projection with a target of 11%. While Carnevale clearly indicates that a high school degree is no longer adequate, at the same time employers have decreased their investment in employee training. Carnevale also indicates that our postsecondary training should be occupations-based rather than industry-specific.

Our current postsecondary model cannot meet the projected demand for Middle Skills. In addition, certificate tracking in Idaho and nationally is virtually nonexistent.

Employers are seeking employees to meet immediate demands. The same time, the value of a broader educational experience is important to our citizens in the rapidly changing workplace. The need exists to create an education and training alternative to satisfy the employment demands for workers with some college and no degree while meeting the longer-term needs of a flexible, adequately trained employee base.

The characteristics of an industry-driven training/education system should include:

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1. A combination of general occupations-based training with specific industry specialization
2. Technical training outcomes based on industry requirements
3. The ability to combine quick-start employment with continuing, more in-depth education
4. A hybrid delivery model combining instructor contact, online learning, and clinical/lab/hands-on training
5. Training that deemphasizes “seat time” or “bricks and mortar” delivery models
6. Ability to “test out” for participants with training or experience
7. Required individual learning plans monitored by counselors or mentors
8. Integration of general education requirements for writing, math and other areas tailored to occupation type and industry
9. Transferability to higher-level degrees

Several alternatives for Middle Skills training are under consideration. The Idaho Department of Labor has announced \$3 million grant program to create industry/education training options. The Board should take leadership in Middle Skill training by developing a system of one-year "Idaho Certificates." These certificates would be a combination of occupation-based training with industry-specific courses and general education components.

These certificates would require industry involvement in development of coursework and learning options such as clinics and labs. These certificates would target several workforce segments, beginning with pre-employed participants selected by industry partners as entry-level employees or apprentices. Eventually the certificates could become part of high school completion and should provide an incentive to students that might otherwise become dropouts.

The cost of a certificate program should not be a barrier. The student should be able to pay evenly over the course of their studies and employers should be encouraged to participate in the cost. The program should be designed to allow participation in education funding sources.

Certificates should be issued as part of the Idaho education system and not specifically by an institution. This will allow greater transferability and access. Each student should have access to a counselor/mentor. The counselor/mentor should be trained to assist the students and assure a successful experience. The program should also incorporate the new "badge" program for additional training opportunities being developed by the Idaho Division of Professional-Technical Education.

Regardless of the approach, the need for Middle Skills education and training must be addressed if we are to meet the needs of Idaho's workplace.